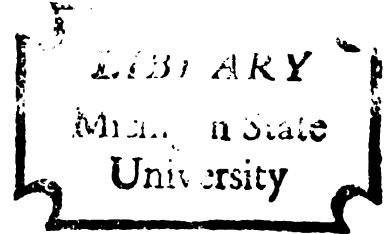# THE STUDY OF A PROGRAM
# FOR TRAINING LEADERS OF
# YOUTH IN THE FORMULATION
# OF OBJECTIVES

JOSEPH WELTER COUGHLIN, PH. D.

1971

This is to certify that the

thesis entitled

THE STUDY OF A PROGRAM FOR
TRAINING LEADERS OF YOUTH
IN THE FORMULATION OF OBJECTIVES

presented by

JOSEPH WELTER COUGHLIN

has been accepted towards fulfillment
of the requirements for

__Ph.D.__ degree in _Curriculum_
and Secondary Education

_Ted W. Ward_
Major professor

Date _May 10, 1971_

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ABSTRACT


THE STUDY OF A PROGRAM FOR TRAINING
LEADERS OF YOUTH IN THE
FORMULATION OF OBJECTIVES



By

Joseph W. Coughlin


It was the purpose of the study to test a programmed procedure for training leaders of youth to formulate behavioral objectives.

A programmed training manual was designed and used in two camps for boys during the summer of 1970. A population of 70 counselors and 554 campers during seven camp periods was divided into experimental and control groups. Each of the 70 men wrote objectives for his week as counselor in camp, and each of the boys, at the end of his week as a camper, reported two things his leader had helped him learn in camp.

The experimental group of 35 counselors completed the programmed training manual during the first few days at camp, then wrote a second set of objectives. The 35 men in the control group did not receive the training, but were also given opportunity to write second objectives. At the end of his week, each counselor was asked to rate his own achievement of his written objectives on a five-point scale.

Objectives of all counselors were judged for behavioral characteristics according to the criteria included in the training course. Both the counselors' objectives and the campers' reported learnings were classified into fourteen categories, developed by item analysis of all responses, and were then matched. The matching was a measure of the degree to which campers' learning corresponded to objectives set by their respective counselors.

In rating achievement of their objectives, range of response was considered a measure of how well counselors were able to discriminate the degree to which they had achieved.

The findings were that (1) the mean difference in behavioral characteristics between first and second objectives was significantly higher (at the 1 per cent level of confidence) for the experimental group than for the control group; (2) the experimental subjects made a qualitatively wider range of response than the control group (the difference was not statistically significant); and (3) campers' learned behaviors corresponding to counselors' objectives were significantly more frequent (at the 5 per cent level of confidence) in the experimental group.

Secondary findings include recommendations for improvement of the model for training and the programmed training manual, which is included in its entirety in the form in which it was used for the study, as an appendix to the thesis.

THE STUDY OF A PROGRAM
FOR TRAINING LEADERS OF YOUTH
IN THE FORMULATION OF OBJECTIVES


By


Joseph Welter Coughlin


A THESIS


Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of


DOCTOR OF PHILOSOPHY


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1971

## DEDICATION

The thesis, the research reported in it, and whatever potential may result from it for the development of men for the responsibility of leadership are dedicated to the person of the Lord Jesus Christ. It is the author's goal to honor and obey Him.

> I keep going on, grasping ever more firmly that purpose for which Christ Jesus grasped me; . . .I leave the past behind and with hands outstretched to whatever lies ahead, I go straight for the goal . . . my high calling by God in Christ Jesus.
>
> Philippians 3:12-14
> (J. B. Phillips'
>     translation)

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# CHAPTER I: THE PROBLEM

The focus of the inquiry described in this thesis is on the formulation of behavioral objectives as related to leadership development. This chapter begins with a statement of the assumptions that were made in the undertaking of the study and explains why there is need for such research. The purpose of the study is then summarized. Three hypotheses are given, and the design for the study by which they were tested is described. The chapter concludes with an overview of the thesis.

## Assumptions

The following are assumed in the undertaking of the study:

(1) That leadership can be defined as a pattern of attitudes and behaviors, not necessarily related to status or position, through which one individual exercises positive influence over others toward the achievement of mutually accepted goals. The leader's behaviors are the result and visible manifestation of his attitudes regarding the role of the individual in society, and more precisely, the responsibility of one individual for the behavior of others.

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(2) That inasmuch as instruction is a process which seeks to change the behavior of students,[1] leadership is clearly definable in educational terms. A teacher who is successful in changing the behavior of students is, by definition, also an effective leader, and the function of any successful leader will have an educational dimension.

(3) That the capacity for exercising leadership, i.e. influencing the behavior of others, is latent in all human beings, and that it can be nurtured and developed. This development means helping the individual to progress toward the full realization of his own highest potential as an individual in effective relationships with others.

(4) That a valid measure of one person's leadership or influence over others is the degree to which his behavior is demonstrated to have affected the behavior of those he leads. Appraisal of leadership requires a precise description of the leader's intent, of his behavior in pursuing his goal, and of the degree to which he achieves the desired influence on those who follow him as demonstrated by behavioral change.

(5) That the ability to formulate clearly defined behavioral objectives is a desirable quality of effective leadership and that training in this skill is therefore germane to leadership development. This ability is also

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[1]Hilda Taba, _Curriculum Development: Theory and Practice_ (New York: Harcourt, Brace & World, Inc., 1962), p. 312.

seen as essential if a leader is expected to appraise his own performance in operational terms.

(6) That the programmed course of training designed for this study, and included as Appendix A, is only one of many that might be used for such a purpose. It is presented as a model for the purposes of this research.

In addition to the above statements certain assumptions are made as to the technical meaning of the terms goals and objectives. These are frequently used interchangeably, but in this paper the distinction made by Yelon and Scott[1] is followed. Goals, sometimes referred to as "general goals" are seen as the comprehensive expression of the ends an individual or a group hopes to achieve. Specific objectives are defined, following Mager,[2] as precise statements, in performance terms, of what learners will be doing when demonstrating goals set for them by their leaders.

The criteria for evaluating written objectives which were used in the training course, are adapted from Yelon.[3] They appear in Figure 1.1 in the form in which they were stated on the back cover of the programmed manual.

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[1]Stephen L. Yelon and Roger O. Scott, A Strategy for Writing Objectives (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1970), p. vii.

[2]Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962), Chapter 3.

[3]Stephen L. Yelon, School Learning (Dubuque, Iowa: William C. Brown Book Company, 1969), pp. 27-45.

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## CRITERIA FOR JUDGING SPECIFIC OBJECTIVES

I. The objective, if achieved, will carry out one or more aims of your stated general goal.

II. The objective is stated in operational terms, which means it describes what learners will be doing that demonstrates achievement of the objective, when your leadership action is finished.

III. Criteria for judging or measuring your learners' behavior are stated.

IV. The statement is not ambiguous, which means it cannot be taken two ways.

V. Any conditions or requirements that must be met, such as limitations of time or space, are clearly stated.

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Figure 1.1:  Criteria for judging specific objectives as presented in the programmed training course

### Need

Leaders working in church-related youth organizations may tend to have either of two needs, both of which relate to the formulation of behavioral objectives:

(1) Some may operate on hunches based on impulse or instinct, with no clear sense of direction nor of goal.

(2) Others may operate under carefully structured organizational objectives, which they may follow without enthusiasm, if such objectives do not seem relevant to the situation in which they are working.  The changing needs of young people in widely varied circumstances of time, place, and cultural environment, make it impractical for national or even regional planning offices to establish specific objectives to be carried out in a variety of cultural situations.  Even if planning offices were able to set such objectives at any given point of time, these

would have to be reassessed continually in the light of
changing times and situations.

A possible solution to this problem is for such organi-
zations to set clear general goals and provide training for
their leaders in the writing of precise operational objectives.
The possibility of such a solution suggests the need for
research that would investigate and test possible ways of
structuring such training as will enable leaders of youth to
formulate objectives in operational terms.

## Purpose of the Study

The purpose of this study is to inquire into one possible
approach to training leaders of youth in the formulation of
behavioral objectives, to develop an experimental model, and
to gather data on the basis of which the effectiveness of the
model can be appraised. The secondary object of the study is
to derive data leading to the improvement of the specific
training material designed as one exemplar of the model.

## Hypotheses

The following are the hypotheses the study was designed
to test:

### Hypothesis I

Leaders of youth who have received the programmed training
in the formulation of behavioral objectives, as developed for
the study, will write objectives that are more operational in
terms of the criteria given in Figure 1.1, than those who
have not received such training.

## Hypothesis II

Leaders of youth who have received the programmed train-
ing in the formulation of behavioral objectives, when asked
to rate the degree to which their objectives have been achieved
on a five-point scale will indicate a wider range of response
than will those who have not received such training.[1]

## Hypothesis III

Youth whose leaders have received the programmed training
in the formulation of behavioral objectives, when asked to
indicate two things their leaders helped them learn to do
while in camp, will indicate having learned more behaviors
which are positively correlated with their leaders' objectives
than will those whose leaders have not received such training.

## Statement of Hypotheses as Behavioral Objectives

It is in keeping with the educational philosophy under-
lying this study and with the format of the programmed
training which has been designed to implement the inquiry to
restate the hypotheses in terms of general goal and specific
objectives.

## General Goal

The general goal of this report and the research on which
it is based is the investigation of the effectiveness of a

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[1]The two assumptions underlying Hypothesis II are (1) that
those who focus on specific objectives are more apt to be
discriminating about achievement, as reflected in their incli-
nation to use very high or very low descriptors, and (2) that
the focuser, as an individual, is more apt to recognize both
high and low achievement of his various objectives.

programmed procedure for training leaders of youth in the formulation of behavioral objectives.

It is necessary to define the terms effective and leaders of youth. Leaders of youth are all those who are engaged in any purposeful influence over human beings who are believed to be in the formative years of life, whether such influence be exercised through organized or unorganized, formal or informal contact.

Effectiveness is defined by Peter Drucker[1] as the ability to get the right things done. This is distinct from efficiency which is the ability to get things done right. Efficiency, therefore, requires criteria whereby the way things are done is measured, but effectiveness requires that objectives be stated, or at least understood, or there is no way to be sure that the things that are done are indeed the "right" things to do. In this case, for example, if the programmed training is effective it will affect the behavior of the trainees so that they will formulate objectives that meet the criteria.

## Objectives

In accord with the criteria stated in Figure 1.1, each of the following objectives must implement a specific aspect of the above stated general goal; it must be worded in operational terms without ambiguity; it must include or refer to written criteria by which the achievement of each objective

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[1]Peter F. Drucker, The Effective Executive (New York: Harper and Row, 1966), p. 1.

can be accurately measured; and any necessary conditions must be stated, such as time and space limitations. Four specific objectives are presented as implementation of the general goal:

(1) That 35 men serving at Camp Kaskitowa or Stony Glen Camp for one week as leaders of boys during the summer of 1970, might be tested as to their learning, through the programmed training course provided for this purpose, to write behavioral objectives that meet the criteria as stated in Figure 1.1. The responsibilities of counselors in these camps are outlined in detail in the Camp Staff Manual.[1]

(2) That the programmed training course in writing objectives, designed for the implementation of the learning defined in Objective I, be tested by comparing change in performance in the writing of objectives on the part of the 35 trainees with that of 35 other counselors in the same camp periods, not receiving the programmed course of training.

(3) That the 35 trainees be tested as to the use of their written objectives as a measure in evaluating, at the end of their week of service, the degree to which they have achieved their goal. The criterion for the measurement of this learning is the giving of a wider range of response when asked to evaluate the achievement of their objectives than that given under the same conditions by the counselors who did not receive the course of training. Range of response is quantified in accordance with a given scale explained in detail in Chapter V.

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[1]Camp Staff Manual (Wheaton, Illinois: Christian Service Brigade, 1970), pp. 3-4.

(4) That the 35 trainees might be tested as to whether or not they have become more effective leaders of boys as a result of having learned to write behavioral objectives for their week of leadership in camp. Given that an effective leader of boys is one whose purposeful influence over those boys results in modification of their behavior in positive correlation with the leader's objective, the criterion for this objective will be the number of matches achieved by the counselors. A match is defined as the falling of a camper's reported learning into the same category as one of his leader's stated objectives. The classification of leaders' objectives and campers' responses into specific categories is fully documented in Chapter IV.

## Design for the Study

The research was designed to inquire into a training program in the writing of behavioral objectives and to evaluate its effect on leaders in two camps for boys.

Constraints were accepted as given: (1) Six consecutive days of training, simultaneous with six days of experience as a leader of boys will constitute the time frame for the evaluations. (2) Trainees will not be specially selected according to any criteria external to the conditions of their employment in the camp situations available to the researcher. (3) One set of training experiences will be designed and tested in the study.

The projected plan for the research was carried out in

camps operated by Christian Service Brigade for youth from Michigan and Ohio at Camp Kaskitowa, Allegan, Michigan and at Stony Glen Camp, Madison, Ohio. Seventy men participated as leaders in the camps and as subjects for the study. They were asked to write specific objectives for the youth they would be leading. After the objectives had been written and collected, the leaders in four of the seven camp periods were given the programmed training course in the writing of behavioral objectives. By the second or third day of camp, they were asked to rewrite their objectives in the light of what they had learned.

At the end of the week, leaders in all camp periods were asked to evaluate their campers' behavior against the objectives they had written for them, using a scale of five options ranging from complete fulfillment to no fulfillment of the objective, or the response, "I can't say."

Statistical comparison was made of the evaluation of objectives written prior to or without such training and those written after completion of the course. Objectives were evaluated by the researcher in terms of the stated criteria. The resulting data were used to test the first hypothesis.

The evaluation reports from all leaders were also tabulated and correlations computed, comparing the ability of those trained and those not trained in the formulation of objectives to measure the achievement of their objectives. These data were to test the second hypothesis.

All campers were asked to respond on a simple form to the request, "Tell two things your leader helped you learn to do this week." Name of camper and leader were indicated. Data gathered from campers were correlated with those gathered from leaders to test the third hypothesis.

## Overview of the Thesis

The introductory chapter has included a statment of the problem, explanation of the basic assumptions and the need for the research, a summary of the purpose of the study, and a preview of the design of the research.

Relationship of the study to prior research is reported in Chapter II, with recognition of those authors and other resource persons who have contributed most to the researcher's views of the relevancy of the writing of behavioral objectives to the development of leaders of youth.

The design of the study is described in Chapter III. The principle instrumentation to be used, and there described, is a programmed booklet implementing a course of training in the writing of behavioral objectives. The hypotheses are restated in Chapter III, and the procedure is described by which they are to be tested. Here is prescribed the testing of the training program under field conditions, with a description of the population and of the method followed in gathering the data.

Chapter IV is a report of the process used for classification of the data into workable categories so that correlations could be made.

Chapter V reports the findings of the study with analysis of the data and construction of tables on which they are visually displayed.

The report is summarized in Chapter VI. The findings are discussed and evaluated as to generalization to larger populations. The training model and the programmed manual are critically evaluated. Recommendations are made for their improvement and adaptation for possible wider use.

# CHAPTER II: THEORY OF LEADERSHIP AND GOAL ORIENTATION

The substance of the chapter is the confluence of theory growing out of interdisciplinary research in leadership and out of the study of programmed manuals for the defining of instructional objectives. The focus is on the point at which the two lines of inquiry meet.

The chapter includes the analysis of representative definitions of leadership, review of studies in measurement of leadership, discussion of the meaning of goals and objectives, and reference to sources on the formulation of behavioral objectives. The relationship between leadership development and the formulation of objectives is brought into perspective.

## Leadership Theory

Robert Stout and Conrad Briner, after scanning the decade just past to report on research in leadership for the 1969 Encyclopedia of Educational Research, note that

> The obvious dilemma occasioned by the existence of many definitions of leadership is that a reader is never confident that research findings based on different definitions are comparable. A researcher limits the phenomena he will observe by defining them. The discussion, then, of research findings about leadership, as they appear in the literature, must be implicitly

bound by the admission that the researchers may
not have been examining the same phenomena.[1]

The many definitions of leadership reflect as widely
divergent concepts of human responsibility. A serious study
related to leadership does not permit arbitrary choice of a
convenient definition. It is necessary to identify the ma-
jor emphases and schools of thought and recognize their de-
velopment in the dimension under consideration.

## Concepts of Leadership

A comprehensive view is suggested by Franklyn Haiman.
"In the broadest sense, leadership refers to that process
whereby an individual directs, guides, influences, or con-
trols the thoughts, feelings, or behavior of other human
beings."[2]

Ordway Tead, choosing the key word influence, writes
from the organizational viewpoint, "Leadership is the ac-
tivity of influencing people to cooperate toward some goal
which they come to find desirable."[3]

At the other end of the spectrum, with the key word
control, James Lundy from the perspective of business and
industry, defines leadership as "principally a task of plan-
ning, coordinating, motivating, and controlling the efforts

[1]Robert Stout and Conrad Briner, "Leadership," in
Robert L. Ebel (Ed.) Encyclopedia of Educational Research,
Macmillan 1969, p. 699-706.

[2]Franklyn S. Haiman, Group Leadership and Democratic
Action (Cambridge: The Riverside Press, 1951), p.4.

[3]Ordway Tead, The Art of Leadership (New York: McGraw-
Hill, 1935).

of others toward a specific objective."[1]

Daryl Mitton also writes from the frame of reference of industrial management. "Leadership is the conception of a goal and a method for achieving it; the mobilization of the means necessary for attainment; and the adjustment of values and environmental factors in the light of the desired end."[2]

The two concepts represented by the key words _influence_ and _control_ emerge in various ways in the language and literature of leadership. The definitions given by those who are engaged in leadership research reveal the conceptual backdrop against which their respective studies are conducted.

John K. Hemphill defines leadership as the initiation of new structure or procedure for accomplishing—or for changing—an organization's goals and objectives. He distinguishes three kinds of leadership behavior

1. _Attempted leadership:_ acts which are accompanied by an intention of initiating a structure-in-interaction.
2. _Successful leadership:_ acts that have initiated a structure-in-interaction during the process of mutual-problem sloution.
3. _Effective leadership:_ acts that have initiated a structure-in-interaction that has contributed to the solution of a mutual problem.[3]

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[1]James L. Lundy, _Effective Industrial Management_ (New York: MacMillan Company, 1957).

[2]Daryl G. Mitton, _Industrial Management Review_ (Fall, 1969).

[3]John K. Hemphill, "Administration and Problem Solving," in Andrew W. Halpin, _Administrative Theory in Education_, (Chicago: Midwest Administration Center, University of Chicago, 1958), pp. 105-6.

A. C. Van Dusen suggests that "successful leadership is probably a function of (1) the qualities and techniques of the leader; (2) the characteristics of the other members of the group; and (3) the interactions which exist between the leader and subordinate members of the group."[1]

Both Hemphill and Van Dusen introduce the concept of group involvement in leadership, which suggests some form of group participation in the setting of a leader's goals. Hemphill's definition stresses goal orientation, but he recognizes the essential place of mutual interaction.

James Lipham sees leadership as distinct from administration.[2] He considers the function of administration to be that of maintaining institutions, whereas the function of leadership is that of changing them. Reviewing the research in leadership he classifies the approaches to the study under three heads: psychological, sociological, and behavioral.

The psychological approach is characterized by emphasis on personality, according to Lipham, and by efforts to distinguish leaders from other people. The assumption of this school of thought is that leadership is an innate quality that some have and others have not. This is usually consonant with the control concept as expressed by Lundy and Mitton.

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[1]A. C. Van Dusen, "Measuring Leadership Ability." p - 67-79.

[2]James M. Lipham, "Leadership and Administration," in Daniel W. Griffiths (Ed.) Behavioral Science and Educational Administration (63rd yearbook, N.S.S.E., Chicago: University of Chicago Press, 1964), pp. 119-141.

The sociological approach emphasizes the effect of the group on the individual and sees leadership as resulting from the demands of sociological situations. This approach comes closer to the viewpoint of Tead.

The behavioral approach recognizes both the individual and organizational dimensions of leadership. Andrew Halpin's statement of the behavioral view is quoted:

> First of all, it focuses upon observed behavior rather than upon a posited capacity inferred from this behavior. No presuppositions are made about a one-to-one relationship between potentiality presumably determinative of this behavior. By the same token, no a priori assumptions are made that the leader behavior which a leader exhibits in one group situation will be manifested in other group situations....Nor does the sum...suggest that this behavior is determined either innately or situationally. Either determinant is possible, as is any combination of the two, but the concept of leader behavior does not itself predispose us to accept one in opposition to the other.[1]

Halpin's view provides a meeting ground where the earlier concepts seem to be brought into perspective. The emerging percept is that _influence_ and _control_ are not, strictly alternative concepts, but rather perpendicular dimensions of the same phenomenon, two sides of the same coin, or, perhaps, the warp and woof that together make up the leadership fabric. This possibility is further developed by studies in the measurement of leadership.

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[1]Andrew W. Halpin, _The Leadership Behavior of School Superintendents_, (Chicago: Midwest Administration Center, University of Chicago, 1959), p.12

## Research in the Measurement of Leadership

Several studies in the measurement of leadership, each measuring a somewhat different phenomenon, have provided some precedent for the procedure followed in the present study.

Van Dusen reported research with 245 Chicago Boy Scouts. Each boy was asked to nominate from his own troop three scouts who, by his judgment, would make the best patrol leaders and three who would make the poorest, and to give reasons for his choices. The reasons given were classified into general categories. Van Dusen's conclusions were that the principal value of his study lay more in the method of obtaining leadership criteria than in any generalized learning about leadership as such. Van Dusen's research provided the precedent followed for the classification of responses from counselors and campers as reported in Chapter III.

John C. Flanagan's approach to research method as reflected in his description of the critical incident technique is appropriate for the measurement of leadership. It has been used for the evaluation of the behavior of industrial foremen, air force officers, sales personnel, teachers, and foreign student advisors.

Flanagan emphasizes the objectivity with which it is possible, by this method, to measure human behavior. He summarizes:

> The critical incident technique, rather than collecting opinions, hunches, and estimates, ob-

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[1]Op.cit.

tains a record of specific behaviors from those
in the best position to make the necessary ob-
servation and evaluations.[1]

The relationship between research using the critical

incident technique and the defining of behavioral objectives

is suggested by Flanagan in his reference to general aims.

