

A STUDY OF INDEPENDENCE IN PERSONAL MATTERS,
OF TEENAGE GIRLS ATTENDING A RESIDENT
SUMMER SCOUT CAMP

By

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Statement of Problem

During the teenage period there is an urge for independence. The teenager is pushing for more independent ways of doing and thinking and thus shaping his plans and future toward an adult life. He tries to establish his individuality, to break from his parents and family and prepare himself for entry into an adult world.

It is an accepted fact that the peer group is a contributing factor to this growth in independence. The relationship with a group gives him the opportunity to express and feel his needed independence.

It is theorized that a good resident camping experience is a contributing factor in promoting growth in independence. Camp helps the teenager grow, and a part of growing is learning to become more independent.

The problem in this study was to determine the relationship between independence in personal matters of teenage girls and time spent at a resident summer Scout camp.

Statement of Purpose

It was the purpose of this investigation to study independence in personal matters of teenage girls attending a resident summer Scout camp.

Independence in personal matters was studied through the use of an objective measure of independence in personal matters and through individual observations of the teenage girls in the sample.

Definition of Terms

The following terms are defined to clarify the reading of this study:

1. Independence in personal matters. In this study the term indicates teenage preference to make her own decisions and to rely upon her own judgement, particularly in regard to matters of a personal nature. She is inclined to meet and solve her own problems and difficulties in her own way (31).
2. Peer group. This term refers to a group of equals in age, status or power. The peer group in this study was comprised of the teenage girls living at camp.
3. Camp. In this study camp refers to a resident Girl Scout camp in Maine during the summer of 1964 where girls lived for periods of two, four or six weeks.

CHAPTER II

LITERATURE RELATED TO THE PROBLEM

The Push for Independence in Teenagers

Garrison (15, p. 295) stated:

"Throughout the teenage period there is an unusual growth that alters the physiological pattern, the anatomical pattern, and the psychological pattern, thus changing the child into an adult. There is an urge to break away from the partly inactive family relationship of childhood to a more independent way of doing and thinking and thus directing one's own plans and destiny toward an adult life. This detachment from family ties does not necessarily involve a physical separation; rather, it suggests an emotional parting. Such a process has been referred to as emancipation from family domination, or psychological weaning, or by a third term, achieving independence. Learning to let go means, for the teenager, the art of relinquishment."

Strecker and Appel (35) suggested that the teenager attempts to establish his individuality, emancipate himself from his parents and family, break the chains of dependence, and integrate his personality in preparation for entrance into the adult world and its many responsibilities. It is with great difficulty that children give up this sense of security they find in their parents and begin to think for themselves. They are torn between the need for dependence and the need for independence. Some parents are never willing that their children should be emancipated. They make decisions for them -- what they shall do, what they shall wear, where they shall go, what they shall study, what career they shall follow, whom they shall marry, and even what the grandchildren's names shall be.

The teenager wishes to be not only an individual, but an independent and grown-up one. Accepting the advice or direction of a parent is an acknowledgement of dependence. The only way to be an adult is to act like one. Therefore decisions must be made, clothes must be purchased, hours must be controlled, independent of the parents. To agree with the parent -- be it on the subject of friends, the color of Mary's hair, a political situation, or the proper time to end a party -- is to acknowledge one's status as that of child. To disagree is to manifest one's strength as an adult. Freedom from the parent and agreement with him are incompatible (5, 9, 13, 22, 34).

Dimock (11) described this emancipation of the teenager from his parents as the most crucial need that confronts the teenager. He made several interesting studies on the subject of achieving independence and developed a measure or technique for estimating the degree of emancipation. He found that chronological age was relatively unimportant. Physical characteristics such as height and weight, on the other hand, were quite significantly related. Emancipation was evidenced from an analysis of movie attendance with friends and others. Those children who were still psychologically unweaned were constantly seeking the advice and help of others because they could not act or think independently. Help in school and supervised study were both necessary. If they were forced to leave home for a visit, they suffered homesickness. Often they became active in such things as smoking, stealing, and fighting to shield their dependency on and attachment to their parents.

Blair and Burton (6) believe that the extreme forms of behavior often exhibited during this growth cycle are the result of the efforts

of children to free themselves from adult domination.

Stott (30) did a preliminary study to develop a scale for measuring self-reliance in teenagers, a questionnaire of thirty items and their opposites was submitted to 650 high school sophomores of Lincoln, Nebraska. By means of factor analysis the author attempted to determine whether self-reliance is a single unitary quality and whether opposites and negatives as given in the questionnaire can be considered as equivalents. The results showed that self-reliance in city high school sophomores, as measured in this preliminary test has at least four separate aspects: independence of decision in personal matters, efficiency in the use of time, social resourcefulness, and personal responsibility. Also he concluded that negative and positive statements about the same item cannot be regarded as equivalents.

In 1941, Stott (32) concluded that:

"The three most clearly defined of these varieties were called 'independence of decision in meeting personal problems and difficulties,' 'resourcefulness in group situations,' and 'personal responsibility.' They were subsequently verified in four separate analyses involving different items and using samples of subjects from farm, small town, as well as city populations. Altogether more than 4,000 high-school students were used in the analyses and other phases of the development of the scale."

The more independent person wants to gain a given goal quite directly and by himself -- he need no longer depend on a middle person whose behavior he cannot always predict (22).

According to Mussen, Conger and Kagan (24) a major conflict of the teenager involves the establishment of independence from his parents. The teenager is seriously trying to be an adult. He has the height, weight, and many of the skills of an adult. In order to achieve adult status he must acquire the prominent characteristics of an adult.

Independence and autonomy are clearly two of the most important of these characteristics. The adult decides what to wear, what to eat, when to sleep and what to buy. As a result the teenager strives to make these independent behaviors a part of his own repertoire, in the hope that this will insure his status as an adult.

Douvan (13) stated that this is the time when the teenager throws away his infantile ties of dependence and arrives at a more mutual and adult relationship with his parents.