> A basic condition necessary for any work on
> the formulation of a functional description of an
> activity is a fundamental orientation in terms of
> the general aims of the activity. No planning and
> no evaluation of specific behaviors are possible
> without a general statement of objectives. The
> trend in the scientific field toward operational
> statements has led a number of writers to try to
> describe activities or functions in terms of the
> acts or operations performed. . . .These analyses
> have been helpful in emphasizing the need for more
> specific and detailed descriptions of the require-
> ments of activities. Typically, however, such dis-
> cussions have failed to emphasize the dominant
> role of the general aim in formulating a descrip-
> tion of successful behavior or adjustment in a
> particular situation.
>       In its simplest form, the functional descrip-
> tion of an activity specifies precisely what it
> is necessary to do and not to do if participation
> in the activity is to be judged successful or
> effective. It is clearly impossible to report
> that a person has been either effective or in-
> effectvie in a particular activity by performing
> a specific act unless we know what he is expected
> to accomplish.[2]

Flanagan does not use the terms _goals_ and _objectives_

in the same sense as have been defined in this report,

following Yelon[3] and others, but he does distinguish be-

tween the specific operational statement of a function to

be performed and the _general aim_, which he sees as play-

[1]John C. Flanagan, "The Critical Incident Technique,"
_Psychological Bulletin_, Vol. 51, No 4, July 1954, p. 355.
      [2]Ibid. p. 336.
      [3]Stephen L. Yelon, _op. cit._

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ing a dominant role in appraisal of successful behavior. In this sense it is equivalent to the term general goal as used by Yelon and in the present study.

Flanagan's primary contribution to understanding of the measurement of leadership is his emphasis on gathering data from objective observation of overt behavior rather than from personal judgment or expression of opinion as do both Van Dusen and Ohio State researchers. In this respect he provides the model for the present study.

Ohio State University has been identified with extensive research in leadership. The primary instrument, known as the Leader Behavior Description Questionnaire (L.B.D.Q.) which characterizes the O.S.U. studies was developed by Hemphill. These studies characterized the behavioral approach to leadership in contrast to the earlier trait approach, that tended to identify leadership with personality. A list was compiled of 1,790 behaviors thought to characterize leadership. These were analyzed, classified, clustered, combined, edited, and so reduced to the 150 items which were included in the L.B.D.Q. in its original form, as reported by Hemphill and Coons in 1957.[1]

Halpin and Winer used a revised form of the L.B.D.Q. in research for the United States Air Force. Three hundred crew

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[1]John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire" in Ralph M. Stogdill and Alvin E. Coons (Ed.) Leader Behavior: Its Description and Measurement (Bureau of Business Research, Ohio State University, 1957) p. 6.

members were asked to describe their commanders' behavior

by means of the questionnaire. The findings were summar-

ized as follows:

> A Leader Behavior Description Questionnaire
> consisting of 130 items was administered to crew
> members who described air crew commanders. A
> factor analysis of the intercorrelations among
> 8 hypothesized dimensions of leader behavior re-
> sulted in the emergence of 4 factors. These fac-
> tors were identified as Consideration, Initia-
> ting Structure, Production Emphasis, and Social
> Awareness.
> Two factors, Consideration and Initiating
> Structure, accounted for 83 per cent of the total
> factor variance. Attempts to improve the contri-
> bution of the two remaining factors by increasing
> the number of items for their measurement proved
> unsuccessful. Efforts were therefore concentrated
> upon the task of developing the best possible
> short scales for describing Consideration and
> Initiating Structure.
> In an 80 item form of the questionnaire, only
> the 15 items for measuring Consideration and the
> 15 items for measuring Structure were keyed and
> scored. The reliabilities of these short keys
> were found to be satisfactorily high for practi-
> cal use. The two scales are correlated to a mod-
> erate degree, but are sufficiently independent to
> permit the use of the Consideration and Initia-
> ting Structure scales as measures of different
> kinds of behavior. Different persons describing
> the same leader show significant similarity in
> their descriptions.
> Consideration tends to be correlated nega-
> tively with leadership effectiveness ratings by
> superiors, while Initiating Structure is posi-
> tively related to effectiveness rating. Consid-
> eration is more highly related than Initiating
> Structure to an index of crew satisfaction.[1]

Consideration and Initiating Structure emerge by empiri-

cal research as two independent dimensions of leadership.

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[1]Andrew W. Halpin and B. James Winer, "A Factorial
Study of the Leader Behavior Descriptions" in Ralph M.
Stogdell and Alvin E. Coons (Ed.) Leader Behavior: Its
Description and Measurement (Bureau of Business Research
Ohio State University, 1957) p. 51.

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These appear to be parallel or analagous to the dimensions of influence and control previously projected.

Of the two dimensions isolated by the Ohio State Studies, as reported by Halpin and Winer, Initiating Structure appears to be measurably more correlated with goal orientation and the setting of objectives, as evidenced by the following list of the six items with the highest loadings on Initiating Structure.

1. Asks that crew follow standard operating procedure.
2. Maintains definite standards of performance.
3. Makes sure his part in the crew is understood.
4. Tries out his new ideas on the crew.
5. Makes his attitude clear to the crew.
6. Assigns crew members to particular tasks.[1]

It is to be noted that items 2, 3, and 6 relate directly to the defining of objectives. Items 2 and 3 were also the behaviors with the highest positive loadings on this factor.

In contrast the six items with highest loadings on Consideration showed no particular relationship to goal orientation or the formulation of objectives.

1. Does personal favors for crew members.
2. Looks out for personal welfare of crew members.
3. Refuses to explain his actions.
4. Treats all crew members as his equal.
5. Is friendly and approachable.
6. Finds time to listen to crew members.[2]

Hemphill used the L.B.D.Q. with other instruments for a study of leadership and administration in a large liberal

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[1] Ibid. p. 42

[2] Ibid.

arts College,[1] and found high correlation between the leadership of the department heads as measured by the L.B.D.Q., and their respective departments' reputation for being well administered, as measured by other instruments. In his use of the L.B.D.Q., Hemphill scored only those items which tested the factors of Consideration and Initiating Structures.

Edwin Fleishman developed a Supervisory Behavior Description instrument, based on the L.B.D.Q., and used it for measuring the leadership of industrial foremen.[2] He also developed a Leader Opinion Questionnaire to be administered to leaders, which he found to be sensitive for assessing leadership attitudes and for evaluating the effects of leadership training.[3] Both of Hemphill's studies resulted in the isolation of Consideration and Initiating Structures as the significant dimensions of leadership.

These and other uses of the L.B.D.Q., gathered data about the behavior of those who were occupying leadership

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[1] John K. Hemphill, "Leader Behavior Associated with the Administrative Reputations of College Departments," in Ralph M. Stogdill and Alvin E. Coons (Ed.) Leader Behavior: Its Description and Measurement (Bureau of Business Research, Ohio State University, 1957) pp. 74-85.

[2] Edwin A. Fleishman, "A Leader Behavior Description for Industry," in Ralph M. Stogdill and Alvin E. Coons (Ed.) Leader Behavior: Its Description and Measurement (Bureau of Business Research, Ohio State University, 1957) pp. 103-119.

[3] Edwin A. Fleishman, "The Leader Opinion Questionnaire," in Ralph M. Stogdill and Alvin E. Coons (Ed.) Leader Behavior: Its Description and Measurement (Bureau of Business Research, Ohio State University, 1957) pp. 120-133.

positions from the leader himself or from his subordinates or superordinates.

The Ohio State studies are strongly oriented to the view of leadership in the context of established organizations. In this regard their perspective is different than that of this study, but they have contributed much to the understanding of leadership as a behavior that can be measured in operational terms.

Richard A. Schmuck looks at leadership in its relation to group process and interaction.

> "Leadership" refers to behaviors that bring a group closer to achieving its goals and is defined as interpersonal influence central to group action. It is differentiated from the concept of leader; the term "leader" identifies the person who has been appointed or elected to be the "head man." Leader is a static concept, while leadership is dynamic.[1]

Schmuck also distinguishes between imposed and emergent leadership. "Emergent leadership occurs when the acceptance of influence is based on the consent of followers; imposed leadership is based on superior authority as defined by group structure."[2]

The idea of emergent as distinct from imposed leadership is basic to the concept of leadership stated in the assumptions at the beginning of this report.

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[1]Richard A. Schmuck, "Group Processes," in Robert Ebel (Ed.) Encyclopedia of Educational Research, Macmillan, 1960. p. 554.

[2]Ibid.

## Goals and Objectives

Napoleon Hill spent twenty years at the instigation
of Andrew Carnegie in search of the secret behind the suc-
cess of some 500 men who are renowned for their success as
nationally known leaders. The criteria for success in
their case was wealth and fame. These do not attest to
their being recognized as leaders by other criteria, but
they were clearly effective in influencing people. The
outcome of Hill's investigation was that the one character-
istic which all the men analyzed had in common was dedi-
cation to clearly defined goals.[1]

As Hill sees it, leadership is quite evidently not static
but dynamic and directional. An effective leader is seen
as moving toward an envisioned goal. The distinction made
in Chapter I between goals as long-range aims, and objec-
tives as measurable means to those ends is useful in under-
standing leadership.

### The Meaning of Goals

John Gardner in <u>Self-Renewal</u> describes true happiness as
"striving toward meaningful goals." He goes on to explain

> Note that we speak of happiness as invol-
> ving a "striving toward" meaningful goals, not
> necessarily the attaining of those goals. It
> is characteristic of ceratin kinds of human
> striving that the goals may be unattainable.
> The man who dedicates his life to the achieving
> of good government or to the combating of human

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[1] Napoleon Hill, <u>Think and Grow Rich</u>, (Greenwich,
Connecticut:  Fawcett Publications, Inc. 1950).

misery may enjoy small victories but he can
never win the longer battle. The goal recedes
before him. . . .For this reason, the self-
renewing man never feels that he has "arrived."
He knows that the really important tasks are never
finished. . . . This is not to say that the aims
that man conceives beyond the needs of the self
are necessarily ones that would win our admir-
ation. They may be characterized by the highest
idealism or they may be cride, even vicious. . . .
It is essential that man's hunger for dedication
be directed to worthy objects.[1]

Yelon and Scott describe the general goal in its

relationship to behavioral objectives as follows:

Complex goals can be translated into a set
of behavioral objectives. . . .General instruc-
tional goals such as teaching the ability to syn-
thesize, analyze, or understand a given subject
matter can be adequately described by behavioral
objectives.
Goals dealing with the attitudes and emo-
tions of students can be described in terms of
behavioral objectives. . . .Educators who de-
fine their goals in terms of behavioral student
objectives are better able to select appropriate
instructional activities.[2]

Yelon and Scott state as criteria for a general goal

simply that it be relevant and important.[3] They see the

general goal as the starting place for the process of

formulating objectives. If goals recede and may be un-

attainable there must be a way to bring achievement of

some kind within human reach. This leads to the heart

of the study.

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[1]John W. Gardner, Self-Renewal: The Individual and the
Innovative Society (New York: Harper and Row, 1963), pp. 98-99.

[2]Stephen L. Yelon and Roger O. Scott, A Strategy for
Writing Objectives (Dubuque: Kendall Hunt Publishing Co.,
1970), p. vii.

[3]Ibid. p. 1.

## The Formulation of Behavioral Objectives

Robert Mager, author of the programmed manual,

Preparing Instructional Objectives, is a recognized auth-

ority in the art of writing objectives in operational

terms. He begins the book by stating its objectives.

> Specifically, the objectives of this book are
> such that, if they are achieved, you will be able
> to perform the following tasks:
>   1. Given one or more instructional objectives,
>      you will be able to select those stated in
>      performance terms.
>   2. Given a well-written instructional objec-
>      tive, you will be able to identify the
>      portion of it that defines minimum ac-
>      ceptable performance.
>   3. Given one or more performance (test)
>      items, you will be able to select those
>      appropriate to the evaluation of the
>      objectives.[1]

Yelon defines objectives as "precise written state-

ments describing the ways which students are expected to

perform at the end of the course of instruction."[2]

The criteria for judging objectives in the programmed

training course developed for this report are adapted from

Yelon. Definitions included in the manual are adapted from

Mager.

Thorwald Esbensen states the purpose of instructional

objectives as "to make clear to teachers, students, and

other interested persons what it is that needs to be

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[1]Robert F. Mager, Preparing Instructional Objectives
(Palo Alto: Fearon Publishers, Inc. 1962) p.1.

[2]Stephen L. Yelon, School Learning (Dubuque: William
C. Brown Co. 1969) p. 27.

taught—or what it is that has been taught."[1] In this
statement he makes reference to the two great values
for education of the formulation of clearly stated ob-
jectives: planning and evaluation. Planners are con-
cerned with what needs to be taught; evaluators seek to
determine what has been taught.

## Programmed Instruction

Various forms of programmed instruction were used for
teaching the formulation of behavioral objectives by Mager,
Yelon and Scott, and Esbensen. Their models were followed
in the preparation of the training manual used for the
study, both in content and in methodology.

### Summary

Review of varied concepts of leadership reveals di-
vergent schools of thought, but two dimensions of leader-
ship emerge from literature and from research.

Studies in the measurement of leadership confirm the
validity and independence of the dimensions and provide
methodological precedent for the study.

The behavioral approach to the formulation of ob-
jectives in terms of performance is revealed as related to
one dimension of leadership.

Programmed manuals for training teachers in the pre-

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[1]Thorwald Esbensen "Writing Instructional Objectives,"
Phi Delta Kappan, Vol. XLVIII, January 1967.

paration of instructional objectives provide models for the training instrument developed in preparation for the study.

The formulation of behavioral objectives in operational terms is seen, in itself, to be an appropriate leadership behavior, and training in the formulation of such objectives, a valuable component in programs for the development of leaders.

# CHAPTER III: THE DESIGN

The plan for conducting the research is described in this chapter. It includes descriptions of the population, of the instruments used, and of the processes by which the data were gathered. The three hypotheses are reviewed with brief explication of the procedure by which each is to be tested.

## Population

The research was based on data gathered from 54 men and 554 boys: counselors and campers at Stony Glen Camp at Madison, Ohio, and Camp Kaskitowa at Allegan, Michigan. The counselors were divided into two groups for the study. The experimental group received the programmed training in the writing of behavioral objectives, and the control group received no such training. Table 3.1 shows the distribution of the 54 men in seven camp periods, filling 70 counselor positions. It also shows the dates of the four periods at Stony Glen and three at Kaskitowa.

Counselors who wrote objectives were included in the study only if their names were cited by two or more campers as having helped them to learn. In this way the 54 were selected out of a total of 81 men serving in the two camps.

The division of the population into experimental and

TABLE 3.1: DISTRIBUTION OF FIFTY-FOUR MEN IN SEVEN CAMP PERIODS: FILLING SEVENTY COUNSELOR POSITIONS EQUALLY DIVIDED INTO EXPERIMENTAL (X) AND CONTROL (C) GROUPS

| Counselor # | age | STONY GLEN CAMP periods: S1 | S2 | S3 | S4 | KASKITOWA periods: K1 | K2 | K3 | | Counselor # | age | STONY GLEN CAMP periods: S1 | S2 | S3 | S4 | KASKITOWA periods: K1 | K2 | K3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 56 | | | C | | | | | | 28 | 45 | | | | | | | X |
| 2 | 17 | C | X | X | | | | | | 29 | 35 | | | C | | | | |
| 3 | 24 | | | | | | | X | | 30 | 18 | | | | | | | X |
| 4 | 16 | C | X | | | | | | | 31 | 42 | C | | | | | | |
| 5 | 17 | | | | | X | | | | 32 | 16 | | | | | C | | |
| 6 | 42 | C | | | | | | | | 33 | 35 | | | | | | C | |
| 7 | 39 | C | | | | | | | | 34 | 55 | C | | | | | | |
| 8 | 22 | | | | C | | | | | 35 | 35 | C | | | | | | |
| 9 | 16 | C | | | | | | | | 36 | 47 | | | C | | | | |
| 10 | 39 | | | | X | | | | | 37 | 18 | | | | | X | X | |
| 11 | 19 | C | X | | X | | | | | 38 | 18 | C | X | | X | | | |
| 12 | 20 | | | | | X | X | X | | 39 | 45 | | | | | | | X |
| 13 | 17 | C | | | | | | | | 40 | 17 | | | | | | | X |
| 14 | 21 | | | | | | | X | | 41 | 34 | | | C | | | | |
| 15 | 46 | | | C | | | | | | 42 | 32 | | | C | | | | |
| 16 | 72 | | | | C | | | | | 43 | 17 | | | | | | | X |
| 17 | 26 | | C | | | | | | | 44 | 17 | | | | | X | | |
| 18 | 24 | | | | | | C | | | 45 | 43 | C | | | | | | |
| 19 | 40 | | | | | | | X | | 46 | 46 | | | C | | | | |
| 20 | 39 | | | | | | C | | | 47 | 31 | | | | | X | X | |
| 21 | 21 | C | C | | | | | | | 48 | 48 | | | | | | | X |
| 22 | 49 | | | C | | | | | | 49 | 30 | C | X | | | | | |
| 23 | 51 | C | | | | | | | | 50 | 18 | | | | | X | X | |
| 24 | 37 | C | X | | | | | | | 51 | 38 | | | | | | C | |
| 25 | 41 | | | | | X | | | | 52 | 25 | C | | | | | | |
| 26 | 17 | | X | | X | | | | | 53 | 31 | | | | | X | | |
| 27 | 19 | | | | | | | X | | 54 | 45 | | | C | | | | |

DATES: S1 = June 21-28, 1970  
      S2 = June 28-July 5, 1970  
      S3 = July 5 - 12, 1970  
      S4 = July 12-19, 1970  

K1 = July 18-25, 1970  
K2 = July 25-August 1, 1970  
K3 = August 8-15, 1970

control groups was devised prior to the opening of camp by designating four of the seven weeks as experimental and three as control periods. The designation was alternate in each camp as shown in Table 3.2, in which the population of counselors and campers is also shown.

TABLE 3.2: DIVISION OF CAMP PERIODS INTO
EXPERIMENTAL (X) AND CONTROL (C) GROUPS
WITH POPULATION OF COUNSELORS AND CAMPERS

| Stony Glen Camp | | | | Camp Kaskitowa | | | |
| Period | group | men | boys | Period | group | men | boys |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | C | 17 | 86 | 1 | X | 10 | 83 |
| 2 | X | 9 | 74 | 2 | C | 8 | 95 |
| 3 | C | 9 | 60 | 3 | X | 11 | 95 |
| 4 | X | 6 | 80 | | | | |

Four of the 54 men served for three weeks, and eight for two weeks. In these cases they were counted as separate counselors. Thus the population of leaders was 70. Six of the counselors were included for their first week in the control group and in subsequent weeks in the experimental group. The reverse was not possible, because when a man had received the training program he could not after that be a member of a control group. There were five men who received training and then served in what was designated as a control period. Data from these men were counted with the experimental group for both weeks. There were also eight men who served during experimental weeks but did not

receive the training. Data from these men were included
with the control group.

## Instrumentation

The chief instrument in the training and evaluation
program investigated by this study is a 33-page booklet
titled, "NAME IT, AND YOU CAN HAVE IT, a Programmed Manual
for Leaders of Youth on the Formulation of Objectives."
The entire manual is included with this report as Appendix A.

In the first few pages the reader is involved in some
specific commitments, as the objectives for the training
program itself are spelled out in operational terms. Follow-
ing this is a section teaching the meaning of general goals
as distinct from, and basic to specific objectives. The
next four pages contain instruction on how to formulate be-
havioral objectives, including explanation of entry behavior,
leadership action, and terminal behavior.

Various anecdotal illustrations follow which involve
the reader in the work of recognizing, writing, and evalua-
ting statements of objectives. In the last of these the
leader is asked to write objectives for a week in camp.
This page is used as a part of the instrumentation for the
evaluative phase of the study. Space is also provided for
the writing of individualized objectives for each camper in
a counselor's group, for indicating planned leadership action,
and for noting the desired terminal behavior. The reader is
asked, at the end, to give his evaluation of the booklet it-
self. The responses to this request are discussed in Chapter VI.

## Gathering of Data

The following procedures were used in the two camps for gathering the data from counselors and from campers:

### The Gathering of Data from Counselors

All of the 70 counselors were asked to write specific objectives for a week in camp. Those who were receiving the programmed training, being members of the experimental group, were given the training booklet immediately after having written their first sets of objectives. They were asked to write a second set of objectives for the week in camp as a part of the programmed booklet. Members of the control group were asked if they would like to rewrite their objectives, after about two days in contact with their boys.

Both groups used the format shown in Figure 3.1 for writing their initial objectives, and the control group used the same form when they chose to rewrite theirs.

---

SPECIFIC OBJECTIVES FOR A WEEK IN CAMP

Name:_____age_____date_____

Address_____phone_____

General goals for the camp:

Your two most important specific objectives for yourself:
_____1.
_____2.

The four most important specific objectives you hold
for your boys:
_____1.
_____2.
_____3.
_____4.

---

Figure 3.1: Form used by counselors for stating objectives

Objectives were returned to the counselors at the end of the week. Each man was also given specific written instructions for evaluation of achievement of his objectives, which are shown in Figure 3.2.

---

In evaluating your objectives at the end of the week, please consider to what degree each specific objective was achieved, and indicate your judgement of this by placing a letter left of the number of each stated objective, by the following key:

V = "It was very well achieved."
F = "It was fairly well achieved."
L = "It was very little achieved."
O = "It was not achieved at all."
X = "I can't say how well it was achieved."

---

Figure 3.2: Scale used by counselors in evaluating the achievement of their objectives.

## The Gathering of Data from Campers

Each camper was asked on the last day in camp to indicate on a form, as shown in Figure 3.3, two things his leader had helped him learn to do during the week.

---

Please tell of two things your leader helped you learn to do this week:

1.

2.

Your                          Leader's
Name:_____Name:_____

---

Figure 3.3: Form used for gathering data from campers.

In writing the name of his leader on the form, a boy was exercising a degree of selection, since the camp program nor-

mally brought the individual camper into the sphere of influence of several leaders. Supposedly the camper would choose to cite that leader from whom he perceived that he had learned most. The population of campers credited to each counselor was determined by the number of boys who had named him as their leader. The final population of campers included in the study was 554. Further detail concerning this population is shown in Table 3.3.

TABLE 3.3: SUMMARY OF POPULATION
ON WHICH STUDY IS BASED

|  | Campers | Counselors | | |
|---|---|---|---|---|
|  |  | Total | X group | C group |
| Camp Kaskitowa | 269 | 29 | 23 | 6 |
| Stony Glen Camp | 285 | 41 | 12 | 29 |
| Weeks for boys 12-17 | 244 | 37 | 18 | 19 |
| Weeks for boys 8-11 | 310 | 33 | 17 | 16 |
| Experimental (X) group | 292 | 35 | 35 | 0 |
| Control (C) group | 262 | 35 | 0 | 35 |
| Total population | 554 | 70 | 35 | 35 |

The imbalance between members of the experimental and control groups at each camp, with a preponderance of the experimental group at Kaskitowa and of the control group at Stony Glen is explained by the fact that the periods were designated prior to camp and that by coincidence the control weeks drew larger population of leaders at Stony Glen, as did the experimental weeks at Kaskitowa.