Havighurst (17) concluded that achieving emotional independence from parents and other adults is one of the developmental tasks of the teenage period. He is becoming free of childish dependencies upon his parents. He is developing more mature affection for parents as persons. The teenagers are learning how to be autonomous people who are capable of making decisions and running their own lives. The teenager is learning to be an adult among adults.

Erikson (37) expressed this push for independence as the establishment of the sense of autonomy, the sense that he is an independent human being and yet one who is able to use the help and guidance of others in important matters. Although autonomy is established in the early years of life, it is a threat to the individual throughout his lifetime. One of the peak periods is during the teenage years. The problem of the teenager is to establish what Erikson calls ego identity. He must find his own channel of identification with his age mates. Thus, the impress of the peer group makes its mark upon his personality.

During the teenage years there is a constant push for independence. Freedom from the parents is probably the most crucial need of the teenager. He desires to reach goals by himself now; but he is influenced

by the socialization and controls of his age mates.

The Peer Group and Establishment of Independence

Blair and Burton (6) indicated that adults often fail to aid teenagers toward independence. There are strong indications that the child's relationship with his gang gives him opportunity to express and feel his independence.

Group life before puberty is an important step in the growth of independence for the individual. This early group life serves as a shelter from parental authority in that these friends make fewer demands than parents and do not represent a superior power either to protect or control (28, 38).

Bernard wrote that one of the developmental tasks of the teenager is to establish independence from adults in all areas of behavior. The peer group facilitates the accomplishment of this task. Adults recognize that the function of the gang is to give exercise to the need for independence (4).

The secret aspects of these groups and their resistance to adult supervision gives the children a sense of importance and belonging that is necessary for gaining independence (26). The peer group is a meaningful world, and the children can experience a considerable degree of independent and self-determined action in it (27).

The greatest strengths provided by peer group associations are security-giving, the contribution to growth in independence, and the capacity for increasing self-respect. There is equal development in the peer group, and this is not so in the family. In the peer group the individual has a stake in setting up the rules that control his

behavior (34). The peer group has rejected childish dependence but has not yet been granted equality by the adults. Thus, the peers offer status, acceptance, and social satisfaction not available elsewhere (2). It is also believed that deprivation of social contact and the reassurance of the peer group heightens a child's dependence on parents and adults (1, 8, 24).

In discussing what the peer group does for the child, Robert Havighurst (17, p. 48) recognized four areas where the group experience meets developmental needs.

"First, it helps him develop a social personality by teaching him how to get along with his age mates. Second, it helps him to develop a rational conscience and a scale of values. In the third place, these associations provide opportunity to learn appropriate social attitudes, and finally, they help the young to achieve personal independence by providing a transitional status situation between the family and adult society."

Moser (23) expressed the opinion that the adolescent girl reaches out almost frantically for support, and she finds this new base in a new sense of belonging or identification with her contemporaries. If she is not ready to find it there, it will be in some friendly adult or older girl outside the family. Only as she has freedom to make some of her decisions will she be able to move toward independence. She has to begin standing on her own feet, and if she cannot operate from a family base, perhaps she can operate from a peer group base.

However, a teenager who feels lost where he is not with his particular peer group, or one whose decisions are dictated by his peer group, is still dependent (1).

Thus, the peer group offers status, acceptance, and social satisfaction to the teenager. It provides a transitional situation between

the family and adult society. It gives the teenager the opportunity to express and feel his independence.

Camping in Relation to Growth in Independence

Even though independence can grow anywhere, however, a good camping experience makes the development easier to see because helping this kind of growth is its primary reason for being, because it is a relatively simple society, and because it is comparatively isolated. A good camp serves as a kind of a laboratory for observing what goes into developing independence.

Henry Haskell (16, pp. 9-14) suggested:

"Clearly, no summer-at-camp in and of itself makes a youngster independent. But camp life is not a false conception, nor is the self-assurance these youngsters gain. The strengths they achieve in this simple but real world will help them to deal with the complexities of that equally real world to which they return. Outstanding is this: a camp is, of course, a social group -- and a good camp is a society primarily designed to help children grow. Part of that growing is learning to become more independent. Also the children help make the rules governing camp, and this contributes to independence. Children learn increasingly how to manage themselves and their environment when they take responsibility for making appropriate decisions. There is also the learning of additional skills, and every skill a child acquires makes him more independent. He has repeated contact with real situations. He overcomes his fears. Independence breeds further independence. The campers do achieve an increased measure of this much prized independence."

Lifshitz and Sakoda (21) found that in camp, under the guidance of qualified instructors and counselors and with the help of group activities, the teenager can gain new skills, poise and self-confidence.

"Living together in one cabin was a beneficial aspect of camp life for it is like a small and reassuring step out into the world. For teenage girls it meant the comfort and fun of living together with girls their own age, girls with the same problems and concerns on their minds. Here was a group where

the camper felt readily accepted and considered important, and a place where the development of positive attitudes towards oneself and others was fostered. Responsibility and independence were encouraged."

Dodson (12) stated that many see the summer camp as a chance to provide emotional weaning of children from dependence on mothers and fathers. He also says that when one stops to think he realizes that while the strengths of family life are apparent, the greater traumas to personality are also because of relationships within the kinship groups.

Bossard (8) suggested that weaning is a by-product of childhood visiting. First to near relatives and then to more distant kinfolk and nonrelatives -- gradually extending in both duration and space. They involve a gradual conquest of distance, a sense of freedom from parental control, an insight into the life of others, a comparison of their own life with that of others. Visiting away from home involves some of the child's first social steps.

In a study of friendship choices of an eighth grade class before and after a coeducational school camp experience found that friendships within the class were more diffused after camp. Considered separately, boys and girls were both chosen more times after camp than before (12).

Baker (3) studied the outcomes of school camping in the areas of emotional and social growth of campers. A checklist was administered to the experimental subjects shortly before their five days at camp and shortly afterwards, as well as ten weeks later. This list was given to a seemingly equivalent group except for the fact that no intervening school camping experience was provided. The results tended to

favor the campers slightly over the control group insofar as children's relationships with adults. In the area of self-concept the changes favored the campers also. Baker suggested that further research needed to be done in this area.

Kranzer (20) concluded in her study that among other things parents appear almost unanimously to favor school camping and attribute a variety of social, intellectual, emotional, and physical values to this activity.

Frank and Lucile Henderson (18) suggested that there are eight things that parents want from camp. Among these eight is the development of self-reliance or independence.

Camp does appear to teach teenagers how to become more independent and when these slightly matured girls return home from camp, in three out of four cases they retained their added maturity (21).

Camp life facilitates growth toward independence. Living with the peer group away from the parents gives the teenager a sense of freedom and acceptance. He gains new skills, poise and self-confidence. Campers appear to achieve an increased measure of the independence for which they are striving in their teenage years.

CHAPTER III

METHODS AND PROCEDURES

Hypotheses to be Tested

To facilitate the treatment of the data, the null hypothesis is stated as follows: There is no significant relationship between independence in personal matters of teenage girls and time spent at a resident summer Scout camp. The following specific hypotheses were tested:

1. There is no significant relationship between the number of weeks at camp and independence in personal matters.
2. There is no significant relationship between age and independence in personal matters at the beginning of camp.
3. There is no significant relationship between the number of weeks previously spent at camp and independence in personal matters at the beginning of camp.
4. There is no significant relationship between the number of children in the family and independence in personal matters at the beginning of camp.
5. There is no significant relationship between one or both parents working and independence in personal matters at the beginning of camp.

6. There is no significant relationship between position in the family and independence in personal matters at the beginning of camp.
7. There is no significant relationship between weight and independence in personal matters at the beginning of camp.
8. There is no significant relationship between height and independence in personal matters at the beginning of camp.

Population and Samples to be Used

The group for this study was drawn from the total number of girls attending a summer resident Scout camp in Maine. The sample consisted of all the teenage girls who came to camp on opening day. Within the sample there were girls staying at camp for two, four or six weeks. All of these girls took an active part in the normal procedures of camp life during their respective periods at camp. The sample was considered both an experimental and control group and was studied according to the following described procedures.

Procedures Used in the Study

Procedure

1. On the first day of camp the teenage girls were given two questionnaires. The purpose of the first was to secure personal information on each girl in the sample. The second questionnaire was designed to measure level of independence in personal matters of each girl on arrival at camp, and it will be used to estimate the "norm" in individual groups.

2. The investigator made individual observations of the teenage girls during their stay at camp.

3. Group I stayed at camp for two weeks. Group II stayed at camp for four weeks. Group III stayed at camp for six weeks. At the end of their stay at camp each group was given again the questionnaire to measure their level of independence in personal matters.

4. The last group to leave camp was group III, the six week group. Six weeks after group III returned home all of the teenage girls in the sample were given again the questionnaire to determine if change had taken place in their level of independence in personal matters since leaving camp. The questionnaire was mailed to them.

Development of the Instruments

A questionnaire was used to collect face sheet data on personal information for each girl and to measure her level of independence in personal matters. This method of data collection is supported by Walters (33) who studied the relationship between reliability of responses in family life research and the method of data collection. He stated that the questionnaire might appropriately be chosen in preference to an interview since it is more economical and yields data as reliable as the interview method.

Questions were designed to secure information about each individual on items considered significant to independence in personal matters. Twenty-eight questions were developed to yield this personal information. Most of these were drawn from previous studies.

The instrument designed to measure independence in personal matters was the investigator's modification of Stott's (31) Every-Day Life

instrument. His instrument was the result of several years of analytical study of the nature of self-reliance in teenagers. Altogether 4,000 high school students were used in the analyses and other phases of Stott's study (32). The revised inventory was designed to measure three varieties of self-reliance: (1) Independence in personal matters, (2) Resourcefulness in group situations and (3) Personal responsibility. The phi coefficient was used as the index of validity for items included in the inventory. Strong's method was used in determining scoring weights for the different responses to these items. Though related, each variety of self-reliance was scored separately.

Estimates of the reliability of the scores of the Every-Day Life scale indicated reliabilities equal to those of the better personality scales in current use at the time this instrument was developed (32).

Stott's instrument was selected because it was the only instrument the investigator could locate that measured independence in personal matters.

The present study is concerned only with the independence in personal matters. The seventy-one items of Stott's instrument pertaining to independence in personal matters were selected for use in this study. Eight of these items were reworded to make them more consistent with current conditions or practices. For example, "When you get an unsatisfactory grade do you go to the instructor about it?" was changed to "When you get an unsatisfactory grade do you go to the instructor or counselor about it?"

The directions for administering the test were read aloud as the teenagers followed from their own papers. Emphasis was given to the fact that the questions were to be answered in terms of what the

subject herself does, how she feels, and what she thinks, and that the purpose is not to test her information about "right" and "wrong" behavior. The importance of answering every question was stressed. There was no time limit for answering the questions.

Scoring keys for hand-scoring of the inventory were applied according to the directions provided with them. The total score was used as the respondent's level of independence in personal matters.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this investigation was to study independence in personal matters of teenage girls attending a resident summer Scout camp in Maine.

In appropriate situations the Kruskal-Wallis one-way analysis of variance, the Mann-Whitney U, and the Wilcoxon matched pairs signed-ranks tests were used in the analysis of the data (Siegel, 30). For specific factors and the tests used, see Table XVI, Appendix E, p. 77.

In order to provide a picture of the total sample, data for the group are summarized in Table XVII, Appendix E, p. 78. The groups were balanced on the following characteristics: weeks at camp, age, position in the family, numbers of weeks previously spent at camp, one or both parents working, weight, and height. A larger percentage had attended camp previously for fewer than twelve weeks, had two or more siblings, had both parents working and were over one hundred and twenty pounds in weight.

Raw scores and individual data on each girl participating in the study are presented in Tables XIII, XIV, XV in Appendix E, pp. 71, 73, and 75.