A summary of the age distribution of counselors in the two camps is shown in Table 3.4,

TABLE 3.4 : A SUMMARY OF DISTRIBUTION OF COUNSELORS
BY AGE AT KASKITOWA (K) AND STONY GLEN (S)
AND IN THE EXPERIMENTAL (X) AND CONTROL (C) GROUPS

|  | X + C (K + S) | X | C | K | S |
|---|---|---|---|---|---|
| Age range | 16-72 | 16-48 | 16-72 | 16-48 | 16-72 |
| Mean age | 30 | 25 | 34 | 27 | 35 |
| Median age | 24 | 19 | 35 | 20 | 30 |
| Population by age group: | n | X | C | K | S |
| 16-19 | 26 | 19 | 7 | 11 | 15 |
| 20-29 | 11 | 5 | 6 | 6 | 5 |
| 30-39 | 16 | 6 | 10 | 6 | 10 |
| 40-49 | 13 | 5 | 8 | 6 | 7 |
| 50-72 | 4 | 0 | 4 | 0 | 4 |

The uneven distribution of ages among leaders in the camp periods chosen as experimental and control weeks also produced an imbalance in ages of leaders in the experimental and control groups. This is recognized as a limitation of the study.

### Restatement of Hypotheses

The three hypotheses as given in Chapter I are here restated, and with each is briefly described the procedure by which it is to be tested.

## Hypothesis I

Leaders of youth who have received the programmed training in the formulation of behavioral objectives, as developed for the study, will write objectives that are more operational, in terms of the criteria given in Figure 1.1, than those who have not received such training.

## Procedure for Testing Hypothesis I

First objectives written by counselors upon arrival in camp and second objectives written two or three days later were rated according to the prescribed criteria and scored on a scale fully described in Chapter V. The score achieved by each leader on his first statement is then subtracted from that of the second. The difference is then an index of his learned behavior in writing objectives. Comparisons are made on the basis of this score between the experimental and control groups. The first hypothesis can be accepted if there is evidence of a mean growth index for the experimental group which is higher than that for the control group. The results of this computation and the details of scoring are given in Chapter V.

## Hypothesis II

Leaders of youth who have received the programmed training in the formulation of behavioral objectives, when asked to rate the degree to which their objectives have been achieved (on a five-point scale), will indicate a wider range of response than will those who have not received such training.

## Procedure for Testing Hypothesis II

Counselors evaluate their own achievement of their goals as measured by their written objectives. One important question is whether those who have received the programmed training in the formulation of objectives will also be better able to discriminate the degree to which these objectives have been achieved, than will those who were not so trained. The degree of discrimination is measured by range of response as to whether they considered each objective to be very well achieved, not achieved at all, or somewhere between. The detail of this measurement, the quantification of the range of response, and the resulting statistics are described in Chapter V.

The second hypothesis can be accepted if the mean range of response in the experimental group is higher than that for those in the control group.

## Hypothesis III

Youth whose leaders have received the programmed training in the formulation of behavioral objectives, when asked to indicate two things their leaders helped them learn to do while in camp, will indicate having learned more behaviors which are positively correlated with their leaders' objectives than will those whose leaders have not received such training.

## Procedure for Testing Hypothesis III

Whenever what a camper indicates as one of the things he

learned falls into the same category as one of the objectives
written by his leader, a match is credited to his leader's
score. The development of categories is fully explained in
Chapter IV and the detail of scoring is described in
Chapter V.

The third hypothesis can be accepted if the mean score
in matches for counselors in the experimental group is
higher than for those of the control group.

The question of significance in differences is dis-
cussed in Chapter V.

## Summary

The population of the study consisted of counselors
and campers in two summer camps for boys. Counselors wrote
two sets of objectives for a week in camp. At the end of
the week they evaluated their accomplishment of their ob-
jectives by reviewing their written statements. Campers
reported two new behaviors they had learned in camp and
named the leader from whom they had learned them. Counse-
lors' statements and campers' responses were classified
and correlated. A correlation score was computed for each
counselor.

Half of the counselors were given a programmed train-
ing course described in this chapter, after they had written
their first set of objectives and before writing their
second. The other half of the counselors constituted a
control group and did not receive the training.

Three hypotheses are stated relating to the effect of the programmed training (1) on counselors' ability to write behavioral objectives, (2) on counselors' ability to discriminate in their own achievement of their objectives, and (3) on the learning of youth whose leaders received the training. The procedure to be followed in testing these hypotheses was briefly stated.

# CHAPTER IV: CLASSIFICATION OF DATA

The purpose of this chapter is to describe the pro-
cedure by which the data gathered from 70 counselors and
554 campers in two camps for boys was analyzed and classi-
fied into meaningful categories. The chapter includes
tables indicating the content of the objectives set by the
counselors and of the campers' reported learnings. Analysis
and categorization of these data are explained, followed by
a description of the 75 categories into which counselors'
and campers' statements were classified. An account of the
reorganization of these categories follows with explanation
of the process by which they were refined and clustered in
14 categories on which the continuation of the study was
based.

## Counselors' Objectives

Statements of objectives written by the counselors were
listed in order of frequency, grouping those that were essen-
tially the same, though stated by more than one counselor,
yet maintaining distinctions whenever they existed. There
were 35 distinct statements of objectives set by counselors
for themselves, and 30 different objectives stated for the
boys they were leading.

Tables 4.1 and 4.2 show the substance of the objectives set by the counselors for themselves and for their campers respectively, listed in order of frequency.

TABLE 4.1:  OBJECTIVES STATED BY
70 COUNSELORS FOR THEMSELVES

| Rank | Objective | Frequency |
|------|-----------|-----------|
| 1 | Improved relationship with Christ | 6 |
| 2 | Set Christian example and display attractive Christian life | 5 |
| 3 | To learn leadership and increase leadership experience | 5 |
| 4 | To talk to each boy about Christ | 4 |
| 5 | To know and understand boys | 3 |
| 6 | To learn to order my life as a man under the Lord | 3 |
| 7 | To gain and experience patience | 2 |
| 8 | Get training in camp | 2 |
| 9 | To glorify God | 1 |
| 10 | To find secret of tapping into the power of God | 1 |
| 11 | To reach through to boys | 1 |
| 12 | To teach moral excellence | 1 |
| 13 | To teach boys to enjoy right-doing | 1 |
| 14 | To gain boys confidence | 1 |
| 15 | To be available to boys | 1 |
| 16 | To be available to counselors | 1 |
| 17 | To make Christ relative to every phase of my life | 1 |
| 18 | To be very conscious of Spirit's leading | 1 |
| 19 | To learn to present Christ to others | 1 |
| 20 | To magnify Christ in my life | 1 |
| 21 | To do a job well at camp | 1 |
| 22 | To pray with prayer list 20 minutes daily | 1 |
| 23 | To read one book | 1 |
| 24 | To take 4 showers and wash hair twice | 1 |
| 25 | To run 6 miles | 1 |
| 26 | To feel satisfaction of being in God's will training for His service | 1 |
| 27 | To serve Christ | 1 |
| 28 | To become a more mature Christian | 1 |
| 29 | To show humility | 1 |
| 30 | To get greater awareness of God | 1 |
| 31 | To learn to help counsel boys | 1 |
| 32 | Deeper study of the Word | 1 |
| 33 | To obtain a Christ-like mind | 1 |
| 34 | To have Holy Spirit's power to win others | 1 |
| 35 | To evaluate my objective for boys | 1 |

TABLE 4.2:  OBJECTIVES STATED BY 70
COUNSELORS FOR THEIR CAMPERS

| Rank | Objective | Frequency |
|------|-----------|-----------|
| 1 | All boys to know Christ as Savior | 6 |
| 2 | To grow closer to the Lord | 6 |
| 3 | To have fun in camp activities and fellowship | 6 |
| 4 | To learn to enjoy right-doing | 5 |
| 5 | To learn to live for Christ | 5 |
| 6 | To learn camp skills of their choice | 5 |
| 7 | To see example of Christian life in leader | 4 |
| 8 | To understand their relation to Christ | 4 |
| 9 | To leave with good memory (to get a blessing) | 3 |
| 10 | To proclaim Christ to others—to witness | 3 |
| 11 | To be confronted by Christ | 3 |
| 12 | To confirm decision for Christ—assurance | 3 |
| 13 | To learn to live and work together in harmony | 2 |
| 14 | To learn to study the Bible on their own | 2 |
| 15 | To glorify God | 1 |
| 16 | To make new friends | 1 |
| 17 | To keep on schedule in camp program | 1 |
| 18 | To be on time to all scheduled events | 1 |
| 19 | To establish patterned fellowship with Christ | 1 |
| 20 | To find peace in Christ | 1 |
| 21 | To learn leadership | 1 |
| 22 | To tell me that Jesus Christ is alive in their lives | 1 |
| 23 | To read Bible between tattoo and taps | 1 |
| 24 | To learn more about God | 1 |
| 25 | To know leader is concerned about them | 1 |
| 26 | To dedicate lives to Christ | 1 |
| 27 | To understand the Bible | 1 |
| 28 | To learn to work—duties | 1 |
| 29 | To learn respect and discipline | 1 |
| 30 | To enjoy nature | 1 |

Campers' Responses

Behaviors reported by boys as having been learned in
camp were also grouped and listed in order of frequency.
They fell into 50 general classifications some of them
with up to 17 subheads under them.

Table 4.3 displays the substance of statements made by campers in response to the request, "Tell two things your leader helped you learn to do." Exact words used are preserved except where clarity would be sacrificed.

Responses are listed in order of frequency. Some responses were quite general and would be counted only under the general classification. Other responses were specific and their specificity was preserved by their inclusion also under a subhead. The number given after the general classification in the column marked "frequency" includes those given after the subheads, but may be more than the sum of these.

TABLE 4.3: RESPONSES AS STATED BY
554 BOYS INDICATING WHAT THEIR
LEADERS HAD HELPED THEM TO LEARN

| Rank | General Classifications and Subheads | | Frequency |
|------|--------------------------------------|---|-----------|
| 1 | To learn more about the Bible | | 154 |
| | To understand the Bible | 23 | |
| | Bible exploration | 20 | |
| | To read the Bible (more) | 19 | |
| | How to dig into (or study) the Bible | 15 | |
| | To learn about Joshua | 8 | |
| | Bible memory | 5 | |
| | I and II Timothy | 4 | |
| | Study Roman Road | 4 | |
| | Romans | 3 | |
| | Bible stories | 2 | |
| | How to like Bible exploration | 2 | |
| | Learn about Paul | 1 | |
| | Learn about the Gospel | 1 | |
| | Revelation | 1 | |
| | Solomon | 1 | |
| | About Russia | 1 | |
| | Study Old Testament for meaning | 1 | |
| | Book of John | 1 | |
| | He showed me how important reading the Bible is | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | Frequency | |
|------|--------------------------------------|-----------|---|
| 2 | About God | | 119 |
| | To learn about God | 55 | |
| | To understand Christ | 11 | |
| | Come closer to God (through camp-fire singing) | 10 | |
| | To love God | 9 | |
| | Learned more about Jesus Christ | 9 | |
| | To know God | 6 | |
| | To believe on Jesus Christ | 5 | |
| | Let God lead my life | 4 | |
| | To have more faith in God | 2 | |
| | God's sovereignty and power | 2 | |
| | To worship God | 1 | |
| | That God is with us at all times | 1 | |
| | How to be a son of God | 1 | |
| | How to serve Christ better | 1 | |
| | Jesus is impossible to escape from | 1 | |
| 3 | Riflery, to shoot a gun, all about guns, etc. | | 56 |
| 4 | Christian Living | | 55 |
| | To be a better Christian | 20 | |
| | Come closer to the Lord | 11 | |
| | What a real Christian is | 4 | |
| | To grow in Christ | 3 | |
| | Never lie | 3 | |
| | How to be patient and kind | 2 | |
| | Help with problems | 2 | |
| | Four things a Christian is to do (four spiritual laws) | 2 | |
| | To be a better person | 2 | |
| | I've learned that I have to obey to make the Lord pleased | 1 | |
| | Not to be a sissy Christian | 1 | |
| | Good living, physical and spiritual | 1 | |
| | To live more for the Lord | 1 | |
| | I gave my body to the Lord | 1 | |
| | How to live a disciplined Christian life | 1 | |
| 5 | Cleanliness | | 54 |
| | To clean up cabin and tent | 29 | |
| | To make a bed | 7 | |
| | To be neat and clean | 5 | |
| | How to keep my room clean | 5 | |
| | To sweep the floor | 2 | |
| | To keep my things in order | 2 | |
| | Pass inspection | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | Frequency | |
|------|--------------------------------------|-----------|---|
| | To keep camp clean | 1 | |
| | To clean mess kit | 1 | |
| | Not to tell dirty jokes | 1 | |
| 6 | Swimming | | 24 |
| | To swim | 24 | |
| | Swimming | 12 | |
| | Swimming strokes | 5 | |
| | On back | 4 | |
| | To swim better | 3 | |
| | To dive | 3 | |
| | Skinny dip | 2 | |
| | To float | 1 | |
| 7 | Discipline | | 50 |
| | To be quiet or still | 13 | |
| | To sleep (go to bed) | 10 | |
| | To get up early | 7 | |
| | To obey | 4 | |
| | To be quiet at night | 3 | |
| | To be quiet during rest period | 3 | |
| | To control my mouth | 2 | |
| | How to cool it | 1 | |
| | Not to lose my temper | 1 | |
| | To relax | 1 | |
| | To pay attention | 1 | |
| | Not to hang on the rafters | 1 | |
| | Not to fight | 1 | |
| | Not to eat so much | 1 | |
| | Punctuality | 1 | |
| | To earn money | 1 | |
| | Stand at attention | 1 | |
| 8 | Personal relations | | 40 |
| | Love | 8 | |
| | To observe (respect) other people's rights | 7 | |
| | To be considerate of others | 6 | |
| | To get along (live) with other boys | 6 | |
| | To help (serve) others | 4 | |
| | How to treat foreigners | 2 | |
| | To work with others | 2 | |
| | To be nice to people even though they are mean | 1 | |
| | I learned to share with people and let them go first | 1 | |
| | To share | 1 | |
| | To encourage people | 1 | |
| | To forgive our enemies and friends | 1 | |
| | To try to understand people's feelings | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | Frequency | |
|---|---|---|---|
| | I've learned that teamwork is the way to get anything done | 1 | |
| | Friendship | 1 | |
| 9 | Cooking | | 35 |
| | Donuts | 21 | |
| | Pies | 3 | |
| | Fried chicken | 1 | |
| | Corn beef and cabbage | 1 | |
| | Planning meals | 1 | |
| 10 | Canoeing | | 29 |
| | Catamaran | 2 | |
| | Strokes | 1 | |
| | To swamp a canoe | 1 | |
| | Canoe trip | 1 | |
| 11 | Prayer | | 28 |
| | To pray | 16 | |
| | Conversational prayer | 4 | |
| | To pray when in trouble | 2 | |
| | To pray more | 1 | |
| | He prayed for me | 1 | |
| | To talk to the Lord | 1 | |
| | A good way to remember to pray | 1 | |
| | To pray for others | 1 | |
| 12 | Salvation | | 28 |
| | How to be saved | 8 | |
| | Accepted Lord as Savior | 5 | |
| | To love Jesus | 2 | |
| | To know Jesus | 2 | |
| | To learn about Jesus | 2 | |
| | To be a Christian | 2 | |
| | To believe in Jesus | 1 | |
| | He helped save me | 1 | |
| | He helped me get saved | 1 | |
| | To believe in the Lord more than I did | 1 | |
| | How to know Christ as my personal Savior | 1 | |
| | Introduced me to the Lord | 1 | |
| | To believe God and make a man of me | 1 | |
| 13 | Sailing | | 28 |
| | Knots | 7 | |
| | Spinaker | 3 | |
| | To reach, point, and run free | 1 | |
| | Safety | 1 | |
| | Navigation | 1 | |
| | More self confidence in a boat | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | | Frequency |
|------|--------------------------------------|---|-----------|
| 14 | Manual Arts | | 27 |
| | Making and fixing things | 15 | |
| | Whittle | 12 | |
| 15 | Witnessing and Service | | 27 |
| | To tell others | 7 | |
| | How to tell someone how to be a Christian | 5 | |
| | Service | 3 | |
| | To be a witness for God | 2 | |
| | Help me know what to say to a friend | 2 | |
| | About Christian testimony | 1 | |
| | To make public profession of salvation | 1 | |
| | He helped me get the nerve to stand up for Jesus | 1 | |
| | How to stand up for Jesus in a situation of taking the Lord's name in vain | 1 | |
| 16 | Fire Building | | 27 |
| | To build a fire | 19 | |
| | To build a good campfire | 4 | |
| | To make a fire out of nothing (without leaves) | 2 | |
| | Fire for protection (dogs) | 1 | |
| | Cooking fires | 1 | |
| 17 | Horseback riding | | 26 |
| | to ride, saddle, bridle. | | |
| 18 | Fun | | 23 |
| | How to have more fun in camp | 5 | |
| | Games | 5 | |
| | To fuss with Ron | 2 | |
| | Beat up the water director | 2 | |
| | Jokes | 2 | |
| | Camp tricks | 1 | |
| | Not to tell dirty jokes | 1 | |
| | Pillow fight | 1 | |
| | Camp store | 1 | |
| | Water polo | 1 | |
| | You can have fun as a Christian | 1 | |
| 19 | Behavior | | 21 |
| | To be a good or better boy | 13 | |
| | To do good | 3 | |
| | To be a better man | 2 | |
| | To behave | 2 | |
| | How to act in camp | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | Frequency | |
|---|---|---|---|
| 20 | Military orders | | 20 |
| | To march | 20 | |
| 21 | Archery | | 19 |
| 22 | Nature | | 19 |
| | Trees | 5 | |
| | Leaves | 2 | |
| | Do not bust trees | 1 | |
| | Buds | 1 | |
| | Frog | 1 | |
| 23 | Achievement | | 18 |
| 24 | Courtesy | | 17 |
| | Manners | 7 | |
| | Table manners | 4 | |
| | To be more polite | 2 | |
| | To be courteous to others | 1 | |
| | To say please | 1 | |
| | Don't disturb | 1 | |
| 25 | Leadership | | 12 |
| | How to be a junior counselor | 3 | |
| | How to lead an interesting discussion and Bible exploration | 2 | |
| | To understand kids better | 1 | |
| | To give Bible exploration | 1 | |
| | I learned a little bit more about helping others | 1 | |
| 26 | Woodsmanship | | 13 |
| | How to chop wood | 7 | |
| | Shelter | 4 | |
| | To throw a knife | 1 | |
| | To put up a tent | 1 | |
| 27 | Learning | | 12 |
| | Learn things | 3 | |
| | Learn about love | 1 | |
| | Learn about the Gospel | 1 | |
| | Learned to shoot better | 1 | |
| | Learn about Joshua | 1 | |
| | Learn about Paul | 1 | |
| | How to be a better Christian | 1 | |
| | How to be a better witness | 1 | |
| | Learned manners | 1 | |
| | Learned a lot of things I did not know before | 1 | |
| | Learned how to learn the Bible | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | | Frequency |
|------|--------------------------------------|---|-----------|
| 28 | Devotions | | 12 |
| | He taught me to have daily devotions alone | 7 | |
| | How to spend quiet time | 2 | |
| | To lead devotions | 1 | |
| 29 | Science | | 11 |
| | Electronics | 4 | |
| | Morse code | 2 | |
| | Photography | 2 | |
| | Motor cycle motors | 1 | |
| | To flash a flashlight | 1 | |
| | Different theories about the earth | 1 | |
| 30 | Music | | 11 |
| | Songs | 8 | |
| | Harmonica | 1 | |
| | Guitar | 1 | |
| | Bad effects of hard rock | 1 | |
| 31 | Life Saving | | 10 |
| | Safety | 3 | |
| | Drown proofing | 1 | |
| | How to tell when there is danger | 1 | |
| | How to put on a life jacket | 1 | |
| | How to rescue a tired swimmer | 1 | |
| | Help at the dock | 1 | |
| 32 | Generalities | | 10 |
| | In variety-did nice different things | 1 | |
| | Be nicer | 1 | |
| | What trail not to take next year | 1 | |
| | He helped me understand things better | 1 | |
| | To learn about everything almost | 1 | |
| | Learned things that I didn't know | 1 | |
| | To use my time in things | 1 | |
| | He helped me | 1 | |
| | A lot more things about life | 1 | |
| 33 | Work | | 9 |
| | To sand the bomb (an old car) | 3 | |
| | To work better | 1 | |
| | To do our share of the work | 1 | |
| | To clean latrines | 1 | |
| | At the dock | 1 | |
| 34 | Responsibility | | 8 |
| | How to take responsibility | 1 | |
| | To do things for oneself | 1 | |

TABLE 4.3: (continued)

| Rank | General Classifications and Subheads | Frequency | |
|------|--------------------------------------|-----------|-----|
| 35 | Personal Development | | 7 |
| | How to be a better person | 1 | |
| | To tell good stories | 1 | |
| | To do things for ourselves | 1 | |
| | He helped me learn to express my feelings | 1 | |
| | Taught me to act like a person | 1 | |
| | Don't cheat | 1 | |
| | To listen to others | 1 | |
| 36 | Hiking | | 6 |
| | Helped me up the hill | 2 | |
| | How to go on a hike and find your cabin when you come back | 1 | |
| 37 | Camping | | 5 |
| | What to take on a camping trip | 1 | |
| | To pitch a tent | 1 | |
| 38 | Sportsmanship | | 5 |
| 39 | Thoughts and Thoughtfulness | | 5 |
| | He helped me take things into consideration | 1 | |
| | He straightened out my thoughts | 1 | |
| | He helped me learn that the wise guy is the loser | 1 | |
| | To be more thoughtful of others | 1 | |
| 40 | Nothing | | 5 |
| 41 | Aviation | | 4 |
| 42 | About the devil and demons | | 4 |
| | To make demons go away | 2 | |
| 43 | Fishing | | 4 |
| 44 | Organization | | 3 |
| | Good organization is essential | 1 | |
| | Organize cabin | 1 | |
| | To be more organized | 1 | |
| 45 | Sin | | 3 |
| 46 | Wilderness survival | | 3 |
| | To make water clean | 1 | |
| | First aid | 1 | |
| 47 | Confidence | | 2 |

TABLE 4.3: (continued)

| Rank | General classifications and Subheads | Frequency |
|------|--------------------------------------|-----------|
| 48 | Unknown | 1 |
| 49 | Assurance (of salvation) | 1 |
| 50 | How to read | 1 |

## Analysis and Categorization

The statements written both by counselors and by campers were analyzed. The objectives stated by the counselors for themselves were seen as having direct relationship to the objectives they held for their boys. There appeared to be much similarity between what leaders set as objectives for their boys and what the boys stated that their leaders had helped them to learn. To measure this correlation, however, required a systematic categorizing of the responses of both.