Several questions were raised concerning relationships between independence in personal matters and the factors which were identified in the face sheet data. These were studied and are presented below.

Comparisons of the Two, Four, and Six Week Groups

Is there a significant relationship between teenage independence in personal matters and the number of weeks spent at camp? Comparisons of the groups were made, and the results presented in Tables I and II.

TABLE I

MEDIAN AND RANGE OF SCORES OF THE TWO, FOUR AND SIX WEEK GROUPS ON ALL THREE TESTS

(N = 30; 2 week = 8; 4 week = 11; 6 week = 11)

	2 Week		4 Week		6 Week	
	Median	Range	Median	Range	Median	Range
First Test	51	38-65	55	38-72	54	43-71
Second Test	45	34-65	47	38-77	47	38-58
Third Test	48	37-67	49	32-77	51	36-75

The two, four and six week groups were then compared by means of the Kruskal-Wallis one-way analysis of variance. Values of H were not significantly different on the first test, the second test or the third test (Table II). The values of H also indicate that the three groups changed during camp, after camp, and from the first to the last test, but these changes are not great enough to be statistically significant.

The changes made by the two week group were analyzed by means of the Wilcoxon matched pairs signed-ranks test and presented in Table III. Since the two week group did not change significantly between any of the three tests, no further analysis was made of this group.

TABLE II
VALUES OF H^* OF SCORES OBTAINED BY THE TWO, FOUR AND SIX WEEK GROUPS ON ALL THREE TESTS

	H^*	p^*
First Test	2.80	n.s.
Change	3.18	n.s.
Second Test	4.16	n.s.
Change	1.83	n.s.
Third Test	1.64	n.s.
Change	1.40	n.s.

* H is the statistic used in the Kruskal-Wallis one-way analysis of variance by ranks.

* p is the probability associated with the occurrence under H_0 of a value as extreme as or more extreme than the observed value.

TABLE III
VALUES OF T^* FOR CHANGES IN SCORES OF THE TWO WEEK GROUP

($N = 8$)

	T^*	p
First and Second	9.5	n.s.
Second and Third	13.5	n.s.
First and Third	15	n.s.

* T in the Wilcoxon test, the smaller of the sums of liked-signed ranks.

The four and the six week groups were compared by means of the Mann-Whitney U test in order to ascertain if the two groups were alike at the beginning of camp. The value of U ($U = 52.5$) indicated that they were alike. These could therefore be combined, and split at the mid-point (Table IV).

TABLE IV

MEDIAN AND RANGE OF SCORES OF THE COMBINED FOUR AND SIX WEEK GROUPS SPLIT AT THE MID-POINT

($N = 22$; Bottom = 12; Top = 10)*

	Combined		Top		Bottom	
	Median	Range	Median	Range	Median	Range
First Test	54	38-72	62	55-72	51.5	38-54
Second Test	47	38-77	56.5	38-69	43.5	39-51
Third Test	49.5	32-77	64	42-77	45.5	36-64

*The three identical scores falling at the mid-point are a part of the low scoring group.

Comparisons of the three test scores for the combined four-six week group were made by means of the Wilcoxon matched pairs signed-ranks test. This yielded difference scores which were ranked in order of absolute magnitude. The Wilcoxon matched pairs signed-ranks test was also used to study significance of change between tests by upper and lower scorers to further identify the location of the change made in the four-six week group during camp. Values of T are shown in Table V.

The combined four and six week group made a significant change during camp, and a drop in their level of independence is indicated.

Further analysis showed that it was not the top group which made significant changes between tests, but the bottom group which had a significant drop in their level of independence scores during camp.

On the basis of these findings, the null hypothesis I (page 12), there is no significant relationship between time spent at camp and level of independence in personal matters, was rejected.

TABLE V

VALUES OF T FOR CHANGES IN SCORES OF THE COMBINED FOUR-SIX WEEK GROUP AND THE TOP AND BOTTOM SCORERS WITHIN THIS GROUP

(N = 22; Top = 10; Bottom = 12)

	Combined		Bottom		Top	
	T	p	T	p	T	p
First and Second	33	<.02*	4.5	.02*	10.5	n.s.
Second and Third	76	n.s.	37	n.s.	7.5	n.s.
First and Third	77.5	n.s.	16	n.s.	25.5	n.s.

*Indicating a decline in the level of independence.

Comparison of Age and Independence

Is there a relationship between age and independence at the beginning of camp? The two factors were compared to determine if such existed and if it was significant (Table VI).

The camper's age and independence on the first test were compared by means of the Mann-Whitney U test. There was no significant difference in the ages of the campers and their level of independence on the first test. Therefore, the null hypothesis II (page 12), there is no significant relationship between age and independence in personal

matters on the first test, was accepted.

TABLE VI

VALUE OF U, RANGE AND MEDIAN OF SCORES FOR COMPARISON OF AGE AND INDEPENDENCE ON FIRST TEST

(N = 30; Younger = 16; Older = 14)

	<u>Younger</u>		<u>Older</u>		U	p
	Median	Range	Median	Range		
First Test	53.5	38-71	55	43-72	95.5	n.s.

Comparison of Number of Weeks Previously Spent at Camp and Independence

Is there a relationship between the number of weeks previously spent at camp and independence on the first test? Comparisons were made and results are presented in Table VII.

TABLE VII

VALUE OF U, MEDIAN AND RANGE FOR SCORES IN COMPARISON OF WEEKS PREVIOUSLY SPENT AT CAMP AND INDEPENDENCE ON THE FIRST TEST

(N = 30; two-twelve wks. = 17; twelve or more wks. = 13)

	<u>Two-Twelve Wks.</u>		<u>Twelve or More Wks.</u>		U	p
	Median	Range	Median	Range		
First Test	53	38-64	52	42-72	86	n.s.

The number of weeks the camper had spent at camp previously and independence on the first test were compared by means of the Mann-Whitney U test. No significant difference was found. The null

hypothesis III (page 12), there is no significant relationship between number of weeks previously spent at camp and independence in personal matters on the first test, was accepted.

Comparison of Number of Children in Camper's Family
and Independence

Is there a relationship between the number of children in the camper's family and independence on the first test? Results of this study are given in Table VIII.

TABLE VIII

VALUE OF U, MEDIAN AND RANGE OF SCORES IN COMPARISON OF NUMBER
OF CHILDREN IN CAMPER'S FAMILY AND
INDEPENDENCE ON FIRST TEST

(N = 25; One to Three = 9; Three to Five = 16)*

	<u>One to Three</u>		<u>Three to Five</u>		U	p
	Median	Range	Median	Range		
First Test	53	38-71	55.5	42-72	61.5	n.s.

*Those with five or more children in the family were not included in the group.

The number of children in the camper's family and independence on the first test were compared by means of the Mann-Whitney U test. No significant relationship was found. Therefore, the null hypothesis (page 12), there is no significant relationship between number of children in the camper's family and independence in personal matters on the first test, was accepted.

Comparison of One or Both Parents Working and Independence

Is there a relationship between one or both of the parents working and independence on the first test (Table IX)?

One or both of the camper's parents working and independence on the first test were compared by means of the Mann-Whitney U test. No significant relationship was found. Null hypothesis V (page 12), there is no significant relationship between one or both parents working and independence in personal matters on the first test, was therefore accepted.

TABLE IX

VALUE OF U, MEDIAN AND RANGE OF SCORES IN COMPARISON OF ONE OR BOTH PARENTS WORKING AND INDEPENDENCE ON THE FIRST TEST

(N = 20; One Parent = 12; Both Parents = 18)

	<u>One Parent</u>		<u>Both Parents</u>		U	p
	Median	Range	Median	Range		
First Test	52.5	38-64	54.5	38-71	77	n.s.

Comparison of Camper's Position in the Family and Independence

Is there a significant relationship between the camper's position in her family and independence on the first test (Table X)?

The camper's position in her family and independence on the first test were compared by means of the Mann-Whitney U test. The results indicated a significant difference. Comparisons were then made on all three tests by means of the Mann-Whitney U test, and changes between tests were compared by means of the Wilcoxon matched pairs signed-ranks

test. These results indicate there was a significant difference on all three tests.

TABLE X

VALUES OF T, VALUE OF U, MEDIAN AND RANGE OF SCORES WHEN POSITION IN THE FAMILY AND INDEPENDENCE WERE COMPARED ON ALL THREE TESTS

(N = 15; Eldest = 8; Youngest = 7)*

	Eldest		T	p	Youngest		T	p	U	p
	Median	Range			Median	Range				
First Test**	50	38-70	8.5	n.s.	54	47-64			5	<.003
Change***	-2	-12- 47			-1	-6- 14	11	n.s.		
Second Test**	43.5	39-77			55	41-66			5.5	<.003
Change***	-5	-7- 17	8	n.s.	-2	-17- 26	12	n.s.		
Third Test**	40	32-77			59	40-67			7.5	<.010
Change***	-2.5	-17- 20	11.5	n.s.	-2	-9- 20	9.5	n.s.		

* Only first and last position children were used in this group.

** Mann-Whitney U test

*** Wilcoxon matched pairs signed-ranks test

Comparisons of the test score differences were then made by means of the Wilcoxon matched pairs signed-ranks test. The results indicated that there was no significant difference in the amount of change made between tests for these ordinal positions in the family (Table X).

Null hypothesis number VI (page 12), there is no significant relationship between position in the family and independence on the first, was rejected.

When position in the family of the girls in the low scoring group

were analyzed, it was noted that seventy-five per cent of the eldest or last position girls were in the low scoring group. This may be one explanation for their decline in independence during camp.

Comparisons of Weight and Independence

Was there a relationship between weight and independence on the first test? Past studies have indicated that the two factors are significantly related. Comparisons were made and results presented in Table XI.

TABLE XI

VALUES OF T, VALUES OF U, MEDIAN AND RANGE OF SCORES IN COMPARISON OF WEIGHT AND INDEPENDENCE ON ALL THREE TESTS

(N = 30; Under 120 lbs. = 12; Over 120 lbs. = 18)

	Under 120		T	p	Over 120		T	p	U	p
	Median	Range			Median	Range				
First Test*	48.5	38-71			55.5	44-72			52.5	<.05
Change**	-3.5	-22- 20	13	n.s.	-2	-18- 14	35.5	n.s.		
Second Test*	43	34-69			48	38-77			65.5	n.s.
Change**	1	-10- 26	21.5	n.s.	1.5	-16- 23	60	n.s.		
Third Test*	44.5	36-75			52.5	32-77			77	n.s.
Change**	-1	-12- 20	30	n.s.	-2	-17- 20	60	n.s.		

*Mann-Whitney U test

**Wilcoxon matched pairs signed-ranks test

As Table XI above shows the camper's weight and independence on the first test were compared by means of the Mann-Whitney U test. The

results indicated a significant difference. Weight and independence were then compared on tests two and three by means of the Mann-Whitney U test. Only on test one was there a statistically significant difference between weight and independence.

Comparisons of changes between tests were made by means of the Wilcoxon matched pairs signed-rank test. There were no significant differences.

Null hypothesis VII (page 13), there is no significant difference between weight and independence in personal matters on the first test, was therefore rejected.

Comparison of Height and Independence

Was there a relationship between height and independence on the first test (Table XII)?

Since a significant difference was found on the first test, height and independence were compared on tests two and three also, and values of U indicated that the factors compared were significantly different on all three tests.

Comparisons of test changes were then made by means of the Wilcoxon matched pairs signed-ranks test. The results indicated that both groups dropped significantly in their level of independence while at camp.

Null hypothesis VIII (page 13), there is no significant relationship between height and level of independence in personal matters on the first test, was therefore rejected.