The first listing of categories was done with care to maintain all the fine distinctions that seemed to be indicated by the responses. For example, distinction was made between learning "swimming", learning "to swim", and learning "swimming strokes". "Swimming" was seen to be more comprehensive, and twelve campers generalized to that extent. Twenty-four boys, however, indicated that they had learned "to swim", implying that they had not been swimmers at the beginning of camp. Fourteen, on the other hand, implied that they had already learned to swim, by specifying in five cases that they had learned strokes, in four others that

they had learned to swim on their back, and three stating
that they had learned "to swim better." One stated that he
had learned to float, and three to dive. This kind of de-
tailed distinction was maintained in the first analysis and
categorization which resulted in 75 categories. These are
defined below.

## Description of Categories

(1) <u>Achievement</u> . . . referred primarily to fulfillment
of specific requirements for advancement in the Christian
Service Brigade achievement program as outlined in the man-
uals for boys, <u>Brigade Trails</u>[1] and <u>Stockaders Log</u>.[2] Re-
sponses were put in this category when there was no indi-
cation what achievement requirement was meant.

(2) <u>Archery</u> . . . referred specifically to learning
skills in the use of bow and arrow.

(3) <u>Aviation</u> . . . referred to achievement in the
"Airman Trail" of the brigade program for older boys.[1]

(4) <u>Behavior</u> . . . referred to such counselor's ob-
jectives as "to abandon bad habits" and camper responses
such as "to be a good boy."

There were eight different categories of Biblical
learning that were distinguished; numbered 5 through 12.
They are largely self explainatory:

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[1]<u>Brigade Trails</u> 8th ed.; Wheaton, Illinois: Christian
Service Brigade. 1958.

[2]<u>Stockaders Log</u> 3rd ed.; Wheaton, Illinois: Christian
Service Brigade. 1962.

(5) <u>Bible Exploration</u> . . . refers to a specific part
of camp program called by this term, in which leaders guided
boys in small groups in inductive study of the Bible.

(6) <u>To read the Bible</u>

(7) <u>To understand the Bible</u>

(8) <u>To study the Bible</u>

(9) <u>To have devotions</u> . . . may have referred either
to personal or group prayer and Bible study or both. "To
lead devotions" was categorized under #40, <u>Leadership</u>.

(10) <u>Bible memorization</u> Some simply stated that they
had learned "verses".

(11) <u>Bible book study</u> . . .category was used whenever
a specific book of the Bible was cited.

(12) <u>Bible stories</u>

(13) <u>Camping</u> . . .referred to camping skills learned
or to be learned.

There were two further categories related to camping;
numbered 14 and 15.

(14) <u>Hiking</u>

(15) <u>Survival techniques</u>

(16) <u>Canoeing</u> Some generalized simply "canoeing",
others specified canoeing skills.

(17) <u>Christian living</u> . . .was often stated by leaders
as e.g. "That boys may understand what God expects of them",
and by boys as, "To let God lead my life."

(18) <u>Cleanliness</u> . . .was a general category in which
general responses were grouped.

Three more specific categories were also added, numbered 19 through 21.

(19) <u>Personal cleanliness</u> . . .included teeth, bathing, and clothes.

(20) <u>Cleaning room and making bed</u>.

(21) <u>Cleaning cabin and tent</u>

(22) <u>Confidence</u> . . .referred to assurance and self-confidence.

(23) <u>Cooking</u> . . .referred to all cooking except donuts.

(24) <u>Making donuts</u> . . .was a separate category because it drew so many responses.

(25) <u>Courtesy</u> . . .referred primarily to table manners.

(26) <u>Demons</u> Some boys reported learning about the devil or demons.

(27) <u>Discipline</u> . . .was the generalized category.

More specific responses were separated in three additional categories, numbered 28 to 30.

(28) <u>To obey</u>

(29) <u>To be quiet</u> Some boys reported, "to shut up".

(30) <u>To sleep</u> . . .may be another way of stating the above.

(31) <u>Fire building</u>

(32) <u>Fishing</u>

(33) <u>To have fun</u> . . .was referred to by both leaders and campers in various ways: "to have a ball", "to have a riot", "to have a good time in camp".

(34) <u>Games</u> Specific games were sometimes named.

(35) <u>About God</u>  The generalization in these two words was most often used.

Three other more specific categories were also brought out.  They are numbered 36 to 38.

(36) <u>To get closer to God</u>

(37) <u>To have faith in God</u>

(38) <u>To love God</u>

(39) <u>Horses</u> . . . referred to horsemanship skills and horseback riding.

(40) <u>Leadership</u> . . . referred to development of leadership capacity and skills.

(41) <u>Life-saving</u> . . . referred to Red Cross Life-saving and water safety training.

(42) <u>Manual arts</u> . . . referred to handcrafts and use of tools.

(43) <u>Military</u> . . . referred to marching and drill maneuvers.

(44) <u>Music</u> . . . referred to singing, songs learned, and any reference to music.

(45) <u>Nature</u> . . . referred to nature study in general, or specific reference to trees, leaves, and rocks.

(46) <u>To organize</u> . . . was so stated in four cases.

(47) <u>Prayer</u> . . . was the generalized term most often used.

Two specific groupings emerged.  They are numbered 48 and 49.

(48) <u>How to pray</u> . . . implied a new capacity attained.

(49) <u>Conversational prayer</u> . . . referred to a special emphasis in prayer made by one leader and picked up by two boys.

(50) <u>Personal development</u> . . . was a general category to cover several closely related emphases which were very real, but not easily defined. It included stress on a balanced life; preparation to meet life; physical, mental, and social growth and development.

(51) <u>Personal relations</u> The general category included generalized references to social and interpersonal relationships.

Four additional subcategories were also recognized, as numbered 52 to 55.

(52) <u>To get along with others</u>

(53) <u>Respect for others</u>

(54) <u>To work with others</u>

(55) <u>To love others</u>

(56) <u>Responsibility</u> . . . referred to readiness and capacity to take responsibility.

(57) <u>Reading</u> . . . refers to learning to read.

(58) <u>Riflery</u> Such items as "guns", "to shoot a gun", refered to rifle marksmanship.

(59) <u>Salvation</u> . . . referred specifically to learning to trust Jesus Christ to save them from sin.

(60) <u>Assurance of salvation</u> . . . referred to learning to be sure of one's salvation.

(61) <u>Science</u> . . . referred to earth science and electronics.

(62) <u>Swimming</u> . . . was the generalization.

Specific subcategories were those numbered 63 to 65.

(63) <u>How to swim</u>

(64) <u>Swimming strokes</u>

(65) <u>Diving</u>

(66) <u>Sin</u> . . . referred to understanding Biblical teachings concerning sin.

(67) <u>Sailing</u> . . . referred to learned skills and knowledge of sailing, taught in both camps.

(68) <u>Sportsmanship</u> . . . referred to attitudes associated with athletic participation.

(69) <u>Thoughts and thoughtfulness</u> . . . referred to somewhat vague but significant responses such as "He straightened out my thoughts".

(70) <u>Witnessing</u> . . . referred specifically to telling others of personal spiritual experiences.

(71) <u>Work</u> . . . referred to work skills taught in camp.

(72) <u>Goal setting</u>. . . referred to the setting of goals as a skill to be learned.

(73) <u>Generalities</u> Vague generalities incapable of other classification were placed in this category, e.g. "to do nice things".

(74) <u>Unknown</u>

(75) <u>Nothing</u>

Refinement of Categories

Table 4.4 shows the 75 categories used in the first
classification with the number of objectives stated by
counselors in the experimental and control groups in each
category, and the number of campers' responses to corre-
spond to each. The number of matches achieved in each of
the categories is also indicated.

Counselors' statements of objectives fell into 49 of
the 75 categories, while campers' responses accounted for
72 of them. Although there were 48 categories in which
both counselors' and campers' statements figured, there
were only 27 categories in which there were actual matches
between any counselors' stated objectives and the responses
of boys in his group.

The divergence of emphasis between leaders' objectives
and what boys perceived that they had learned is indicated
on Table 4.4, in which categories are ranked in order of
frequency of both counselors' and campers' statements. For
example category #58, Riflery, ranked second with the boys,
with 60 responding, while only 2 leaders mentioned it as
included in their objectives. Likewise 35 campers cited
fire building which no leader had chosen as an objective.
On the other hand 45 counselors stated objectives in cate-
gory #40, Leadership, and only 9 campers mentioned it as
something they had learned. These examples are typical.
Boys tended to refer to tangibles such as <u>manual arts, fire</u>
<u>building</u> and <u>riflery,</u> whereas men stressed intangible quali-

TABLE 4.4: THE SEVENTY-FIVE CATEGORIES OF THE FIRST CLASSIFICATION

With Counselors' Objectives, Campers' Responses, and Matches in each Category
in Experimental (X) and Control (C) Groups, with Total (T) and Rank Order (R)

| # Categories | Counselors' objectives | | | | Campers' responses | | | | Matches | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | X | C | T | R | X | C | T | R | X | C | T | R |
| 1. Achievement | 5 | 7 | 12 | 11 | 10 | 8 | 18 | 18 | 8 | 7 | 15 | 3 |
| 2. Archery | 1 | 2 | 3 | 27 | 11 | 9 | 20 | 16 | 3 | 1 | 4 | 14 |
| 3. Aviation | 0 | 0 | 0 | | 0 | 4 | 4 | 59 | 0 | 0 | 0 | |
| 4. Behavior | 0 | 1 | 1 | 40 | 9 | 5 | 14 | 31 | 4 | 0 | 4 | 15 |
| 5. Bible exploration | 13 | 5 | 18 | 9 | 30 | 25 | 55 | 3 | 8 | 6 | 14 | 5 |
| 6. —to read the Bible | 2 | 0 | 2 | 32 | 7 | 11 | 18 | 19 | 0 | 0 | 0 | |
| 7. —to understand the Bible | 0 | 1 | 1 | 41 | 20 | 5 | 25 | 9 | 0 | 0 | 0 | |
| 8. —to study the Bible | 5 | 5 | 10 | 13 | 12 | 5 | 17 | 23 | 3 | 0 | 3 | 20 |
| 9. —to have devotions | 6 | 1 | 7 | 15 | 6 | 3 | 9 | 39 | 2 | 0 | 2 | 23 |
| 10. —Bible memorization | 2 | 0 | 2 | 33 | 4 | 1 | 5 | 52 | 0 | 0 | 0 | |
| 11. —Bible book study | 0 | 0 | 0 | | 11 | 6 | 17 | 24 | 0 | 0 | 0 | |
| 12. —Bible stories | 0 | 0 | 0 | | 0 | 3 | 3 | 63 | 0 | 0 | 0 | |
| 13. Camping | 3 | 0 | 3 | 28 | 10 | 5 | 15 | 27 | 4 | 0 | 4 | 16 |
| 14. —hiking | 0 | 0 | 0 | | 2 | 3 | 5 | 53 | 0 | 0 | 0 | |
| 15. —survival | 0 | 0 | 0 | | 0 | 1 | 1 | 71 | 0 | 0 | 0 | |
| 16. Canoeing | 0 | 0 | 0 | | 12 | 14 | 26 | 8 | 0 | 0 | 0 | |
| 17. Christian living | 42 | 18 | 60 | 1 | 28 | 9 | 37 | 5 | 25 | 6 | 31 | 2 |
| 18. Cleanliness | 2 | 0 | 2 | 34 | 9 | 6 | 15 | 28 | 1 | 0 | 1 | 27 |
| 19. —personal cleanliness | 1 | 0 | 1 | 42 | 3 | 3 | 6 | 46 | 0 | 0 | 0 | |
| 20. —care of room and bed | 1 | 0 | 1 | 43 | 10 | 4 | 14 | 32 | 0 | 0 | 0 | |
| 21. —cleaning cabin or tent | 2 | 0 | 2 | 35 | 21 | 3 | 24 | 11 | 0 | 0 | 0 | |
| 22. Confidence | 1 | 1 | 2 | 36 | 0 | 3 | 3 | 64 | 0 | 0 | 0 | |
| 23. Cooking | 0 | 0 | 0 | | 4 | 6 | 10 | 37 | 0 | 0 | 0 | |
| 24. —making donuts | 0 | 0 | 0 | | 4 | 17 | 21 | 14 | 0 | 0 | 0 | |
| 25. Courtesy | 0 | 0 | 0 | | 9 | 6 | 15 | 29 | 0 | 0 | 0 | |
| 26. Demons | 0 | 0 | 0 | | 3 | 1 | 4 | 60 | 0 | 0 | 0 | |
| 27. Discipline | 5 | 1 | 6 | 17 | 10 | 8 | 18 | 20 | 4 | 0 | 4 | 17 |
| 28. —to obey | 2 | 0 | 2 | 37 | 4 | 1 | 5 | 54 | 0 | 0 | 0 | |
| 29. —to be quiet | 0 | 0 | 0 | | 16 | 5 | 21 | 15 | 0 | 0 | 0 | |
| 30. —to sleep | 0 | 0 | 0 | | 1 | 5 | 6 | 47 | 0 | 0 | 0 | |
| 31. Fire building | 0 | 0 | 0 | | 19 | 16 | 35 | 6 | 0 | 0 | 0 | |
| 32. Fishing | 0 | 0 | 0 | | 1 | 3 | 4 | 61 | 0 | 0 | 0 | |
| 33. Fun | 9 | 9 | 18 | 10 | 11 | 7 | 18 | 21 | 2 | 1 | 3 | 21 |
| 34. Games | 0 | 0 | 0 | | 4 | 1 | 5 | 55 | 0 | 0 | 0 | |
| 35. God, learning about | 28 | 12 | 40 | 4 | 58 | 30 | 88 | 1 | 37 | 15 | 52 | 1 |
| 36. —to get closer to God | 17 | 21 | 38 | 5 | 18 | 6 | 24 | 12 | 5 | 5 | 10 | 7 |
| 37. —to have faith in God | 1 | 2 | 3 | 29 | 4 | 0 | 4 | 62 | 0 | 0 | 0 | |
| 38. —to love God | 3 | 1 | 4 | 24 | 6 | 2 | 8 | 44 | 0 | 0 | 0 | |
| 39. Horses | 1 | 0 | 1 | 44 | 14 | 6 | 20 | 17 | 5 | 0 | 5 | 11 |
| 40. Leadership | 25 | 20 | 45 | 3 | 6 | 3 | 9 | 40 | 3 | 2 | 5 | 12 |
| 41. Life-saving | 0 | 0 | 0 | | 0 | 6 | 6 | 48 | 0 | 0 | 0 | |
| 42. Manual arts | 1 | 4 | 5 | 20 | 34 | 14 | 48 | 4 | 1 | 5 | 6 | 10 |
| 43. Military maneuvers | 0 | 0 | 0 | | 0 | 18 | 18 | 22 | 0 | 0 | 0 | |
| 44. Music | 0 | 0 | 0 | | 9 | 1 | 10 | 38 | 0 | 0 | 0 | |
| 45. Nature | 3 | 0 | 3 | 30 | 9 | 6 | 15 | 30 | 0 | 0 | 0 | |
| 46. Organization | 1 | 0 | 1 | 45 | 3 | 0 | 3 | 65 | 0 | 0 | 0 | |
| 47. Prayer | 3 | 3 | 6 | 18 | 9 | 7 | 16 | 25 | 0 | 0 | 0 | |
| 48. —how to pray | 0 | 1 | 1 | 46 | 2 | 3 | 5 | 56 | 0 | 0 | 0 | |
| 49. —conversational prayer | 1 | 0 | 1 | 47 | 2 | 0 | 2 | 69 | 0 | 0 | 0 | |
| 50. Personal development | 13 | 9 | 22 | 8 | 7 | 6 | 13 | 34 | 4 | 0 | 4 | 18 |
| 51. Personal relations | 17 | 7 | 24 | 7 | 13 | 3 | 16 | 26 | 6 | 2 | 8 | 9 |
| 52. —to get along with others | 7 | 5 | 12 | 12 | 9 | 0 | 9 | 41 | 3 | 0 | 3 | 22 |
| 53. —respect for others | 2 | 3 | 5 | 21 | 2 | 3 | 5 | 57 | 0 | 0 | 0 | |
| 54. —to work with others | 2 | 3 | 5 | 22 | 6 | 0 | 6 | 49 | 1 | 0 | 1 | 24 |
| 55. —to love others | 6 | 3 | 9 | 14 | 7 | 2 | 9 | 42 | 0 | 0 | 0 | |
| 56. Responsibility | 5 | 1 | 6 | 19 | 8 | 0 | 8 | 45 | 4 | 0 | 4 | 19 |
| 57. Reading | 0 | 0 | 0 | | 1 | 0 | 1 | 72 | 0 | 0 | 0 | |
| 58. Riflery | 2 | 0 | 2 | 38 | 35 | 25 | 60 | 2 | 5 | 0 | 5 | 13 |
| 59. Salvation | 24 | 13 | 37 | 6 | 14 | 8 | 22 | 13 | 3 | 6 | 9 | 8 |
| 60. —assurance of salvation | 2 | 2 | 4 | 25 | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 61. Science | 0 | 0 | 0 | | 3 | 3 | 6 | 50 | 0 | 0 | 0 | |
| 62. Swimming | 1 | 0 | 1 | 48 | 19 | 10 | 29 | 7 | 0 | 0 | 0 | |
| 63. —how to swim | 0 | 1 | 1 | 49 | 10 | 2 | 12 | 36 | 0 | 1 | 1 | 25 |
| 64. —swimming strokes | 0 | 0 | 0 | | 8 | 1 | 9 | 43 | 0 | 0 | 0 | |
| 65. —diving | 0 | 0 | 0 | | 2 | 1 | 3 | 66 | 0 | 0 | 0 | |
| 66. Sin, learning about | 0 | 0 | 0 | | 0 | 3 | 3 | 67 | 0 | 0 | 0 | |
| 67. Sailing | 1 | 1 | 2 | 39 | 5 | 9 | 14 | 33 | 2 | 9 | 11 | 6 |
| 68. Sportsmanship | 2 | 1 | 3 | 31 | 3 | 3 | 6 | 51 | 0 | 0 | 0 | |
| 69. Thoughts and thoughtfulness | 0 | 0 | 0 | | 2 | 0 | 2 | 70 | 0 | 0 | 0 | |
| 70. Witnessing | 31 | 16 | 47 | 2 | 14 | 11 | 25 | 10 | 9 | 6 | 15 | 4 |
| 71. Work | 4 | 0 | 4 | 26 | 2 | 1 | 3 | 68 | 0 | 0 | 0 | |
| 72. The setting of goals | 2 | 3 | 5 | 23 | 0 | 1 | 1 | 73 | 0 | 1 | 1 | 26 |
| 73. Generalities | 5 | 2 | 7 | 16 | 5 | 8 | 13 | 35 | 0 | 0 | 0 | |
| 74. Unknown | 0 | 0 | 0 | | 1 | 0 | 1 | 74 | 0 | 0 | 0 | |
| 75. Nothing | 0 | 0 | 0 | | 4 | 1 | 5 | 58 | 0 | 0 | 0 | |
| Totals: | 312 | 185 | 497 | | 665 | 414 | 1069 | | 152 | 73 | 225 | |

ties, such as <u>personal development</u>, <u>personal relations</u> and <u>leadership</u>. Some men made specific statements about intangibles, however, and boys were often not specific about their tangibles.

In the experimental group there were 25 categories in which campers reported learning coincident with their leader's stated objectives. In the control group this occurred in 15 categories. Total matches in this computation were 222; 152 of these occurred in the experimental group and 70 in the control group.

Meaningful matching required simplification of the categories. Analysis of leaders' statements of objectives, campers' responses, and the camp program as context for both of these led to the reduction of the categories to 14. The regrouping is explained in the following paragraphs, and displayed in Table 4.5.

<u>Achievement and skills</u> was broadened also to include <u>archery</u>, <u>aviation</u>, <u>horsemanship</u>, <u>manual arts</u>, <u>riflery</u>, and <u>science</u>. Each of these was related to skill achievement in the camp program.

<u>Behavior</u> was extended to include <u>cleanliness</u> with its three subsets; <u>personal cleanliness</u>, <u>cleaning room</u> and <u>making bed</u>, and <u>cleaning cabin and tent</u>, and <u>discipline</u> with its three subsets; <u>to obey</u>, <u>to be quiet</u> and <u>to sleep</u>. <u>Military</u> was also included here.

<u>Bible exploration</u> included <u>to read the Bible</u>, <u>to understand the Bible</u>, <u>to study the Bible</u>, <u>Bible memorization</u>,

Bible book study, Bible stories, and about the devil and demons.

Devotions included prayer and its two subsets; how to pray and conversational prayer.

Camping, retitled campcraft, was expanded to include hiking, survival, cooking, fire building, and nature.

Christian living included getting closer to God.

Fun included games and music because responses on this were largely related to singing "fun songs".

Learning about God also included love for God.

Leadership included responsibility and goal setting.

Personal development was broadened to take in confidence, to organize, reading, sportsmanship, thoughts and thoughtfulness, and work.

Personal relations was extended to include courtesy, getting along with others, respect, working with others, and love.

Salvation referring to a spiritual decision took in faith, assurance, and sin.

Swimming, retitled watersports, included canoeing, fishing, learning to swim, swimming strokes, diving, and sailing.

Witnessing was broadened to include any form of Christian service.