Since three times as many shorter girls were in the lower scoring group as were in the higher scoring group, this may be another

explanation for the drop in this group during camp.

TABLE XII

VALUES OF U AND T OF SCORES IN COMPARISON OF HEIGHT AND INDEPENDENCE ON ALL THREE TESTS

(N = 30; Shorter = 15; Taller = 15)

	Shorter		T	p	Taller		T	p	U	p
	Median	Range			Median	Range				
First Test	51	38-72			56	43-70			9.5	<.002
Change	-6	-22- 14	20	<.05*	-5	-18- 11	16	<.05*		
Second Test	44	34-65			48	38-77			24	<.002
Change	5	-1- 26	38.5	n.s.	0	-16- 21	49	n.s.		
Third Test	49	32-77			52	36-77			39.5	<.002
Change	-1	-17- 20	52	n.s.	-2	-17- 20	43	n.s.		

*A drop in scores on independence is indicated here.

Summary

The results of the statistical analysis were as follows:

1. The two week group made no significant changes between tests and were dropped from further analysis.
2. The four and six week groups were not significantly different from each other on the first test. They were combined and split at the mid-point.
3. The combined four-six week group made a significant change during camp. They dropped in their level of independence.
4. When split at the mid-point, the low scorers of the combined four-six week group changed significantly during camp. They

too dropped in their level of independence.

5. Position in the family and independence were significantly related on all three tests. The youngest child scored consistently higher, and the oldest child scored consistently lower. Three times as many eldest girls were in the group of low scorers that dropped significantly during camp as were in the high scoring group.

6. There was a significant difference between weight and independence on the first test. The heavier girls had a higher level of independence on arrival at camp, but no significant differences were found on subsequent tests.

7. Height and independence were significantly related on all three tests. The taller girls had the higher levels of independence. Both the taller and the shorter girls changed significantly during camp. Their level of independence dropped in both instances. The shorter girls dropped slightly more than the taller girls.

8. Age, weeks previously spent at camp, number of children in the family, and one or both parents working were not found to be significantly different on the first test, and these factors were dropped from further analysis.

CHAPTER V

SUMMARY

It was the purpose of this investigation to study independence in personal matters of teenage girls attending a resident summer Scout camp in Maine.

The group for this study was drawn from the total number of girls attending camp. Within the sample of thirty there were girls staying at camp for periods of two, four and six weeks. A Personal Information Questionnaire was used to collect personal data for each girl. A Modified Every-Day Life Inventory was used to measure level of independence in personal matters on the first day of camp, the last day of camp, and six weeks after the six week group had returned home. The inventory administered on the first day of camp was used as the independence norm.

The Wilcoxon matched pairs signed-rank test, the Kruskal-Wallis one-way analysis of variance of ranks test, and the Mann-Whitney U test were chosen for the data analysis (Siegel, 30).

Findings

The statistically significant findings of this investigation were:

1. The two week group made no significant changes between tests, and they were dropped, therefore, from further analysis.

2. The four and six week groups were not statistically different on the first test. They were combined and split at the mid-point.

3. The combined four-six week group made a significant change during camp. They dropped in their level of independence.

4. When split at the mid-point, low scorers of the combined four-six week group changed significantly during camp. They too dropped in their level of independence.

5. Position in the family and independence were significantly related on all three tests. The youngest child scored consistently higher, and the oldest child scored consistently lower. Three times as many eldest girls were in the group of low scorers that dropped significantly during camp as were in the group of high scorers.

6. There was a significant difference between weight and independence on the first test. The heavier girls had a higher level of independence on arrival at camp but no significant differences were found on subsequent tests.

7. Height and independence on all three tests were significantly related. The taller girls had the higher levels of independence. Both the taller and the shorter girls changed significantly during camp. Their level of independence dropped in both instances. The shorter girls dropped slightly more than the taller girls.

8. Age, weeks previously spent at camp, number of children in the family, and one or both parents working were compared with independence on the first test. No statistically significant differences were found. Therefore, these factors were dropped from further analysis.

Implications for Parents and Camp Staff

The results of this study indicate that growth in independence in personal matters of teenage girls is not being gained at a summer resident camp. If helping growth in independence is one of camp's primary reasons for being, the study indicates that camp staff should evaluate the camping program.

The study also implies that camp staff should particularly encourage independence in personal matters with teenage campers who are the eldest in their family, weigh the least, and are the shortest as these factors are significantly related to level of independence.

Recommendations for Further Research

The investigator makes the following recommendations for further research related to this study:

1. Design a questionnaire to differentiate independence from parents, and independence from peers. Is there a shift in dependence from parents to peer group? Are they interdependent? A sample questionnaire is included in Appendix D, page 68.
2. Have parents, camp staff, and peers rate the teenager's level of independence to further validate the inventory.
3. Study the relationship of different summer experiences for teenage girls. This can be studied by using a Girl Scout troop. For better matching of groups, determine the relationship between independence and girls who attend a resident summer camp, girls who attend a day camp, and girls who spend no time at an organized camp.

4. Study more factors associated with teenage level of independence such as homesickness and the number of peer groups belonged to at home to gain further understanding of the conditioning of independence.

5. The investigation should be conducted with a large sample of girls and include a wide age range of teenagers.

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APPENDIXES

APPENDIX A

INVESTIGATOR OBSERVATIONS OF INDIVIDUALS

The following are observations the investigator made on the thirty girls in the sample while they were staying at camp. The observations are arranged in the same order as were the scores on test I for the whole group.

- A. She appears independent in all her ways. Her father is deceased, and her mother is a full time worker. She is one of three children. Her father was a military service man, and thus she has done a lot of traveling. She is an excellent worker and leader. She works well with the group, but she works well alone also. She performs with apparent ease. She pantomined "Moon River," a 33 r. p. m. played at 78 speed, at one all camp program. She is a very intelligent girl and has been chosen to attend Girl Scout Round-Up in Idaho next summer. She does not willingly do things she dislikes. She has force in her voice. She sees herself adequate in the face of problem situations.
- B. She seems independent of her parents, but quite dependent on her peer group. She likes to be in the limelight, and she associates with those girls that can help her meet this goal. She is both a leader and a follower. She is at ease in social situations and confident in most situations, takes excellent care of her belongings, and is popular with both sexes. She manipulates people and situations well. She can quickly develop a headache if she

wants to avoid work. She is an only child, and both of her parents work. She has the tendency to identify with one counselor from whom she seeks approval and comforting. She enjoys meeting and talking with adults -- strange and otherwise.

C. She appears independent because she has to be, really. She was not accepted by her peer group in the beginning. She can be selfish and inconsiderate of others' feelings. She wants very much to be accepted and uses many infantile tactics in an effort to be accepted. She shrugs many things off as though they do not matter. This appears to be a front for the dependency she needs. She is a very large girl and extremely self-conscious. She always wears a towel around her bathing suit and always wears a heavy wool jacket. Every request she makes of her parents is always granted. They send her quantities of food and comics neither of which is allowed in camp. She appears to be quite sensitive of others' opinions. She does not obey adults implicitly nor does she do things she dislikes. She is also quite backward in her social relations. She is not popular with the opposite sex.

D. She is probably the most independent girl in her unit. She is a leader. She does things on her own (plans skits, etc. -- takes over all preparations.) She has much self-confidence and does not underestimate herself. She is very responsible, and she is a "mother hen" to the rest in her unit. She can be depended on and seems to have common sense. She is anxious to do things. She takes over unit meetings with many ideas (not all practical but at least she is thinking.) She makes good use of suggestions and is not hurt by reprimands.

- E. She seems independent of her family but dependent on her peer group. Both her mother and father work, and she is the youngest of three children. There are thirteen years between her and the next child, a boy. She is the one who drags three people to the bathroom with her. She is a willing worker, but she has to be directed. She is conscious of her weight. She idolizes her counselors and looks to them for encouragement. She is an attractive girl with French background. She is somewhat slow at grasping things. She calls me "mother", and wants me to tuck her in and kiss her goodnight. She wants adult approval. She can be very capable in most situations with encouragement.
- F. She is the oldest girl in the sample and quite independent. She is relatively sure about all she does. She does not always do things willingly. She does not cling to adults. The group is important to her, but she can do without it. She has a tendency to lack motivation, initiative and drive. She is not always anxious to please.
- G. She is very active in Scouts. Her mother is a leader and her older sister was a counselor at this camp last year. She is not anxious to do what is right all the time. She is often referred to as a complainer and instigator of group trouble by her counselor. She lacks motivation or interest for doing things she dislikes. She appears to be quite sure of herself in whatever she does. She plays the guitar and often leads group singing along with two of her fellow campers. She is capable of taking the lead but she often lacks the initiative. Her parents visit her nearly every Sunday. She tends toward the independent type.

- H. I see her as being quite independent. Her father is a pediatrician and her mother is a social worker so she sees very little of them. There is one older sister away at school, a younger brother at boarding school, and another younger brother at home whom she takes care of much of the time. Her best friend appears to be very independent. This girl is a leader. She is our representative to camper-council. She functions well both with and without her peer group. She is in the highest division in her class at school. She has been selected to attend Girl Scout Round-Up in Idaho during the 1965 summer. She is not reluctant in most things, but she does have a fear of water and so is reluctant in her life-saving class. She is very capable and not at all timid.
- I. She enjoys devilment. She is a leader in pranks more than practical things. What she does she does well. She is independent but not as much as D. They are in the same unit. Group acceptance is all important to her it seems. She is very interested in appearance, and she can talk about it for hours. She tends to say what she thinks no matter what. She seems to be quite at ease talking with adults -- strange and otherwise. She does not willingly do things she dislikes. She has motivation to do certain things -- the things she wants to do.
- J. She seems to be dependent on both her parents and her peer group. She is not accepted by her peer group. In her own way she tries very hard to be accepted. The peer group thinks much of her behavior is infantile. She has always been physically larger than other girls her own age, but mentally and emotionally inferior.

From her size one would expect her to be more adult like, but she is not. She is not a leader, and she does not perform with ease -- very self-conscious. She is very eager and anxious to please -- an avid follower of the group. She does not think for herself very often. Her aunt is the camp director, and her sister is a counselor at the camp. The mother is rather indulgent. She has been to camp for many years, but she is quite unskilled and very uncoordinated.

- K. She appears to be rather interdependent. She is no discipline problem, and she is anxious to do what is right most of the time. She "clings" to her counselor more than most of the girls in her unit. She lacks confidence in herself. She has two younger sisters at camp. Both are nice looking girls and well skilled in camping. Her older sister is beautiful. This girl is the black sheep of the family. She is a tall, big boned girl, somewhat awkward and not good looking. She is, however, an excellent worker. She appears to be quite sensitive to others' opinions.
- L. She is an average teenager. She is not a "stand-out." Her physical appearance is not as attractive as some, and I think this bothers her -- particularly since her pals are quite a vivacious group.
- M. Her mother is the camp nurse, and she is dependent on her mother. She is not being accepted into her peer group, so her dependency needs cannot be met there. Since her mother is in camp, she turns to her. She often fails to obey adults. She is quite sure of what she does. She is at ease talking with anyone -- strangers or otherwise. She feels that she is too old for the group she

- is in, and so she is not very enthusiastic about the summer. She seems to enjoy being with adults more so than people her own age. If things do not go her way, she tends to be a complainer and assumes her dependent way with her mother.
- N. She did not want to come to camp because she had too many things to do at home. She seems very contented to be by herself and to take care of her things in her own way. She is extremely well skilled in camping, and she is constantly working at improvement. She never appears homesick. She rarely seeks help from anyone.
- O. She is a well adjusted semi-independent girl. She is a good worker and works well alone or with her peer group. She has a lot of motivation and tries to please everyone. She makes her own decisions usually thinking about what is best for all. She relies on her own judgement in personal matters usually. She is quiet. She has several younger brothers and sisters, and she is a good helper at home. She has also been selected to attend Girl Scout Round-Up in Idaho next summer.
- P. She is at camp to be entertained it seems. She is very materialistically minded, "pushy," and tends to use people. She is self-directed if it is something she wants to do. She is less likely to compromise or work for the good of the group. She is one of four daughters -- two others are at camp. She is less eager to have reunions with her peer group after camp. She likes to be in the limelight. Her father is a doctor. The daughters are sent away to camp every summer. Her values differ from the others. She lacks motivation, initiative, achievement drive and appears lazy.