The conversion of the 75 categories to 14 is shown on Table 4.5 with indication of the number of counselors' objectives and campers' reported learnings that fell into

TABLE 4.5: RECLASSIFICATION OF SEVENTY-FIVE CATEGORIES INTO FOURTEEN

Listed in Rank Order by Total Matches with Number of
Counselors' Objectives (obj), Campers' Responses (rsp), and Matches (mch)

| Categories new | old | obj | rsp | mch |
|---|---|---|---|---|
| **1. Achievement** | | **25** | **176** | **93** |
| (1) | Achievement | 12 | 18 | 15 |
| (2) | Archery | 3 | 20 | 4 |
| (3) | Aviation | 0 | 4 | 0 |
| (39) | Horses | 1 | 20 | 5 |
| (42) | Manual arts | 5 | 48 | 6 |
| (58) | Riflery | 2 | 60 | 5 |
| (61) | Science | 0 | 6 | 0 |
| **2. Christian living** | | **98** | **61** | **88** |
| (17) | Christian living | 60 | 37 | 31 |
| (36) | To get closer to God | 38 | 24 | 10 |
| **3. Learning about God** | | **44** | **96** | **77** |
| (35) | About God | 40 | 88 | 52 |
| (38) | To love God | 4 | 8 | 0 |
| **4. Bible reading and exploration** | | **33** | **144** | **64** |
| (5) | Bible exploration | 18 | 55 | 14 |
| (6) | Bible reading | 2 | 18 | 0 |
| (7) | Bible understanding | 1 | 25 | 0 |
| (8) | Bible study | 10 | 17 | 3 |
| (10) | Bible memorization | 2 | 5 | 0 |
| (11) | Bible book study | 0 | 17 | 0 |
| (12) | Bible stories | 0 | 3 | 0 |
| (26) | About demons | 0 | 4 | 0 |
| **5. Behavior and discipline** | | **16** | **141** | **41** |
| (4) | Behavior | 1 | 14 | 4 |
| (18) | Cleanliness | 2 | 15 | 1 |
| (19) | Personal cleanliness | 1 | 6 | 0 |
| (20) | Care of bed and room | 1 | 14 | 0 |
| (21) | Tent or cabin | 2 | 24 | 0 |
| (27) | Discipline | 6 | 18 | 4 |
| (28) | To obey | 2 | 5 | 0 |
| (29) | To be quiet | 0 | 21 | 0 |
| (30) | To sleep | 0 | 6 | 0 |
| (43) | Military | 0 | 18 | 0 |
| **6. Leadership** | | **58** | **30** | **34** |
| (40) | Leadership | 45 | 9 | 5 |
| (56) | Responsibility | 6 | 8 | 4 |
| (72) | Setting goals | 5 | 1 | 1 |
| **7. Personal relationships** | | **55** | **60** | **29** |
| (51) | Personal relations | 24 | 16 | 8 |
| (25) | Courtesy | 0 | 15 | 0 |
| (52) | Getting along | 12 | 9 | 3 |
| (53) | Respect for others | 5 | 5 | 0 |
| (54) | To work with others | 5 | 6 | 1 |
| (55) | To love others | 9 | 9 | 0 |
| **8. Personal development** | | **32** | **29** | **27** |
| (50) | Personal development | 22 | 13 | 4 |
| (22) | Confidence | 2 | 3 | 0 |
| (46) | Organization | 1 | 3 | 0 |
| (57) | Reading | 0 | 1 | 0 |
| (68) | Sportsmanship | 3 | 6 | 0 |
| (69) | Thoughtfulness | 0 | 2 | 0 |
| (71) | Work | 4 | 3 | 0 |
| **9. Salvation** | | **44** | **29** | **24** |
| (59) | Salvation | 37 | 22 | 9 |
| (37) | Faith in God | 3 | 4 | 0 |
| (60) | Assurance | 4 | 0 | 0 |
| (66) | Learning about sin | 0 | 3 | 0 |
| **10. Campcraft** | | **6** | **102** | **17** |
| (13) | Camping | 3 | 15 | 4 |
| (14) | Hiking | 0 | 5 | 0 |
| (15) | Survival | 0 | 1 | 0 |
| (23) | Cooking | 0 | 10 | 0 |
| (24) | Making donuts | 0 | 21 | 0 |
| (31) | Fire-building | 0 | 35 | 0 |
| (45) | Nature | 3 | 15 | 0 |
| **11. Witnessing and service** | | **47** | **25** | **16** |
| (70) | Witnessing | 47 | 25 | 15 |
| **12. Fun** | | **18** | **33** | **14** |
| (33) | Fun | 18 | 18 | 3 |
| (34) | Games | 0 | 5 | 0 |
| (44) | Music (songs) | 0 | 10 | 0 |
| **13. Prayer and devotions** | | **15** | **32** | **14** |
| (9) | To have devotions | 7 | 9 | 2 |
| (47) | Prayer | 6 | 16 | 0 |
| (48) | How to pray | 1 | 5 | 0 |
| (49) | Conversational prayer | 1 | 2 | 0 |
| **14. Watersports** | | **4** | **103** | **11** |
| (62) | Swimming | 1 | 29 | 0 |
| (16) | Canoeing | 0 | 26 | 0 |
| (32) | Fishing | 0 | 4 | 0 |
| (41) | Life-saving | 0 | 6 | 0 |
| (63) | How to swim | 1 | 12 | 1 |
| (64) | Swimming strokes | 0 | 9 | 0 |
| (65) | Diving | 0 | 3 | 0 |
| (67) | Sailing | 2 | 14 | 11 |

each of the old and new categories.  Table 4.6 shows the 14
categories in rank order with total matches for experimental
and control groups combined.

TABLE 4.6:  FOURTEEN CATEGORIES ARRANGED
IN RANK ORDER WITH TOTAL MATCHES

| Rank | Title of Category | Total Matches |
|------|-------------------|---------------|
| 1 | Achievement and skills | 93 |
| 2 | Christian life and growth | 88 |
| 3 | Learning about God | 77 |
| 4 | Bible exploration | 64 |
| 5 | Behavior and discipline | 41 |
| 6 | Leadership and responsibility | 34 |
| 7 | Personal relationships-respect | 29 |
| 8 | Personal development | 27 |
| 9 | Salvation and faith | 24 |
| 10 | Campcraft | 17 |
| 11 | Witnessing and service | 16 |
| 12 | Fun | 14 |
| 13 | Prayer and devotions | 14 |
| 14 | Water sports | 11 |

The detailed breakdown on the matching achieved in each
of these categories has been shown on Table 4.5.  The only
classifications that were not included in these 14 cate-
gories were generalities, accounting for 7 counselors' ob-
jectives, 13 campers' responses, and no matches; unknown,
with 1 camper response; and nothing, with 5 campers' re-
sponses.  Table 4.7 lists the 14 categories with comparison

TABLE 4.7: THE FOURTEEN CATEGORIES WITH COMPARATIVE DATA ON COUNSELORS' OBJECTIVES, CAMPERS' RESPONSES, AND MATCHES FOR EXPERIMENTAL (X) AND CONTROL (C) GROUPS

Also Comparing Matches for Kaskitowa (CK) and Stony Glen (SG) and for older (12-17) and younger (8-11) boys

| Categories | Counselors' objectives | | | Campers' responses | | | Matches | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | X | C | total | X | C | total | X | C | CK | SG | 12-17 | 8-11 | total |
| 1. Achievement | 11 | 14 | 25 | 107 | 69 | 176 | 58 | 35 | 12 | 81 | 55 | 38 | 93 |
| 2. Christian living | 59 | 39 | 98 | 46 | 15 | 61 | 54 | 34 | 59 | 29 | 37 | 51 | 88 |
| 3. Learning about God | 31 | 13 | 44 | 64 | 32 | 96 | 45 | 32 | 53 | 24 | 19 | 58 | 77 |
| 4. Bible exploration | 22 | 11 | 33 | 87 | 57 | 144 | 36 | 28 | 36 | 28 | 34 | 30 | 64 |
| 5. Behavior | 14 | 2 | 16 | 83 | 58 | 141 | 39 | 2 | 37 | 4 | 18 | 23 | 41 |
| 6. Leadership | 35 | 23 | 58 | 19 | 11 | 30 | 26 | 8 | 26 | 8 | 25 | 9 | 34 |
| 7. Personal relations | 34 | 21 | 55 | 46 | 14 | 60 | 23 | 6 | 27 | 2 | 15 | 14 | 29 |
| 8. Personal development | 21 | 11 | 32 | 16 | 13 | 29 | 14 | 13 | 10 | 17 | 9 | 18 | 27 |
| 9. Salvation | 27 | 17 | 44 | 21 | 8 | 29 | 16 | 8 | 17 | 7 | 6 | 18 | 24 |
| 10. Campcraft | 6 | 0 | 6 | 61 | 41 | 102 | 11 | 6 | 6 | 11 | 11 | 6 | 17 |
| 11. Witnessing | 31 | 16 | 47 | 14 | 11 | 25 | 8 | 8 | 10 | 6 | 7 | 9 | 16 |
| 12. Fun | 9 | 9 | 18 | 24 | 9 | 33 | 12 | 2 | 8 | 6 | 9 | 5 | 14 |
| 13. Prayer | 10 | 5 | 15 | 19 | 13 | 32 | 10 | 4 | 10 | 4 | 8 | 6 | 14 |
| 14. Water sports | 2 | 2 | 4 | 57 | 46 | 103 | 0 | 11 | 0 | 11 | 11 | 0 | 11 |
| TOTALS: | 312 | 183 | 495 | 664 | 397 | 1061 | 352 | 197 | 311 | 238 | 249 | 285 | 594 |

in number of counselors' statements, campers' responses, and matches falling into each for the experimental group as compared to the control group; for Camp Kaskitowa as compared to Stony Glen Camp; and for older boys' weeks as compared with younger boys' weeks.

## Summary

The classification of statements of objectives by the 70 counselors and of the behaviors learned, as perceived by the 554 boys, resulted in the 14 categories shown in Table 4.6. The categorization makes possible the computing of scores for counselors in matches between their objectives and the learned behaviors reported by the boys they led.

# CHAPTER V: ANALYSIS OF DATA

The results of the research are reported in this chapter.

## Overview

Objectives written by all counselors are judged according to the behavioral criteria given in the training program. They are also rated as to specificity. Resultant scores are compared. An inter-judge reliability check was made to verify these scores. These data are analyzed for the testing of the first hypothesis.

Counselors' self-evaluations of the extent to which they have achieved their stated objectives are analyzed to discover the degree of discrimination demonstrated by experimental and control groups. The process is described whereby this discrimination is quantified. Comparative analysis of this data provides for the testing of the second hypothesis.

Campers' reports of things they learned in camp are classified by means of the 14 categories described in Chapter IV. When what a boy reported having learned falls in the same category as one of his leader's objectives, a match is counted. The number of matches so occurring make up the data which are analyzed for the testing of the third

hypothesis.

## Hypothesis I

Leaders of youth who have received the programmed training in the formulation of behavioral objectives, as developed for the study, will write objectives that are more operational in terms of the criteria given in Table 5.1, than those who have not received such training.

## Measurement of Behavioral Characteristics

The statements of objectives written by counselors in the experimental group, before and after receiving the training program, as well as the first and second objectives written by the control group, were judged as to the degree in which they fulfilled the criteria given on the back cover of the programmed training manual. The criteria were shown in Figure 1.1, and are repeated, in brief, on Table 5.1.

The basis for scoring is also given on Table 5.1. Each set of objectives was rated according to each of the five criteria on a scale differentiating fulfillment (2 points) from partial fulfillment (1 point) or no fulfillment (0). Scores tallied for each counselor's objectives, according to each of the five criteria, were totalled, producing a possible perfect score of 10.

Table 5.1 shows the outcome of these ratings. For ratings on the behavioral characteristics of their objectives written upon arrival in camp (designated $Be^1$) the experimental group achieved a mean of 3.9, and the control group a mean of 3.8. A second set of objectives

TABLE 5.1: EVALUATION BY BEHAVIORAL CRITERIA OF FIRST AND SECOND OBJECTIVES

WRITTEN BY FIFTY-FOUR COUNSELORS—COMPARING EXPERIMENTAL AND CONTROL GROUPS

```
CRITERIA:  I. Will advance aims of general goal.        SCORING:
          II. Is stated in operational terms.              For each criterion:
         III. Specifies measuring criteria.                  2 = fulfills criterion.
          IV. Is not ambiguous.                              1 = partially fulfills.
           V. States limitations of time and space.          0 = does not fulfill.
                                                           For the 5 criteria:
Scoring on first and second objectives are shown as: 1/2.  10 = perfect score

CODE:  Be = rating on behavioral characteristics of an objective.
       Be¹= first rating; Be²= second rating; Be^d= difference in rating.
```

EXPERIMENTAL GROUP

| Counselor # | I | II | III | IV | V | Be¹/Be² | Be^d |
|---|---|---|---|---|---|---|---|
| 2 | 1/2 | 0/1 | 0/1 | 1/1 | 0/0 | 2/5 | 3 |
| 3 | 2/2 | 1/1 | 0/2 | 1/2 | 0/2 | 4/9 | 5 |
| 4 | 2/2 | 1/2 | 0/2 | 0/2 | 0/2 | 3/10 | 7 |
| 5 | 2/2 | 0/1 | 0/1 | 1/2 | 0/2 | 3/8 | 5 |
| 9 | 1/1 | 1/1 | 1/1 | 0/1 | 0/2 | 3/6 | 3 |
| 10 | 2/2 | 1/1 | 1/1 | 1/1 | 1/1 | 6/6 | 0 |
| 11 | 1/1 | 0/1 | 0/1 | 0/0 | 0/1 | 1/4 | 3 |
| 12 | 2/2 | 1/1 | 1/1 | 1/1 | 0/0 | 5/5 | 0 |
| 14 | 2/2 | 0/0 | 0/0 | 0/1 | 0/0 | 2/3 | 1 |
| 19 | 2/2 | 1/1 | 0/1 | 1/2 | 0/1 | 4/7 | 3 |
| 24 | 2/2 | 1/2 | 1/1 | 1/2 | 0/2 | 5/9 | 4 |
| 25 | 2/2 | 1/2 | 0/2 | 1/2 | 1/2 | 5/10 | 5 |
| 26 | 2/2 | 0/0 | 0/0 | 0/1 | 0/0 | 2/3 | 1 |
| 27 | 2/2 | 1/2 | 0/1 | 1/1 | 0/1 | 4/7 | 3 |
| 28 | 2/1 | 1/0 | 0/0 | 1/1 | 0/0 | 4/2 | -2 |
| 30 | 2/2 | 0/1 | 1/1 | 1/1 | 0/0 | 4/5 | 1 |
| 37 | 1/1 | 1/1 | 1/1 | 1/1 | 0/0 | 4/4 | 0 |
| 38 | 2/2 | 0/2 | 0/2 | 1/2 | 1/2 | 4/10 | 6 |
| 39 | 2/2 | 0/2 | 1/1 | 1/2 | 2/2 | 6/9 | 3 |
| 40 | 2/1 | 0/1 | 1/1 | 0/1 | 2/1 | 5/5 | 0 |
| 43 | 2/2 | 0/1 | 0/2 | 1/2 | 1/1 | 4/8 | 4 |
| 44 | 2/2 | 0/0 | 1/1 | 1/1 | 0/0 | 4/4 | 0 |
| 47 | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 | 5/10 | 5 |
| 48 | 2/2 | 1/2 | 1/1 | 1/1 | 0/0 | 5/6 | 1 |
| 49 | 2/2 | 1/2 | 1/2 | 0/2 | 1/2 | 5/10 | 5 |
| 50 | 2/2 | 0/1 | 1/1 | 0/0 | 1/1 | 4/5 | 1 |
| 53 | 1/2 | 0/1 | 0/0 | 0/0 | 0/0 | 1/3 | 2 |

CONTROL GROUP

| Counselor # | I | II | III | IV | V | Be¹/Be² | Be^d |
|---|---|---|---|---|---|---|---|
| 1 | 2/2 | 0/0 | 0/0 | 1/1 | 0/0 | 3/3 | 0 |
| 2 | 1/1 | 0/0 | 1/1 | 0/0 | 0/0 | 2/2 | 0 |
| 4 | 2/2 | 0/0 | 1/1 | 0/0 | 0/0 | 3/3 | 0 |
| 6 | 2/2 | 2/2 | 2/2 | 2/2 | 1/1 | 9/9 | 0 |
| 7 | 1/2 | 0/1 | 0/1 | 0/1 | 0/0 | 1/5 | 4 |
| 8 | 2/2 | 0/0 | 0/0 | 1/1 | 0/0 | 3/3 | 0 |
| 9 | 1/1 | 1/1 | 1/1 | 0/0 | 0/0 | 3/3 | 0 |
| 13 | 2/2 | 0/0 | 0/0 | 0/0 | 0/0 | 2/2 | 0 |
| 15 | 1/1 | 1/0 | 0/0 | 1/1 | 0/0 | 3/2 | -1 |
| 16 | 2/2 | 0/0 | 0/0 | 0/0 | 0/0 | 2/2 | 0 |
| 17 | 2/2 | 1/1 | 0/0 | 1/1 | 0/0 | 4/4 | 0 |
| 18 | 2/2 | 1/1 | 1/1 | 2/2 | 0/0 | 6/6 | 0 |
| 20 | 1/1 | 0/0 | 0/0 | 1/1 | 0/0 | 2/2 | 0 |
| 21 | 1/1 | 1/1 | 1/1 | 2/2 | 2/2 | 7/7 | 0 |
| 22 | 2/2 | 0/1 | 0/1 | 1/1 | 0/1 | 3/6 | 3 |
| 23 | 2/2 | 0/0 | 0/0 | 1/1 | 0/0 | 3/3 | 0 |
| 24 | 2/2 | 1/1 | 1/1 | 1/1 | 0/0 | 5/5 | 0 |
| 29 | 2/2 | 0/1 | 1/1 | 1/0 | 0/0 | 4/4 | 0 |
| 31 | 2/2 | 0/0 | 0/0 | 1/1 | 0/0 | 3/3 | 0 |
| 32 | 2/2 | 0/0 | 0/0 | 1/1 | 0/0 | 3/3 | 0 |
| 33 | 2/2 | 2/2 | 0/0 | 1/1 | 0/0 | 5/5 | 0 |
| 34 | 1/1 | 1/0 | 0/0 | 1/1 | 0/0 | 3/2 | -1 |
| 35 | 1/1 | 1/1 | 1/1 | 1/1 | 1/1 | 5/5 | 0 |
| 36 | 2/2 | 0/0 | 1/1 | 1/1 | 0/0 | 4/4 | 0 |
| 38 | 1/2 | 0/0 | 0/0 | 1/1 | 0/1 | 2/4 | 2 |
| 41 | 2/2 | 1/1 | 0/0 | 1/1 | 0/0 | 4/4 | 0 |
| 42 | 2/2 | 0/0 | 0/0 | 1/0 | 0/0 | 3/2 | -1 |
| 45 | 1/1 | 2/2 | 2/2 | 2/2 | 0/0 | 7/7 | 0 |
| 46 | 2/2 | 0/1 | 0/0 | 1/1 | 1/1 | 4/5 | 1 |
| 49 | 1/2 | 1/1 | 0/1 | 2/2 | 1/1 | 5/7 | 2 |
| 51 | 2/2 | 1/1 | 1/1 | 1/1 | 1/1 | 6/6 | 0 |
| 52 | 2/2 | 0/0 | 1/1 | 1/1 | 0/0 | 4/4 | 0 |
| 54 | 2/2 | 0/0 | 0/0 | 1/1 | 0/0 | 3/3 | 0 |

SUMMARY

| Group | n | total scores Be¹ | Be² | Be^d | mean scores Be¹ | Be² | Be^d |
|---|---|---|---|---|---|---|---|
| Experimental | 27 | 104 | 173 | 69 | 3.9 | 6.4 | 2.6 |
| Control | 33 | 126 | 135 | 9 | 3.8 | 4.2 | 0.3 |

were written two or three days later which, in the case of the experimental group, was after they had received their training. On these second objectives (designated $Be^2$), the experimental group averaged 6.4, and the control group, 4.2.

The index of the individual's progress in learning to write objectives consists of the difference in the score he received on his first and second sets of objectives. These are shown in Table 5.1 as the difference in rating on the behavioral characteristics of an objective ($Be^d$). The mean for this rating as shown in the summary of Table 5.1 is 2.6 for the experimental group, as compared to 0.3 for the control group.

Table 5.2 shows sample objectives as written by three of the counselors, and the rating given them, as an example of the application of the criteria to the judging of objectives.

TABLE 5.2: EXAMPLES OF THE
RATING OF OBJECTIVES

Bill L.  age 19:  "To gain patience; to display what Christianity really is; to teach them to receive instruction, to show respect for discipline, and to enjoy the wide open outdoors."

| Criteria: | I | II | III | IV | V | total |
|---|---|---|---|---|---|---|
| Scores: | 2 | 1 | 0 | 1 | 0 | 4 |

TABLE 5.2: (continued)

Jim A.  age 17:  "Lead boys to Christ; be a per-
sonal witness; be a good instructor; for
boys to learn something from craft taught;
to understand God better by study; to be
more mature in their personal lives."

| Criteria: | I | II | III | IV | V | total |
|-----------|---|----|-----|----|---|-------|
| Scores:   | 2 | 1  | 1   | 1  | 0 | 5     |


Jim W.  age 30:  "Spiritual growth; to learn to
relate to today's youth; set example for boys
in daily living; challenge them spiritually;
assist them in technical achievement; chal-
lenge them with Christian service in this area."

| Criteria: | I | II | III | IV | V | total |
|-----------|---|----|-----|----|---|-------|
| Scores    | 1 | 1  | 0   | 2  | 1 | 5     |


## Measurement of Specificity

All counselors' statements of objectives were also
rated in specificity on a scale 0 to 2.  A score of 2 was
given to objectives stated in specific measurable terms, a
0 to those vaguely stated, and a 1 to those in between,
being somewhat measurable, but not clearly defined.  The
specificity rating for objectives written by counselors
upon arrival in camp (before training in the case of the
experimental group) is designated as $Sp^1$.  The rating of
the second statement of objectives is designated as $Sp^2$.
The difference between these is designated as $Sp^d$.  A
few examples of the ratings in specificity are given in
Table 5.3.

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TABLE 5.3: EXAMPLES OF SPECIFICITY RATING

| Stated Objective | Rating |
|---|---|
| "To teach boys the way to a fun-filled Christian experience" | 0 |
| "To teach them how to enjoy right-doing | 0 |
| "To see the reality of God's love" | 0 |
| "That their lives might be changed by their week in camp" | 1 |
| "To teach them to have Bible studies on their own" | 2 |
| "Have boys help in cabin devotions and in keeping cabin orderly" | 2 |
| "For each boy to pass two achievements" | 2 |
| "To keep boys on schedule to all pro-grammed events" | 2 |

Table 5.4 shows the comparison between specificity ratings of objectives written by counselors in the experimental and control groups.

## Inter-judge Reliability Check

The subjective factor of human judgment impinged on the scoring at two points. These were the evaluation and rating of the counselors' stated objectives by the given criteria, and the rating in specificity of both the leaders' statements and the campers' responses as to what they had been helped to learn. The reliability of the judgments of the researcher at these two points in the gathering of the data was checked against two independent judges with the following procedure.

The researcher explained to the two judges his basis

TABLE 5.4: COMPARISON BETWEEN SPECIFICITY RATINGS ON OBJECTIVES WRITTEN ON ARRIVAL IN CAMP ($Sp^1$) AND TWO OR THREE DAYS LATER ($Sp^2$) BY COUNSELORS IN CONTROL AND EXPERIMENTAL GROUPS SHOWING SPECIFICITY DIFFERENCE ($Sp^d$)

| Counselor # | Control group | | | Experimental group | | | Counselor # | Control group | | | Experimental group | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $Sp^1$ | $Sp^2$ | $Sp^d$ | $Sp^1$ | $Sp^2$ | $Sp^d$ | | $Sp^1$ | $Sp^2$ | $Sp^d$ | $Sp^1$ | $Sp^2$ | $Sp^d$ |
| 1 | 1.0 | 1.0 | 0 | | | | 28 | | | | 1.2 | 1.6 | .4 |
| 2 | .8 | .8 | 0 | .8 | 1.0 | .2 | 29 | 1.2 | 1.0 | -.2 | | | |
| 3 | | | | 1.4 | 2.0 | .6 | 30 | | | | 1.3 | 1.5 | .2 |
| 4 | 1.5 | 1.5 | 0 | 1.5 | 2.0 | .5 | 31 | .7 | .7 | 0 | | | |
| 5 | | | | 1.0 | 1.7 | .7 | 32 | .5 | .5 | 0 | | | |
| 6 | 1.3 | 1.5 | .2 | | | | 33 | 1.2 | 1.2 | 0 | | | |
| 7 | .5 | .7 | .2 | | | | 34 | .5 | .7 | .2 | | | |
| 8 | 1.3 | 1.3 | 0 | | | | 35 | 1.0 | 1.0 | 0 | | | |
| 9 | 1.2 | 1.0 | -.2 | | | | 36 | .7 | .7 | 0 | | | |
| 10 | | | | 1.0 | 1.0 | 0 | 37 | | | | .8 | .7 | -.1 |
| 11 | .1 | .1 | 0 | .1 | .9 | .8 | 38 | 1.0 | 1.0 | 0 | 1.0 | 1.0 | 0 |
| 12 | | | | .7 | .7 | 0 | 39 | | | | 1.0 | 1.8 | .8 |
| 13 | .7 | .7 | 0 | | | | 40 | | | | 1.2 | 2.0 | .8 |
| 14 | | | | .7 | 1.3 | .6 | 41 | 1.3 | 1.5 | .2 | | | |
| 15 | 1.0 | 1.0 | 0 | | | | 42 | 1.0 | 1.6 | .6 | | | |
| 16 | .5 | .5 | 0 | | | | 43 | | | | .7 | 1.8 | 1.1 |
| 17 | 1.3 | 1.3 | 0 | | | | 44 | | | | .8 | .7 | -.1 |
| 18 | 1.2 | 1.2 | 0 | | | | 45 | 1.2 | 1.2 | 0 | | | |
| 19 | | | | 1.3 | 1.6 | .3 | 46 | 1.0 | .7 | -.3 | | | |
| 20 | .7 | .7 | 0 | | | | 47 | | | | 1.0 | 2.0 | 1.0 |
| 21 | 1.5 | 1.7 | .2 | | | | 48 | | | | 1.2 | 1.6 | .4 |
| 22 | 1.0 | 1.6 | .6 | | | | 49 | 1.0 | 1.5 | .5 | 1.5 | 2.0 | .5 |
| 23 | 1.0 | 1.0 | 0 | | | | 50 | | | | .8 | 1.4 | .6 |
| 24 | 1.0 | 1.0 | 0 | 1.0 | 1.2 | .2 | 51 | 1.0 | 1.0 | 0 | | | |
| 25 | | | | 1.2 | 1.9 | .7 | 52 | 1.2 | 1.0 | -.2 | | | |
| 26 | | | | .8 | .8 | 0 | 53 | | | | 1.0 | 1.0 | 0 |
| 27 | | | | 1.0 | 1.7 | .7 | 54 | 1.0 | 1.0 | 0 | | | |
| | | | | | | | MEANS: | .9 | 1.0 | .05 | 1.0 | 1.4 | .4 |

for reaching the ratings he did in judging several sample statements by counselors and by boys. He then presented them with a random training sample of seven counselors' statements of objectives and of twenty-five boys' responses. He asked them to rate the counselors' statements by each of the five criteria and to grade both counselors' and campers' statements as to specificity. All of them were rated on a three-step scale of 0 to 2. The resultant scores were correlated with each other and with those given by the researcher. In the ratings on behavioral criteria and specificity the correlation between those of the reasearcher (A) and the other two judges (B and C) for the training procedure are given in Table 5.5.

TABLE 5.5:  CORRELATION OF RATINGS
IN INTER-JUDGE RELIABILITY TEST
ON A TRAINING SAMPLE

| Judges | Behavioral Criteria | | | | | | Specificity | |
|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | mean | men | boys |
| A & B | .86 | .86 | .86 | .86 | .93 | .87 | .75 | .78 |
| A & C | .93 | .78 | .86 | .78 | .93 | .86 | .54 | .86 |
| B & C | .78 | .78 | .86 | .60 | .86 | .76 | .71 | .76 |

The three judges then discussed the areas of discrepancy in their ratings. B and C then evaluated the second group of seven counselors—the experimental group. The resultant ratings correlated with those of the researcher and with each other as follows:

TABLE 5.6: CORRELATION OF RATINGS IN INTER-JUDGE
RELIABILITY TEST ON EXPERIMENTAL SAMPLE

| Judges | Behavioral Criteria | | | | | | Specificity | |
|--------|------|------|------|------|------|------|------|------|
| | I | II | III | IV | V | mean | men | boys |
| A & B | 1.00 | .60 | .93 | 1.00 | .93 | .90 | .93 | .90 |
| A & C | 1.00 | .86 | .86 | 1.00 | .93 | .93 | .71 | .90 |
| B & C | 1.00 | .78 | .78 | 1.00 | .86 | .89 | .78 | .84 |

The result of the inter-judge reliability check was the
confirmation of the reliability of the researcher's evalua-
tion of the counselors' objectives according to behavioral
criteria and specificity.

## Summary of Data Related to Hypothesis I

The judgement of objectives written by counselors in
the experimental and control groups, confirmed by inter-
judge reliability tests, indicate that counselors who had
received training wrote objectives in terms that were 23 per
cent more operational as measured by stated criteria, and
17.5 per cent more specific than those who did not receive
training. The difference between the two groups in the be-
havioral characteristics of their objectives was computed
by statistical formula and produced a t-test score of 4.88,
which is reported as significant at the 1 per cent level of
confidence or beyond. The difference in specificity was
also computed, and produced a t-test score of 3.07, also
reported as statistically significant at the 1 per cent
level or beyond. On the bases of these data, the first
hypothesis is accepted.

## Hypothesis II

Leaders of youth who have received the programmed train-
ing in the formulation of behavioral objectives, when asked
to rate the degree to which their objectives have been '
achieved (on a five-point scale), will indicate a wider range
of response than will those who have not received such train-
ing.

### Counselors' Self-evaluation

Counselors of both control and experimental groups were
asked on the last day of each week to evaluate their own
achievement of the objectives they had written for that week.
The sheet on which his objectives were written was handed
back to each counselor. He was asked to indicate to the left
of each of his statements whether he considered that objective
to be very well achieved (V), fairly well achieved (F), very
little achieved (L), not achieved at all (O), or that he could
not say whether or not it had been achieved (X). Each of the
five options is given a numerical value for the sake of com-
parisons, as shown in Table 5.7.

TABLE 5.7: CODE FOR SELF-EVALUATION
OF ACHIEVEMENT OF OBJECTIVES WITH
ASSIGNED NUMERICAL VALUES

| | | |
|---|---|---|
| Objective was very well achieved | V | 4 |
| Objective was fairly well achieved | F | 3 |
| I can't say how well it was achieved | X | 2 |
| Objective was very little achieved | L | 1 |
| Objective was not achieved at all | O | 0 |

Range of response was a measure of the counselor's ability to discriminate the degree to which he had achieved his objectives. It was calculated by subtracting the lowest value given to any objective from the highest. For example, if a man considered that his first objective was very well achieved and that another was little achieved, he would score the first with a "V" and the other with an "L". The numerical values of these two scores are 4 and 1 respectively. Now if "L" was the lowest score he gave to any objective he had written, his range of response is 4 minus 1, or 3. The highest possible range of response is 4 minus 0, or 4.

Forty-two of the counselors wrote self-evaluations on their objectives. Table 5.8 indicates in which of the 14 categories each of these objectives fell and the numerical value of each evaluation. Range of response is shown in separate columns for the experimental and control groups.

## Summary of Data Related to Hypothesis II

The mean range of response for the experimental group was 1.6 and for the control group 1.3. The difference is not sufficient to be meaningful; no statistical significance is reported.

## Hypothesis III

Youth whose leaders have received the programmed training in the formulation of behavioral objectives, when asked to indicate two things their leaders helped them learn to do while in camp, will report having learned more behaviors which are positively correlated with their leaders' objectives than will those whose leaders have not received such training.

TABLE 5.8: FORTY-TWO COUNSELORS' SELF-EVALUATION OF THE ACHIEVEMENT OF THEIR OBJECTIVES
IN EACH OF THE FOURTEEN CATEGORIES

| Counselor | | Numerical evaluation according to categories | | | | | | | | | | | | | | Range of response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | X-group | C-group |
| 1 | CS3 | | | | | | 4 | 1 | 1 | | | | 3 | | 1 | | 4 - 1= 3 |
| 2 | XS2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | 3 | 2 | | | 3 | 3 - 2= 1 | |
| 3 | XK3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | | 3 | 4 - 2= 2 | |
| 4 | XS2 | 3 | | | | 4 | 2 | | 2 | | | 2 | | 3 | 3 | 4 - 2= 2 | |
| 5 | XK1 | | | | | 3 | 4 | 3 | 3 | | | | | 4 | 3 | 4 - 3= 1 | |
| 6 | CS1 | 3 | | 3 | | 2 | | | 2 | 2 | | | 4 | | 1 | | 4 - 1= 3 |
| 11 | XS2 | 3 | | | | | | 3 | | 3 | | | 3 | 4 | | 4 - 3= 1 | |
| 12 | XK1 | | | | 3 | | | | 3 | | 3 | 3 | 3 | 1 | 4 | 4 - 1= 3 | |
| 12 | XK3 | | | | 3 | | | | 3 | | 1 | | 0 | 0 | 4 | 4 - 0= 4 | |
| 14 | XK3 | | | | | | 2 | 2 | | | | 3 | | | | 3 - 2= 1 | |
| 15 | CS3 | | | | | 3 | | 3 | 4 | | | 3 | 4 | | | | 4 - 3= 1 |
| 18 | CK2 | | | | | | 4 | 3 | 3 | | 3 | | | 4 | 4 | | 4 - 3= 1 |
| 19 | XK3 | 4 | | | | 4 | 4 | 4 | 4 | | | | | 3 | 3 | 4 - 3= 1 | |
| 20 | CK2 | | | | | | 4 | | 4 | | | 4 | 4 | 4 | | | 4 - 4= 0 |
| 22 | CS3 | | | | | 3 | 4 | | 3 | | | 1 | | | 4 | | 4 - 1= 3 |
| 23 | CS1 | | | | | | 3 | | 4 | 3 | 1 | 3 | | | | | 4 - 1= 3 |
| 25 | XK1 | 3 | | 3 | | 4 | 4 | | | | | 3 | | | | 4 - 3= 1 | |
| 26 | XS2 | | | | | | 3 | 3 | 3 | | | 3 | | | | 3 - 3= 0 | |
| 27 | XK3 | | | | 4 | 3 | | 3 | 3 | | 3 | 4 | 3 | 4 | 4 | 4 - 3= 1 | |
| 28 | XK3 | | | | | 3 | | | | | | 3 | | | | 3 - 3= 0 | |
| 29 | CS3 | | 3 | | | | | 4 | 4 | | 4 | 3 | 4 | | 3 | | 4 - 3= 1 |
| 30 | XK3 | | | | | | 3 | 4 | 4 | | 1 | | 3 | | 4 | 4 - 1= 3 | |
| 32 | CK1 | | | | | 1 | 3 | 3 | 3 | | | | | | | | 3 - 1= 2 |
| 33 | CK2 | | | | | | 3 | 4 | 3 | | 3 | | | | | | 4 - 3= 1 |
| 34 | CS1 | 3 | | | | 3 | 3 | | 3 | | | | 3 | | 3 | | 3 - 3= 0 |
| 37 | XK1 | | | | | | 3 | | 3 | 3 | | 3 | | 4 | | 4 - 3= 1 | |
| 38 | XS2 | | | | | | 4 | 4 | | 4 | | | 4 | | 4 | 4 - 4= 0 | |
| 39 | XK3 | | | | | | 3 | | | | | | 4 | | 3 | 4 - 3= 1 | |
| 40 | XK3 | | | | | 4 | | | 4 | | 4 | | 3 | | 3 | 4 - 3= 1 | |
| 41 | CS3 | | | | | | 3 | 3 | 3 | 3 | | 4 | 3 | | 3 | | 4 - 3= 1 |
| 42 | CS3 | | | | | | 3 | | 4 | 4 | | | | | | | 4 - 3= 1 |
| 43 | XK3 | | | | | | 4 | | 3 | | | | | | 3 | 4 - 3= 1 | |
| 44 | XK1 | | | | | | 2 | 4 | 3 | | 4 | | | | | 4 - 2= 2 | |
| 45 | CS1 | 4 | | 4 | | | 2 | | | 4 | | | | | 4 | | 4 - 2= 2 |
| 47 | XK1 | | | | 3 | 0 | | 4 | 1 | 1 | | 1 | | | 4 | 4 - 0= 4 | |
| 47 | XK2 | | | | 4 | 4 | 4 | | 3 | | | | | | 4 | 4 - 3= 1 | |
| 48 | XK3 | 2 | | | | 1 | 3 | | 2 | 3 | 1 | 1 | 1 | | 3 | 3 - 1= 2 | |
| 49 | XS2 | 3 | | | | 4 | 3 | | | | 1 | | | | | 4 - 1= 3 | |
| 50 | XK1 | 3 | 3 | | | | 4 | 3 | 3 | | | 4 | | 3 | 3 | 4 - 3= 1 | |
| 51 | CK2 | | | | | 3 | 3 | | | | | | | 3 | | | 3 - 3= 0 |
| 52 | CS1 | | | | | | 3 | 3 | 4 | | 3 | | | 3 | | | 4 - 3= 1 |
| 53 | XS4 | | | | | | 4 | 4 | 3 | | | | | | | 4 - 1= 3 | |

## Campers' Reported Learnings

The classification of things boys perceived their counselors to have helped them learn was explained in Chapter IV. The reported learnings are matched in these categories with the objectives of their respective counselors. Table 5.9 displays the number of matches, as related to population, in the group of campers led by each of the 70 counselors.

## Summary of Data Related to Hypothesis III

A total of 548 matches occurred between reported learnings by 554 campers and 70 counselors' stated objectives. The experimental group scored 352 matches, having 292 campers and 35 counselors. The control group with 262 campers and 35 counselors had 196 matches. The match-to-population ratio for the experimental group is 1.20, which is 60 per cent of the possible score. For the control group, the ratio is .75, which is 37 per cent of the possible score. The difference in the mean number of matches occurring in the experimental group and in the control group was computed by statistical formula producing a t-test score of 1.85. The difference is reported as statistically significant at the 5 per cent level. On the basis of these data, the hypothesis is accepted.

## Summary

Data gathered from counselors and campers and displayed on tables included in this chapter have fulfilled

TABLE 5.9: SUMMARY OF SEVENTY COUNSELOR POSITIONS INDICATING NUMBER OF MATCHES (m), CAMPER POPULATION (n) AND MATCH-TO-POPULATION RATIO (m/n) IN CONTROL AND EXPERIMENTAL GROUPS

| Counselor # week | Control group m | n | m/n | Experimental group m | n | m/n |
|---|---|---|---|---|---|---|
| 1 CS3 | 1 | 6 | .17 | | | |
| 2 CS1 | 2 | 8 | .25 | | | |
| XS2 | | | | 3 | 3 | 1.00 |
| XS3 | | | | 10 | 9 | 1.11 |
| 3 XK3 | | | | 25 | 12 | 2.08 |
| 4 CS1 | 1 | 4 | .25 | | | |
| XS3 | | | | 8 | 7 | 1.14 |
| 5 XK1 | | | | 5 | 12 | .42 |
| 6 CS1 | 13 | 9 | 1.55 | | | |
| 7 CS1 | 3 | 8 | .38 | | | |
| 8 CS4 | 5 | 8 | .63 | | | |
| 9 CS1 | 5 | 6 | .83 | | | |
| 10 XS4 | | | | 12 | 10 | 1.20 |
| 11 CS1 | 3 | 5 | .60 | | | |
| XS2 | | | | 10 | 7 | 1.43 |
| XS4 | | | | 6 | 4 | 1.50 |
| 12 XK1 | | | | 4 | 10 | .40 |
| XK2 | | | | 7 | 8 | .88 |
| XK3 | | | | 15 | 11 | 1.36 |
| 13 CS2 | 5 | 9 | .55 | | | |
| 14 XK3 | | | | 9 | 12 | .83 |
| 15 CS3 | 2 | 9 | .22 | | | |
| 16 CS4 | 11 | 10 | 1.10 | | | |
| 17 CS2 | 7 | 10 | .70 | | | |
| 18 CK2 | 11 | 12 | .93 | | | |
| 19 XK3 | | | | 5 | 4 | 1.25 |
| 20 CK2 | 10 | 9 | 1.11 | | | |
| 21 CS1 | 6 | 5 | 1.20 | | | |
| CS2 | 7 | 7 | 1.00 | | | |
| 22 CS3 | 6 | 9 | .66 | | | |
| 23 CS1 | 1 | 4 | .25 | | | |
| 24 CS1 | 7 | 6 | 1.17 | | | |
| XS2 | | | | 14 | 8 | 1.75 |
| 25 XK1 | | | | 14 | 12 | 1.17 |
| 26 XS2 | | | | 5 | 4 | 1.25 |

| Counselor # week | Control group m | n | m/n | Experimental group m | n | m/n |
|---|---|---|---|---|---|---|
| 26 XS4 | | | | 5 | 5 | 1.00 |
| 27 XK3 | | | | 22 | 12 | 1.80 |
| 28 XK3 | | | | 10 | 9 | 1.11 |
| 29 CS3 | 11 | 10 | 1.10 | | | |
| 30 XK3 | | | | 8 | 13 | .61 |
| 31 CS1 | 0 | 4 | 0 | | | |
| 32 CK1 | 1 | 3 | .33 | | | |
| 33 CK2 | 12 | 13 | .92 | | | |
| 34 CS1 | 14 | 7 | 2.00 | | | |
| 35 CS1 | 4 | 4 | 1.00 | | | |
| 36 CS3 | 4 | 11 | .36 | | | |
| 37 XK1 | | | | 8 | 10 | .80 |
| XK2 | | | | 17 | 9 | 1.89 |
| 38 CS1 | 1 | 5 | .20 | | | |
| XS2 | | | | 5 | 4 | 1.25 |
| XS4 | | | | 4 | 13 | .30 |
| 39 XK3 | | | | 8 | 8 | 1.00 |
| 40 XK3 | | | | 6 | 4 | 1.50 |
| 41 CS3 | 5 | 13 | .38 | | | |
| 42 CS3 | 3 | 4 | .75 | | | |
| 43 XK3 | | | | 2 | 2 | 1.00 |
| 44 XK1 | | | | 7 | 13 | .54 |
| 45 CS1 | 4 | 2 | 2.00 | | | |
| 46 CS3 | 5 | 13 | .38 | | | |
| 47 XK1 | | | | 20 | 10 | 2.00 |
| XK2 | | | | 22 | 11 | 2.00 |
| 48 XK3 | | | | 20 | 11 | 1.80 |
| 49 CS1 | 5 | 5 | 1.00 | | | |
| XS2 | | | | 2 | 2 | 1.00 |
| 50 XK1 | | | | 14 | 10 | 1.40 |
| XK2 | | | | 16 | 10 | 1.60 |
| 51 CK2 | 12 | 11 | 1.09 | | | |
| 52 CS1 | 9 | 9 | 1.00 | | | |
| 53 XS4 | | | | 3 | 4 | .75 |
| 54 CS4 | 0 | 4 | 0 | | | |

Totals: 196 262 26.06    352 293 42.22

Means: 5.6 7.49 .74    10.05 8.37 1.21

the criteria stated in Chapter III for supporting the accep-
tance of the first and third hypotheses. Results of the
testing of the second hypothesis are inconclusive. The
analysis of the data for testing each of the three hypotheses
has been summarized.

# CHAPTER VI: SUMMARY AND DISCUSSION

This chapter consists of a summary of Chapters I through V, a discussion of the possibility of generalization and application of the findings, and recommendations based on the outcome of the research.

## Summary

The thesis has reported the inquiry into the writing of behavioral objectives as a function of leadership and a desirable skill to be learned by potential leaders as an aspect of their personal development. The study began with assumptions concerning (1) the behaviors of leadership, (2) their relationship to instruction, (3) the possibility of developing certain leadership behaviors, (4) how such behaviors can be measured, (5) the importance for leaders of the ability to formulate clear objectives, and (6) the purpose of the programmed training course prepared for the study.

The need for the research was seen as based on (1) the need of youth leaders for training in the setting of objectives, and (2) the need for a tested way of structuring such training. The declared purpose of the study was to investigate one possible approach to training leaders of

youth in the formulation of behavioral objectives, by developing and testing an experimental model. The approach included a programmed training manual on the writing of objectives.

It was hypothesized (I) that the 35 camp counselors receiving the training, as compared with 35 others who did not, would learn to write objectives in more operational terms; (II) that the same leaders would judge with greater discrimination when evaluating their boys' progress toward achievement of the objectives they had set for them, and (III) that the boys led by these same counselors would report learning that more often matched their respective leaders' written objectives.

Concepts of leadership as expressed by both popular and technical definitions were compared and three approaches to the measurement of leadership were reviewed. The behavioral approach to writing objectives was defined.

The design for the study was presented with description of (1) the population of 554 campers and 70 counselors, (2) the instrumentation, (3) the gathering of the data, and (4) the proposed application of the data to the testing of each of the hypotheses. The classification of the data into fourteen categories provided for their analysis. When analyzed, they were applied in accordance with the design to the testing of the three hypotheses. The findings were as follows:

I. The counselors of the experimental group wrote

objectives after receiving the training which showed improvement in behavioral characteristics and specificity greater than the improvement shown by the counselors in the control group who were also asked to write first and second objectives but received no training. The difference between the two groups in having learned to write specific objectives fulfilling behavioral criteria was significant at the 1 per cent level of confidence.

II. The counselors of the experimental group used a wider range of responses than was used by the control group in evaluating the achievement of their objectives, but the difference was not sufficient to be reported statistically significant.

III. The campers of the experimental group reported having learned behaviors in camp which corresponded to their respective counselors' objectives in more cases than did the campers of the control group. This difference tested as significant at the 5 per cent level of confidence.

### Significance of the Findings

The results of the inquiry have internal validity generalizable only to counselors of camps very similar to Camp Kaskitowa and Stony Glen Camp in their 1970 camping season. It is the considered opinion of the researcher, after 32 years' experience in camps sponsored by Christian Service Brigade, that these two camps are sufficiently typical of the camps sponsored by that orgainization as to

program, and staff that it is reasonable to predict that a similar experiment conducted in any of the others would have similar results.

## Suggested Applications

The procedure tested for training counselors at Camp Kaskitowa and Stony Glen in the defining of objectives is recommended for use in any situation where leaders of youth have a specific leadership opportunity which ought therefore to be matched with the setting of specific objectives for what is to be accomplished in the course of the anticipated leadership action.

Adaptation of the program is recommended for leaders of youth in churches and community centers as well as in camps and youth conferences. Where the leadership action consists of a regular weekly contact with youth supplemented by occasional special activities, it is recommended that progress be assessed and goals re-examined on an annual basis and that leaders be trained to write specific objectives for each quarter. At three month intervals, there should be guided evaluation of achievement as measured by the objectives for that quarter. In-service training of youth leaders in the writing of behavioral objectives has the double advantage that it can be expected to improve the effectiveness of leaders right from the start. Through practice in defining objectives, they not only learn the art, but also implement the goals toward which the

objectives are aimed.

A programmed training manual of this sort is recommended for use by youth leaders in general and by teachers in particular. Sunday School teachers and teachers of Vacation Bible Schools, as well as others engaged in teaching the Bible will find this training practical and appropriate, inasmuch as their teaching is implicitly aimed at bringing about change in the students. Sponsors of young people's societies, faculty advisors for student activities, resident advisors in college residence halls, and other counselors of young people are all in positions in which training in the defining of objectives can make a vital difference in their personal effectiveness. It is for leaders such as all of these that this training material has been developed. The program is designed not only to help them implement the attainment of their goals, but to provide them also with a means of measuring their progress in areas often difficult to measure.

### Recommendations

The experience gained in the process of conducting the experiment described in this report has led to recommendations concerning, (1) the improvement of the quality of leadership in camps and in other programs for youth, (2) the improvement of the model of training, (3) revision of the training manual, and (4) the carrying on of further research in the area.

## The Quality of Life and Leadership in Camp

It is recommended that camp counselors and other youth leaders be encouraged to put particular focus on goals and objectives. Any camp program or other educational endeavor is enhanced and strengthened if its leaders are brought to give special thought to the goals toward which they are working and especially to develop their own specific objectives for the implementation of the achievement of those goals. The natural environment of a camp situation is especially conducive to the re-grouping and re-setting of sights associated with the formulation of goals and objectives.

A formalized program for training leaders in the formulation of objectives, such as that developed for this study, is one way of helping leaders to accomplish this recommended focus.

## Recommendations for Improvement of the Model of Training

Some of the counselors expressed their sense of need for interaction with others, while completing the programmed training manual, or for consultation with an instructor. Further it was discovered that the manual as designed for the study required more time and attention from the average trainee than was convenient for him to give while fulfilling his responsibilities as a counselor in camp. One or more of the following suggestions should help to relieve these problems:

(1) The writing of first objectives could be required of candidates as a part of their application for a leadership

position in camp.

(2) The training could be given to counselors from one to six weeks prior to the opening of camp.

(3) A part of the training could be given in a classroom situation prior to or upon arrival in camp.

(4) A block of time could be provided early in the week in which counselors would have no program responsibility and would be expected to dedicate themselves to the fulfillment of the training task as programmed for them.

(5) A coach or counselor could be made available to guide trainees in the process of their study.

(6) A discussion session could be scheduled while counselors are in the process of receiving the training, at which they could interact, compare insights, and ask questions.

(7) Counselors could be encouraged to undertake the study in small groups for interaction and group learning.

(8) Counselors could be (and perhaps should be) encouraged to confer with their campers before writing objectives for them. This conferring would be in keeping with the concept of leadership which has emerged from the study: true leadership behavior results not only in the achievement of the leader's objectives for his followers, but also in the attainment of what have become the followers' objectives for themselves, positively correlated with the goals of the leader.

Care should be taken, if this suggestion is followed, not to confuse or scare young people by the use of technical

terminology. For example, rather than a counselor's saying to his campers, "Let's set goals and formulate objectives," better results might be obtained by an approach such as, "Let's talk about things we hope will happen to us this week," or perhaps, "Jim, what do you want to learn to do this week?"

## Recommendations for Improvement of the Training Manual

The manual, on page A 32, invites the trainee to evaluate the book by answering four questions:

1. Was it helpful?

2. What helped most?

3. What hindered?

4. How could it have been more helpful?

There were 27 men who completed the evaluation form. Their responses to the first question are shown in Table 6.1.

TABLE 6.1: COUNSELORS' EVALUATION OF THE TRAINING MANUAL RESPONDING TO THE QUESTION, "WAS IT HELPFUL?"

| | |
|---|---|
| Enthusiastically positive (e.g. "Yes, very!") . . . | 4 |
| Positive ("Yes.") . . . . . . . . . . . . | 13 |
| Positive, with reservations ("Yes, but. . .") . . . | 5 |
| Neutral (e.g. "Somewhat"). . . . . . . . . . | 3 |
| Negative ("No."). . . . . . . . . . . . . | 2 |
| Total . . . . . . . . . . . . . . . . | 27 |

Characteristic answers given as to what helped most, in answer to the second question, were, "It gave me a definite plan," "The distinction between goals and objectives," and "It got me to think."

Answering the third question, 13 trainees gave lack of time as the greatest hindrance, referring especially to the problem of not having a block of time in which to concentrate without interruptions. Eight men complained about technical terminology such as "entry behavior," as hard to understand.

Other suggestions on how the manual could have been more helpful included sending it to counselors before the opening of camp, giving more verbal explanation before starting, simpler language, more illustrations, more readability, and a group discussion at the conclusion of the training.

Five summary suggestions are presented here, based on the researcher's opinion as developed through the experience of the study and the suggestions received from trainees.

(1) The vocabulary should be simplified by translating into lay language the various technical terms that occur in the text.

(2) The stated criteria for judging objectives that appear on the back cover of the manual (page A 33)

should be introduced in the programmed training so that they are understood and learned.

(3) The application of the criteria in practicing the judging of written objectives (as on pages A 20 and A 21) should be carefully explained.

(4) The writing of individualized objectives for each camper as introduced at the end of the manual (pages A 30 and A 31) should be developed more fully or else eliminated.

(5) The manual should be made more readable, and possibly shorter, by condensing some of the illustrations, making some of the prose more concise, and improving the layout.

## Recommendations for Subsequent Research

Further experimentation is needed in the area this study was designed to probe. Some of the variations recommended above, that relate to the use of the program purely for training purposes, would present problems in the case of a replication of the experiment. The following suggestions, however, should lead to improvement in research design without serious sacrifice of training potential.

Instrumentation  A suggested form for use in evaluating the achievement of objectives is shown in Figure 6.1. It is designed to be used in conjunction with the form used by counselors for stating objectives and shown in Figure 3.1.

---

### SPECIFIC OBJECTIVES FOR A WEEK IN CAMP

Name:_____age_____date_____

Address:_____phone_____

General goals for the camp:

Your two most important objectives for yourself:
    1.
    2.

The four most important specific objectives you hold for
your boys:
    1.
    2.
    3.
    4.

---

Form used by counselors for stating objectives (Figure 3.1)

---

### SELF-EVALUATION OF YOUR ACHIEVEMENT OF YOUR OBJECTIVES

Attached is your statement of objectives as you wrote it
before camp started.  Please indicate below, by checking the
appropriate space, the degree to which you feel you have
achieved each one of your objectives.

| Degree achieved: | | very well | fairly well | very little | not at all | I can't say |
|---|---|---|---|---|---|---|
| Your objectives for yourself: | 1. | | | | | |
| | 2. | | | | | |
| Your objectives for your boys: | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |

Date:_____    Signed:_____

---

Figure 6.1: Form recommended for counselors' self-evaluation

<u>Procedure</u>    Two alternatives are suggested as ways whereby the recommended research procedures can be implemented:

(1) If the training program can be carried on prior to camp, the statement of first objectives could be required as a part of counselor application, and these could be rated before the population is divided into experimental and control groups. Communication, especially with the experimental group, could be carried on entirely by mail, thus helping to assure uniformity and complete documentation of the treatment. Upon arrival in camp,   all counselors could be asked to write second objectives. A third set of objectives could be written after counselors have become involved with their groups and have had opportunity to hopes and expectations with them. The procedure could then continue as in the study reported in this thesis.

(2) If the situation is such that it is necessary to wait until counselors have arrived in camp before giving the training program,  first objectives could still be required as a part of the counselor application, and if incomplete could be collected upon arrival in camp. As early as possible on the first or second day, an activity would be scheduled under the direction of the counselors of the control group to occupy all campers. This would provide the experimental group with the necessary block of time to complete the training manual.  Another all-camper activity should then be planned in which the experimental group would have equal opportunity to be in contact with campers. During

all this time a placebo task or activity should be planned
for the control group. At a counselors' meeting held the same
night or early the next morning, all counselors would then be
asked to write second objectives. Consultation with campers
could precede this, or if preferred, it could follow and a
third set of objectives be written. Beyond this point, the
procedure would continue as in the design presented in
Chapter III.

## Conclusions

The inquiry has proven valuable to the point of view
of the researcher for several reasons:

(1) It has demonstrated that men can be helped in learn-
ing to write objectives that conform to behavioral criteria,
thus implementing objective evaluation of achievement.

(2) It has demonstrated that the setting of behavioral
objectives by counselors probably has a positive effect on
what campers learn while in camp.

(3) It has tested a method for training men in writing
objectives and has revealed several areas in which it can be
improved.

(4) It has provided, as a by-product, data concerning
what campers perceive themselves to learn in camp. These
data have interesting implications for camp program planning
and evaluation. The tables in Chapter IV provide a signifi-
cant profile of campers' evaluation of what happened at camp.
Study of these data by camp program planners should enable
them better to predict campers' responses, and therefore

prepare them for more effective orientation of counselors.
For example, the frequency of the response from campers re-
porting that they learned "to be quiet" may have negative
implications concerning counselors' approach to discipline.

(5) It has also provided data concerning what counselors
consider is important to have happen in camp. These data
have interesting implications for leadership development
as well as for camp programming. Again the tables in Chapter
IV show counselors' priorities as compared to those of the
boys. For example, the strong response from campers to
canoeing, fire building, horsemanship, riflery, and swimming
contrasted with almost total lack of counselors' objectives
in these areas may indicate need for recognition by leaders
of the importance in the minds of campers of learning new ac-
tive skills. It would appear that leaders of youth would do
well to set objectives in the areas of the young people's
special interests. If as a result the youth attain greater
satisfaction of their goals, the outcome may be increased
opportunity for their leaders to influence them in the direc-
tion of their own primary goals.

(6) The experience has taught the researcher some
valuable lessons concerning leadership development and the
setting of objectives, particularly that ways should be
sought whereby the whole process can more fully involve
group participation by both leaders and youth. The experi-
ment asked counselors to write objectives they held for them-
selves and for their boys. One lesson in leadership develop-

ment learned through the study is that counselors might have been more effective if they had been encouraged to define objectives in consultation with their boys.

In a replication of the study, it would be interesting to discover what difference, in behavioral characteristics and in effectiveness in attainment, might occur between a set of objectives written by counselors before the opening of camp and another set prepared by counselors and campers together early in the camp period.

Another illuminating outcome of the experience was the indication, inferred from the general response of the counselors, that a man may be more effective in leadership simply by virtue of having stopped for a few minutes to set his sites—that is to verbalize his objectives for the week. The evidence of this phenomenon is not shown in the data collected because all counselors in both experimental and control groups had this experience. There seemed, however, to be a greater sense of achievement and realization in these camps than in other similar camps at which there had been no emphasis on the formulation of objectives.

It is the author's hope that as an indirect result of this study, men and women engaged in the leadership of young people, in the home, in the church, in the school, or in any other facet of community life, may come to understand more fully the hopes and aspirations of youth through the process of joining with them in bringing their mutual

goals into focus, and in implementing these goals through
the defining of appropriate objectives. With this under-
standing, and with this focus, both the leaders of youth
and the young men and women growing in leadership will
come closer to self-realization and the attainment of their
highest goals.

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APPENDICES

APPENDIX A


NAME IT . . . AND YOU CAN HAVE IT



A PROGRAMMED MANUAL


FOR LEADERS OF YOUTH


ON THE


FORMULATION OF OBJECTIVES


Name:_____Age:_____

Address:_____

_____Telephone_____

# A PROGRAMMED MANUAL FOR LEADERS OF YOUTH

## ON THE FORMULATION OF OBJECTIVES

(A 2)

"What do you want?"

"Where are you going?"

These simple questions can penetrate . . . and require answers. And unless we can answer them, we seldom achieve success in anything.

What _do_ you want?

       What are you working to achieve?

       Can you state your objectives for today

       so clearly that when the day is over you

       will know whether or not you have

       achieved them?

Where _are_ you going?

       If you don't know where you are going,

       as the Cheshire cat remarked to Alice,

       it doesn't really matter whether or not

       you get there . . . or does it?

## ( A 3 )

"Name it . . . and you can have it!"

No, this isn't always true.  Diamond rings, furs, and
sports cars aren't that hard to recognize and describe,
but in the less material side of life, the concise de-
scription of desired ends is a long and decisive step to-
ward actually achieving them.  If you can state clearly
enough what you want, you can usually get it!

They say a problem well defined is half solved, and it
may be equally true that an objective well formulated is
half achieved.  Success in anything consists of achieving
objectives, and the reason for much failure is the mere
fact that the objectives to be achieved were not clearly
enough defined to be realizable.

---

WARNING

This programmed manual is designed to teach.  If
you follow its instructions you will learn.  By the time
you finish it, you will be changed.  If you don't want
to be changed in respect to your ability to formulate
behavioral objectives, perhaps you'd better not read it!

---

·(A 4)

## HOW'S THAT AGAIN . . . . ?

### (*some useful definitions)

BEHAVIOR . . . refers to any observable activity displayed
by a learner.

ENTRY BEHAVIOR . . . refers to the behavior your learners
are demonstrating when your influence over them
begins.

TERMINAL BEHAVIOR . . . refers to the behavior you would like
your learner to be able to demonstrate at the time
your present influence over him ends.

GENERAL GOALS . . . include all the ends you hope to achieve
long range. These are often stated for leaders by
their organizations, but not always in measurable
terms.

OBJECTIVES . . . are specific statements in performance terms
of what learners will be doing when demonstrating
achievement of your goals for them.

CRITERION . . . is a standard or test by which behavior is
measured or objectives are evaluated.

PERFORMANCE TERMS . . . terms that describe visible or
measurable action rather than invisible attitudes.

*Adapted from:

Robert F. Mager, Preparing Instructional Objectives.

( A 5 )

When you have completed the correct use of this pro-
grammed manual, you will have learned:

   1. To formulate clear and attainable

   objectives for activities you undertake.

   2. To write these in operational terms

   without ambiguity, so that any competent

   person will understand them in the same

   way you do.

   3. To evaluate accurately your own success

   and failure in achieving your objectives.

When you have learned these things, if you consis-
tently put them to use, you will become a more effective
leader, more capable of putting your plans into oper-
ation.  This will result in your being more helpful to
those you lead, and more useful to all those you serve.

(A 6)

GENERAL GOALS * * * and how to recognize them.

Most Generals like to give orders, and it's up to the
soldiers to carry them out.  General Goals is no different.
He gives the orders.  Specific Objectives are his soldiers.
Without Specific Objectives, none of his orders are ever
carried out.

General goals relate to over-all strategy.  Specific
objectives relate to the tactics to be employed in order
for the over-all goals to be realized.  Perhaps basic goals
have been set for you by your church or by your youth or-
ganization.  If you are not sure what these are, check
the literature or ask for an official statement.  If you
are working on your own, try to formulate these as compre-
hensively as you can.

An example of a general goal is that of Christian
Service Brigade:  to win boys for Christ and train them
for Christian service.

Four criteria should be met in the statement of a
general goal:  it should be worthwhile, comprehensive,
attainable, and honest.

Now let's examine some possible general goals and
evaluate them against these four criteria.

## (A 7)

A good example of a comprehensive goal is this of Campus Life:

---

"My philosophy as a Christian teen is to develop a mental, physical, social, and spiritual balance in my life that will enable me to properly and successfully communicate in action and word my faith is Jesus Christ to my friends, my campus, and my world."

Youth For Christ International

---

All well-stated general goals may not be as thorough as this, but which of the following might be an appropriate general goal for a week in camp? Write "yes" or "no" to the left of each item.

_____ 1. To avoid serious accidents.

_____ 2. To help each camper to mature physically, mentally, socially, and spiritually.

_____ 3. To teach every camper to swim across the lake.

_____ 4. To guide campers through meaningful experiences to a greater maturity.

_____ 5. To keep the campsite clean and leave it better than we found it.

Remember to distinguish between general goals and specific objectives. Here we are talking about general goals. Review with this in mind, then turn to page 8 to check your answers.

(A 8)

All five are Nice Things To Do In Camp, but as general goals, do they meet the requirements?

__No__ 1. Not comprehensive.  Would you or your campers be happy with a week of camp in which nothing was accomplished except the avoiding of serious accidents?

__Yes__ 2. A worthwhile goal, very much like Campus Life.

__No__ 3. Not comprehensive, and probably not attainable.  With some revision this could be an objective for the swimming instructor for certain campers.

__Yes__ 4. This could be a worthwhile goal.  It checks with all four criteria.  How we achieve it still needs to be spelled out, but we'll come to that when we study objectives.

__No__ 5. Not comprehensive enough for a camp goal, but it might be a good general goal for the clean-up crew.

Now, if you feel sure you understand general goals, turn to page 11, but if you still aren't quite sure you know what general goals are, go on to page 9.

(A 9)

Let's try again.  Your youth group is planning a week-end outing.  What are your goals?  Remember your criteria:

1. It must be important—worthwhile

2. It must be complete—comprehensible.

3. It must be possible—attainable.

4. It must be honest—you really mean it.

Which of the following seem to be appropriate goals for your week-end outing?  Write "yes" or "no" in the margin:

_____ 1. To get everyone in the group to go.

_____ 2. To be sure everybody has a good time.

_____ 3. To meld the group together as a working unit and discover natural leaders.

_____ 4. To have a worship service in the out-of-doors.

_____ 5. To use up the budget before the end of the fiscal year.

( A 10 )

Only number 3 is a really appropriate over-all goal. The others are possible objectives, but not all good ones, nor well stated. Yet this kind of statement of goal is sometimes all that is given.

Now let's ask some questions:

Is number 4 really honest?  Is that the whole reason for the outing?  If it is, then it's all right, but could it be that it was put in to satisfy the folks that didn't want the young people to be away from church service on Sunday?  Number 5 may be more honest than worthwhile, but the main thing is to say what you really mean.

## ( A 11)

Good work!  Now you understand what general goals are, so let's zero in on

### SPECIFIC OBJECTIVES

Your general goals indicate the direction in which you are going.  Now your _objectives_ are the steps you must take in order to get there.  (_General Goals_ gives the orders, and _Specific Objectives_ are the soldiers that carry them out.)

State in your own words the distinction between general goals and specific objectives:

If you found this difficult, check back to page 4 for concise definitions.  When you have finished stating the difference in your own words and to your own satisfaction, proceed to page 12.

(A 12)

## HOW TO FORMULATE OBJECTIVES

An objective, stated in operational terms, tells you exactly what situation will exist when the objective is achieved. Our primary concern as youth leaders is with developmental objectives toward which we seek to guide the individual young people we are leading. A written developmental or learning objective states precisely what a young person will be doing when he is demonstrating his achievement of the objective. This demonstration is called terminal behavior, and the whole is called a behavioral objective because it relates to the visible or audible activity we can perceive in the learner's behavior.

Invisible activity—"the thoughts and intents of the heart"—may be just as important, or more so, than the behavior we can observe, but it cannot be measured until it is demonstrated.

It was the Lord Jesus Christ who said, "You can detect them by the way they act, just as you identify a tree by its fruit . . . yes, the way to identify a tree or a person is by the kind of fruit produced." (Matthew 7:16, 20 from The Living New Testament.)

When we seek to help people to develop, through direct teaching in or out of the classroom, through counseling, or through any of the many other ways in which leaders influence people, we must operate in the framework of behavioral objectives. Our influence may have profound effect on our followers' inward thoughts and other in-

( A 13)

visible activity, but until these produce perceptible be-
havior, we can neither assume that there has been change nor
conclude that our objectives have been achieved.

Inward change does manifest itself in outward behavior
sooner or later, however, and it is possible, therefore, to
appraise our leadership by determining the degree to which
it produces behavioral change.

To measure leadership's effect on behavioral change
requires three steps:

      1. Initial evaluation

      2. Leadership action

      3. Terminal evaluation

The initial evaluation employs a "pretest" and deter-
mines the entry behavior of the learner. Leadership action
may consist of any form of teaching, guidance, or personal
interaction, and is sometimes referred to as "treatment."
Terminal evaluation or "post-test" is based on what the
learner can do and does at the end of the leadership action
as evidenced by his terminal behavior.

Review these two pages if the material is somewhat new
to you, and, if necessary, go back to page 4 to review
definitions. Then go on to page 14.

(A 14)

## ENTRY BEHAVIOR

A well stated objective set for any individual or group must take entry behavior into consideration, and unless it is self-evident, it must be described in the statement of the objective. If achievement of the objective requires skills or abilities the learner does not possess, it is necessary to recognize this from the outset.

Entry and terminal behaviors must be compared in order for leadership action to be evaluated. If you don't know where your learners are when they start, you'll never know how far they've come when you finish.

There are situations in which it is essential to determine entry behavior with considerable precision. In teaching life-saving and water safety, for example, it is necessary to undertake rigorous pretesting for swimming ability and stamina. In teaching campers to make baskets, on the other hand, an intelligent estimate of entry behavior may suffice.

## LEADERSHIP ACTION

The leader's own program must be carefully planned, and his ability or lack of it, may become a constraint or limitation on the statement of the objective.

As a basis for planning leadership action, a chart like the following may prove useful. Think of an experience in leadership action which you have had which in

## (A 15)

some degree resembles the situation for which you are planning.

Experience:

| What I did: | What changes it produced: |
|---|---|
| 1. Taught junior leaders to pitch a tent blindfolded. | 1. They became confident. |
| 2. Let them teach their squads. | 2. They taught their groups to do it. |
| 3. | 3. Other boys looked up to the junior leaders. |
| etc. | etc. |

Planning:

| What I plan to do: | What changes I hope to effect: |
|---|---|
| 1. Take older boys on midnight hike. | 1. New excitement about camp. |
| 2. | 2. |
| 3. | 3. |
| etc. | etc. |

---

### TERMINAL BEHAVIOR

Your desired end, or the behavior you hope your learners
will demonstrate when your present influence over them ends,
is the essence of the well-stated behavioral objective.

Red Sparks was woodsmanship instructor in a boys'
camp. His objective was to teach seven ten-year-old boys
(Andy, Bob, Charlie, Dan, Eddie, Frank, and George) how
to build a fire. Red guessed that his boys were inexpert
in fire building, but he planned a pretest. He gave each
boy one match, showed him a safe place for a fire, and gave
them the signal to start. Their test was to build a fire
in five minutes. At the end of one minute, Andy, Charlie,
and Dan had burned their matches, but had no fires. Eddie
had lost his match and was looking for it. Bob, Frank, and
George were saving their matches and collecting wood. At
the end of two minutes, five matches were gone. Bob had a
tiny flame, and Frank was getting smoke. Eddie had found
his match in his pocket.

At the end of five minutes all the fires had gone out
but George's. It was blazing away to the envy of all the
others. Red jotted in his notebook: "Entry behavior—
6 boys unskilled in fire building, one semi-skilled or
lucky."

Red's leadership action consisted first of discussing
the difficulties they'd had, and noting the things they'd
learned. He then identified different kinds of wood and
bark useful for tinder and for fuel, and let each boy try
again for practice. He helped those that had trouble.

When everyone had a fire going, he taught them how to
extinguish fires and why it is important. They all doused
their fires with water.

For a posttest, Red gave each boy a match and told
them to start over. In three minutes seven fires were
burning brightly.

Let's suppose you are Red—Write up his objective.

---

What was Red's behavioral objective?

Entry behavior:

Planned leadership action:

Desired terminal behavior:

---

Now look over what you have written and check your ob-
jective against the criteria on the back cover. If they
aren't right, correct them. If they are right, or when you
get them corrected, go on to page 17 for more practice.

You are a camp counselor in charge of a cabin with seven campers age 12. Indicate with "yes" or "no" which of the following you think are appropriate behavioral objectives for your campers. Your over-all goal is "to guide every camper through meaningful experiences to greater maturity."

_____ 1. Every camper will be able to swim 100 yards.

_____ 2. All will have become experienced campers.

_____ 3. All your campers will really understand the Scripture portions you have studied together.

_____ 4. The cabin will be kept fairly neat at all times.

_____ 5. Each camper will make his bed every morning before breakfast in a way that will meet the inspector's standards.

_____ 6. Each camper will read the book of James and will write three questions that relate to its content.

_____ 7. At least five of the seven campers will have passed the elementary swimming test.

_____ 8. Each camper will be able to find passages in the Bible that answer at least 15 of a prepared list of 20 questions.

After rating each of the above, check back cover. Do you have any changes to make?

( A 18 )

Do these objectives contribute to your goal?  Are
they stated in performance terms?  Are they clear?  Are
the necessary criteria and conditions stated?

No  1. You have not stated what he did.  How do you know
just what he is able to do?

No  2. What, specifically does an "experienced camper" do?

No  3. How do you measure "really understand"?

No  4. Ambiguous—what does "fairly neat" mean?

Yes 5. This could contribute to your goal and is clear,
provided the inspector's standards are specified
so that all concerned know just what they are.

No  6. No criteria for the questions.  Would you accept
a question like "How do you spell James?"  More
specific standards are needed.

Yes 7. This is a well-stated objective, better than
number one, because it is more attainable.

Yes 8. This is a well stated objective, provided the 20
questions are also prepared in clear unambiguous
language and relate to reaching your goal.


If your answers were right, congratulations!  If they
were wrong, go back and study them again.  Now let's have
some fun—go on to page 19 and watch two boys playing a game—
notice how important unambiguous operational terms can be.

( A 19 )

Eager Beaver wanted to have a knee-swatting endurance contest with Intellectual Ike.  Ike didn't go for that kind of game, so he demurred, but Beaver kept insisting.  Finally Ike gave in.  This is how it went:

Ike:  "O. K., What are your rules?"

Beaver:  "I swat you on the knee like this (Whop) then you swat me.  We keep on the same way until one guy says 'Uncle'—O. K.?  Your turn."

Ike:  "O. K. (Whaapp)  (Instead of slapping Beaver's knee, he let him have it across the face.)

Beaver:  "B-but...but. . !"

Ike:  "You didn't say where I was to swat.  Go ahead and hit my knee."

Beaver:  Whop!

Ike:  Whaapp!

Beaver:  WHOP!

Ike:  WHAAPPP!

Beaver:  "Uncle"

Moral:  Avoid ambiguity, and be sure all intended conditions are specified.

( A 20)

Rate each of the following objectives by the criteria given on bach cover, by circling the Roman numeral that corresponds to each criterion met by the objective, and crossing out each one that is not met.

Example:

(General goal:  to teach English to a group of ten Spanish speaking youth, who speak no English.)

Objective:  At least seven of the ten will be able to read aloud a paragraph in basic English at the end of one month.

(I)  (II)  ~~III~~  (IV)  (V)

---

1. (General goal:  to teach elementary horsemanship to campers.)

   Objective:  Each student will demonstrate his ability to bridle, saddle, curry, brush, mount, and dismount in keeping with the standards set forth in the camp horsemanship manual.

   I      II      III      IV      V

---

2. (General goal:  to carry on an attractive program toward guiding each camper through meaningful experiences to greater maturity.)

   Objective a: The bugler will sound all calls correctly in accordance with Camp Bugler's Manual, on schedule, and in the hearing of all campers, during the entire camp period.

   I      II      III      IV      V

---

   Objective b:  Counselors will do their best to keep campers cheerful and in good spirits at all times.

   I      II      III      IV      V

---

   Objective c:  Campers will be undressed, in bed, and silent, lights out each evening, by the time the camp bugler has finished playing the last note of taps.

   I      II      III      IV      V

---

3. (General goal:  to help members of a local church youth group to develop individually and as a group in spiritual and social responsibility and maturity.)

   Objective:  Each member will become involved in a service project for each three month period.  The service projects may be chosen from the list posted on the bulletin board, or suggested by the member as equivalent to those posted and approved by the executive council. Each member will give a written report of his project.

   I      II      III      IV      V

---

Check your answers against those at the top of page 21.

(A 21)

1. Ⓘ ⑪ ⑪ⓘ ⑭ X̶
2. (a) Ⓘ ⑪ ⑪ⓘ ⑭ Ⓥ
   (b) Ⓘ I̶I̶ I̶I̶I̶ I̶V̶ X̶
   (c) Ⓘ ⑪ ⑪ⓘ ⑭ Ⓥ
3. Ⓘ X̶ ⑪ⓘ ⑭ Ⓥ

---

Now try writing two objectives of your own for that cabin of seven 12-year-olds:

General goal: To guide every camper through meaningful experiences to a greater maturity.

---

Objective 1:



    I      II      III      IV      V

---

Objective 2:



    I      II      III      IV      V

---

Now try writing two objectives for your church youth group.

General goal:




---

Objective 1:



    I      II      III      IV      V

---

Objective 2:



    I      II      III      IV      V

---

Now judge each of your objectives by the criteria on back cover. Circle numeral if criterion is met, cross it off if it is not.

( A 22 )

Assume that you are about to fly to Hong Kong on business. You will need a car there for an extended period of time. You will need it the minute you arrive, so you have corresponded with a Mr. Chee Tyu of "Am. Auto Sales, Inc." He guarantees a nearly new Muss Tang for one thousand dollars.

What questions would you want answered about Mr. Tyu's car before you send him your check for $1000.00? Write down the questions you want him to answer in his written guarantee.

Check your questions! Isn't the main question what the car will do? Aren't you more interested in performance than anything else? Are you willing to trust Mr. Chee Tyu's evaluation or do you want behavioral objectives for that car?

( A 23 )

This is Mr. Chee Tyu's Grarantee:

1. The car runs like a top.

2. The motor is in excellent shape.

3. You'll never have any trouble with the brakes.

4. The radio is an absolute dream.

5. It doesn't use much gas and no oil.

6. It was owned by an elderly lady who never
   drove very fast.

7. The paint is like new.

8. The tires are really good.

Would you be satisfied with this guarantee?

How well does it answer the questions you wrote on page 22?

Do you have any further questions?

How would you change the wording above to make the contract

acceptable?  Use page 24 to reword it to your liking.

(A 24)

### BEHAVIORAL OBJECTIVES FOR A USED CAR

General goal: reliable transportation

Objectives:

Now go on to page 25.  We have a few questions to ask
Mr. Tyu, too.

(A 25)

We've checked around a little and it turns out that Mr. Tyu works for Ambiguous Auto Sales, Incomprehensible!

What did he really guarantee?

1. Does a top run?

2. Does the shape of a motor indicate its condition or performance?

3. Do we have no trouble with brakes because there are none?  Or is it just because the car doesn't run?

4. Is there in fact a radio?  Or did he just dream about one?

5. A car that won't run wouldn't use gas or oil, would it?

6. Does this lady ever drive at all?  How often did she get clobbered from the rear?  How is her health at present?

7.  Why did the car need a new paint job?

8. Does "really good" describe the moral virtues of the tires?  What are they "really good" for?
   A swing, maybe?

Now analyze your own terms for the guarantee.  Are there any terms Mr. Tyu might be able to twist?

You are back in camp, and four of your fellows are assigned to dining hall clean-up under your supervision. These particular boys are very obedient, but on the other hand, they never do any work they can avoid.

Last week, this same crew was sent to clean a cabin. The inspector came and found they hadn't done much, so he said, "Not one of you guys is to step out of that door until the cabin is spotless. Do you understand?" They all nodded solemnly.

When he came back an hour later, however, the cabin was not cleaned, and the boys were out playing ball. They all innocently insisted that they had obeyed to the letter what he had told them to do. Each of the four had "escaped" through a different loop-hole. Do you want to guess how they did it?

(A 27)

1. Jim went out the <u>window</u>.

2. Jack <u>jumped</u> through the door instead of stepping.

3. Chester checked the cabin for <u>spots</u>.  He said he found it was not a spotted cabin, so he walked out.

4. Homer said, "You gave those instructions to some fellows named 'Guy'!  My name is Homer."

Your job:  to write behavioral objectives for those four that will get the dining hall clean-up job done.

Check for loop-holes.  If you find any, go clean up the dining hall yourself!  Otherwise, go on to page 28.

(A 28)

Now write some objectives of your own and relate them to
leadership in camp or in your home church.

---

General goal:

Objective:

I    II    III    IV    V

---

General goal:

Objective:

I    II    III    IV    V

---

General goal:

Objective:

I    II    III    IV    V

---

Then test them by the criteria given.

## (A 29)

## Your Specific Objectives

## For A Week In Camp

General goals for the camp—(If not sure of these, ask
your director)

List your specific objectives for yourself—in order of
importance.

List your specific objectives for your boys in order of
importance.

( A 30 )

### Individual Objectives for your Campers

| Camper's name & age | Most significant entry behavior | Your most important objective for him |
|---|---|---|
|  |  |  |

(A 31)

## Planned Leadership Action and Desired Terminal Behavior

| Name of Camper | Leadership Action This week | Terminal Behavior |
|---|---|---|
| | | |

( A 32 )

**YOUR EVALUATION OF THIS BOOK:**

Was it helpful?

What helped most?

What hindered?

How could it have been more helpful?

Specific suggestions are very welcome.

## CRITERIA FOR JUDGING SPECIFIC OBJECTIVES

I. The Objective, if achieved, will carry out one or more of the aims of your stated General Goal.

II. The Objective is stated in operational terms, which means it describes what learners will be doing that demonstrates achievement of the objective, when your leadership action is finished.

III.. Criteria for judging or measuring your learner's behavior are stated.

IV. The statement is not ambiguous, which means it cannot be taken two ways.

V. Any conditions or requirements that must be met, such as limitations of thime or space, are clearly stated.

APPENDIX B


COUNSELOR   ABSTRACTS


Examples
of Compilations of
Data Gathered from Counselors

COUNSELOR ABSTRACT

Bill C.[1]                                                              XK3-3

I. <u>First statement of objectives</u> (8/8/70)

    A. For himself:
       1. A closer walk with the Lord thru a concentrated
         study of the Word with the boys.
       2. Further experience in dealing with boys in the
         12-16 year group.
    B. For his boys:
       1. To impart a knowledge of the way of salvation
         to the boys.
       2. To impress them with the importance of the word
         and prayer in one's life
       3. To impart to them the needs of the world for a
         balancing factor in their life (Jesus Christ)
       4. To impart some knowledge to these boys of a
         craft or other area to enrich their lives.

<u>Completed Training Manual (except page 28)</u>

II. <u>Second statement</u> (8/14/70)        Evaluation (8/14/70)

    A. For himself:
       1. To grow spiritually and mentally      V
         through prayer, Bible study, and
         fellowship with the leaders.
       2. To grow spiritually and mentally      F
         through prayer, Bible study and
         fellowship with the boys.
    B. For his boys:
       1. Help the boys to grow spiritually      X
         through Bible exploration, helping
         them to help others.
       2. Train boys for leadership through      F
         having boy help in the cabin devotions
         and keeping the cabin orderly
       3. To teach some skill in an area I know      F
         about that they may be better pre-
         pared to meet life and teach others

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Rob 14 | ———— | Get him to realize what it means to be saved | Understand Christ Make my bed |

[1] Pseudonym

Bill C. continued.                                                    XK3-3

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Rick 14 | | | How to dig into the Bible<br>How to lead an interesting discussion |
| Paul 14 | showed some interest in devotions | Help him to learn how to lead cabin devotions | How to lead a good devotional<br>Learned about love I Cor. 13 |
| Bill 14 | | | To dig into the Bible<br>To learn about the Bible<br>To be courteous to others |
| Charles 14 | | | How to tell someone how to be saved<br>To behave |
| Greg 12 | Showed impatience and slight anger at being pestered by Roger | Be able to understand and help handicapped, and to have patience with other people | Helped us to read the Bible more<br>Helped us forgive our enemies and friends |
| Rich 15 | | | To be quiet at rest time<br>What to take along on a camping trip |
| Eddie 14 | | | About the Bible |
| Roger 14 | Easily upset, short attention span, gets angry | Get him involved and participating in Bible Ex. | To love things, friends and the world<br>I learned how to swim |
| Gregg 14 | | | Be considerate of others |
| Dave 15 | | | Understand others feelings<br>Build a fire<br>Be a better Christian |

COUNSELOR ABSTRACT

Mark E.[1]                                           XK3-30

I. __First statement of objectives__ (8/12/70)

    A. For himself:
       1. Am I winning and training boys for Christ?
       2. Am I living for Christ the way He wants me to?
    B. For His boys:
       1. That they become Christians if not already.
       2. That they grow as Christians.
       3. That they win others for Christ.
       4. That they help train others by the example
          they set.

__Completed Training manual__ (except for pages 21, 24, and 28)

II. Second statement (8/13/70)    His evaluation: (8/14/70)

    A. For himself:
       1. Live for Christ in all that I do.            V
       2. Have the respect of the boys.               F
       3. Be present to help boy when I'm needed       V
    B. For his boys:
       1. That they all know the way of everlasting
          life.                                      F
       2. That they will live for Christ.             V
       3. To be able to present Christ to others.     L

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Dennis 13 | Quiet, lazy | Make him want to do things: take care of clothes, bed, etc | To help keep the cabin clean |
| John 13 | Couldn't stop: had to keep going | Put his restlessness to good use | To work with others / Be more responsible |
| Tom 12 | Neat, had respect for others | Bring out his leadership | Nothing |
| Rod 14 | Did what he was told but wasn't afraid to talk | Have him do things with good attitude | To canoe / How to be quiet |
| Dave 13 | Seemed to be sad to be there, lost with the boys | Make him feel at home | How to read / How to pray |

[1]Pseudonym

Mark B.,continued                                                    XK3-30

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Mark 13 | Had to see how long he could keep the cabin going | Put his leadership to good use | To live with other boys<br>How to read the Bible correctly |
| Rich 14 | Go along with the crowd | Have him think for himself | How to canoe<br>Beat up water director |
| Ron 12 | Had to be diffi-cult | | Helped me to understand the Bible better<br>Helped me get along with other kids |
| Jim O 13 | Wasn' interested in kids in his cabin | Bring out his interest | How to canoe<br>Beat up the water director |
| Jim S 13 | Wasn't interest-ed in anything | Find what he is interested in | Helped us learn bad effects of rock music<br>Taught us about king Solomon |
| Jim B 13 | Had to keep things going | To have him keep the right things going | Canoe<br>Clean the cabin |

COUNSELOR ABSTRACT

Tom. V.[1]                                               XK1-47

I. <u>First statement of objectives</u> (7/18/70)

    **A.** For himself:
      1. This camp is a step towards becoming a better
         leader of a group.
      2. To become a more mature Christian
    **B.** For his boys:
      1. Be a model for the boys and show them how to
         handle failure and success
      2. Get to know boys individually and help them
         learning about Christ.

<u>Completed Training Manual in entirety</u>

II. Second Statement (7/25/70)        Evaluation: (7/25/70)

    A. For himself:
      1. I want to give specific Bible verses to
         the boys and from their reaction measure
         how much they understand            X
      2. I want to compare the objectives I had
         in the beginning of the first week with
         thoses in the beginning of the second,
         and see if there is any difference     V
    B. For his boys:
      1. I want the boys to learn and understand
         4 out of 6 memory verses           O
      2. I want the boys to start devotion with-
         out being asked after 3 days of having
         done it together.              L
      3. I want all boys to find out that the Bible
         can be used as reference to any specific
         questions and see how many will demonstrate  L
         it.
      4. I want them to make their bed and keep
         themselves clean without being told.    F

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Bruce 10 | ———— | ———— | How to be saved<br>How to pray |
| Brett 10 | Wants to be sure he is a Christian | Help him be sure he is a Christian and help him to tell others | Learned to love the Lord more than myself<br>To share with others and let them go first |

[1]Pseudonym

Tom V., continued.                      XK1-47

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Kurt 10 | Very unusual boy with many problems | Talk with him about his problems and tell him Jesus can help him | He taught me about God and what He made<br>He taught me to swim |
| Terry 10 | Has almost as many problems as Kurt | Give him questions he cannot answer | Helped me learn about God<br>He made me a better boy |
| Brian 10 | Always good behavior | Help him to tell others about Christ | Learn to pray<br>Learn to accept God |
| Scott 10 | Wants to know more about Jesus | Help him to help others | More about God<br>To understand the Bible |
| Todd 10 | Showed interest in becoming a Christian | Pray for him and talk to him about his seeking | Helped me learn about God<br>Helped me to control my mouth |
| Dave 10 | Is a little outside the group | I would like him to be good friends with a Christian boy, (possibly Scott) | Control a canamaran<br>Get along with others |
| Robert 10 | ———— | ———— | To be nice to people even though they are mean<br>Not to eat so much |
| Pat 10 | ———— | ———— | Learned more about God<br>Helped us to love one another |

# COUNSELOR ABSTRACT

Tom V.[1]                                                            XK2-47

<u>Statement of Objectives</u> (7/26/70)          Evaluation:(8/1/70)

- A. For himself:
  1. I want to evaluate the end result of my        V
     specific objectives for the boys, and
     maybe change one or more of them.
- B. For his boys:
  1. I want to be a model for the boys              V
     in Bible study, personal clean up,
     and obeying commands.
  2. Find out where each boy in my cabin
     stands spiritually.                       V or F
  3. Introduce at least 1 scripture for
     each boy to understand and mem-                F
     orize.
  4. Teach the boys in the cabin, according
     to camp rules, cabin and personal
     clean up, and have them demonstrate
     it the 2 last days that they can do
     it on their own.                               V

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Jeff 10 | ———— | ———— | How to help people to the Lord<br>Helping Him |
| Paul 10 | ———— | ———— | He taught me to work for God<br>I became a Christian |
| Andrew 10 | ———— | ———— | Helped us to become more dedicated Christians<br>Learn more about God |
| Tim 10 | ———— | ———— | How to serve Christ better<br>To love the Lord more |
| Robert 10 | ———— | ———— | More about the Bible<br>More about the Lord |

[1]Pseudonym

Tom V..., continued.                                            XK2-47

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Brian 10 | Always good behavior | Have him in a Bible study group which will teach how to tell others about Christ | To be a better Christian<br>To tell others about Christ |
| David 10 | Is a little outside the group | Give him a task he can accomplish<br>Become more mature and positive | To pray for others<br>To care for others |
| Robert 10 | _____ | _____ | Helped me not to be a sissy Christian |
| Jeff F. 10 | _____ | _____ | Pray every morning<br>Be nice to everyone |
| Tom 10 | _____ | _____ | The way to worship God<br>The way to act about God |
| Bill 10 | _____ | _____ | Sincerely love the Lord<br>Tell others about God |

## COUNSELOR ABSTRACT

Tony W.[1]                                                            XK3-48

I. <u>First statement of objectives</u> (8/8/70)

    A. For himself:
       1. To be available to help boys to know Christ and
          to grow in Christ
       2. To be one that boys would have confidence in
    B. For his boys:
       1. To see their need of knowing Christ
       2. To receive Christ
       3. To learn of Him and reach others
       4. To develop into well rounded Christians

<u>Completed Training Manual</u> (except for page 31)

II. Second statement (8/14/70)       His evaluation: (8/14/70)
    A. For himself:
       1. To live a Christian life before the boys      X
       2. To pray for the boys and other camp personnel  F
       3. To be available to boys, as a friend or
          counselor      F
       4. To help boys in skills I possess      X
    B. For his boys:
       1. To receive Christ as Savior      F
       2. To gain strength as a Christian, in Bible
          study and witness for Chrise      L
       3. To see the importance of loving others      L
       4. To become a well rounded individual      L

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
| --- | --- | --- | --- |
| Scott 12 | Doesn't seem interested in Christian things | Show importance of knowing Christ | More about God. A lot about nature |
| Tom 11 | Rather quiet | Make camp interesting | Be better |
| Jim 12 | Fine boy | Show him Christ is all important | The wise guy is the loser More about God |
| Ken 11 | An extrovert | Get energy channelled for Christ | To believe in God Make a man of me |
| Steve 10 | Follows Ken | To follow Christ | More about Jesus To do our share of the work |

[1]Pseudonym

Tony W.     continued                                    XK3-48

| Camper & age | Most significant entry behavior | Your most important objective for him | What camper learned |
|---|---|---|---|
| Bob K. 12 | Rather timid | To find out where we are | Learn about nature<br>How to explore the Bible |
| Bob M. 12 | Outgoing | To find out where we are | Be quiet |
| Craig 12 | _____ | _____ | How to keep things in order without sassing back<br>Take more time for the Lord |
| Ben 11 | _____ | To find out where we are | Identify White Pines |
| David 11 | Very hesitant to let family leave | Must get next to him to keep him | To help me know about the Lord and Bible<br>Nature Study |