- Q. She tends to be a discipline problem for her unit leader. She can and does manipulate the unit leader -- is defiant at times. She is anxious to do what she wants to do. She wants attention. She seems to be seeing how much she can put over on people. She is a complainer as far as work goes. She is here for fun without any work. She is defiant of adults and dependent on peers for advice. Her motivation needs to be directed and channeled.
- R. She lacks initiative and motivation. She is not fully accepted by her peer group. Her only hope of survival is to conform to her peers all the way. She is not capable of being a leader. She is sensitive to others' opinions. She requires a great deal of approval and comforting from adults. She is somewhat retiring and reluctant.
- S. She is one of the best liked girls in camp, being attractive, popular, having a nice personality, intelligent, well-skilled, a good worker and enthusiastic about everything. She is one of four children. Her family lives in Massachusetts, but they spend most of their summer in Maine. She is not dependent on any one person. She is readily accepted by the group. She relies upon her own judgement and makes most of her own decisions. She performs with ease and is a good leader.
- T. Her counselor refers to her as "a real sweetheart." Another counselor that works with her says, "I think she is self-conscious about something." She complains once in awhile, but she is the kind of camper you would just as soon have more of in camp. I see her as quiet, cooperative and very willing to please, but she needs direction. She is not self-asserting. She is perhaps

- too quiet. She is not too sure of herself.
- U. She is rather independent. She is a discipline problem for her counselor. She talks back, is "wise" and is very uncooperative. She can be noisy and boisterous on purpose during quiet hours. She is dependent in that she does what the crowd does, and the way they do it. She really is not much of an individual. She does not cling to adults. She is not anxious to do what is right all the time.
- V. She gets along well with everyone. She is no discipline problem. She is anxious to do what is right. She seems sure of herself in most cases. She makes a good leader, but sometimes she is too shy to assume the lead. She does not withdraw from stressful situations. She does things alone, but seems anxious to participate with others.
- W. She is very immature, rather uninformed, lower intelligence, but she has lots of sparkle in her personality and is well liked by everyone. She is accepted by her peer group, and she is happy to be led by the group. The group takes great pride in transforming her by fixing her hair, suggesting clothes she should wear, shaving her legs, encouraging her to dance with the boys at the dances, etc. "Enthusiastic" is the word to describe her as a worker. Her mother and father are divorced. She lives with her mother, and appears to be very close to her. She is slow in every way. She needs encouragement from all and reassurance. When given these things, she performs quite well.
- X. She is definitely dependent, I think. She is an orphan. I know nothing else about her past. She is here on a campership. She

clings to adults and seems to need approval and conformity in nearly all of her activities. She seems to have some kind of a personality problem.

- Y. She is dependent on her peer group and her parents. She "toes the line" as far as the peer group goes in most cases. She is overly conscious of her appearance. She lacks initiative and motivation. She is really quite lazy. She is less willing to work for things as some. She has one younger sister, and she is here at camp. Her parents own a grocery store, and they work there long hours every day. She has many, too many, clothes. She does take very good care of her clothes. She needs to be reminded of her duties and responsibilities. She is rather a dependent person and relies on other people too much.
- Z. She is one of a gang that all came from the same town. She is a follower and a conformist. She is quiet and retiring and not very well known in the camp.
- AB. She is quiet and introverted. She is no discipline problem. She is anxious to do what is right. She is apprehensive and somewhat unsure about most she does. I believe she sees herself inadequate in the face of problem situations. She needs help, attention and reassurance. She swings from periods of laziness to periods of achievement drive. She proved that she is capable of performing by passing her Junior Maine Guide test in one year.
- AC. She is an interested camper dependent on her peer group and her counselors. She is too timid to take the lead. She is unsure of herself, and sensitive to others' opinions. She needs help and attention, but she is willing to give of herself.

- AD. She has good family relationships, and she is a part of the peer group. She is dependent on her peer group at home and at camp. She does a lot of babysitting. She is an anxious, willing worker. She will have a reunion at her home after camp for the campers in her unit. She appears to be well adjusted. She never goes anywhere alone though. She needs direction in her work. She is poor in camp skills, but she is improving rapidly. She is very anxious to learn, and she is giving a lot of herself to the group.
- AE. She is one of a group from the same town. They are all older than others in their unit. They are all persuasive leaders and force others to conform to their ways. She is less likely to disagree with a counselor. She is fairly quiet when compared with the rest. She is too dependent upon her home town peer group to be independent, I believe.

APPENDIX B



INSTITUTE • OF HUMAN DEVELOPMENT AND FAMILY LIFE

71 EAST FERRY AVENUE • DETROIT, MICHIGAN 48202 • TR 5-7450

March 23, 1964

Miss Linda L. Blood
Oklahoma State University
Dept. of Family Relations & Child
Development
Stillwater, Oklahoma

Dear Miss Blood,

I have your inquiry about an instrument for measuring independence in adolescents. I am enclosing a copy of a inventory which I developed some years ago. It is designed to measure "independence" along with two other sorts of self reliance. It is available, along with the keys for scoring it, at the Sheridan Supply Company, Beverly Hills, California. I hope this instrument will serve your purpose.

Sincerely,

Leland H. Stott
Leland H. Stott, Ph.D.

LHS:iz

EVERY-DAY LIFE

By Leland H. Stott, Ph. D., University of Nebraska

Name..... Age..... Grade..... Sex.....

Town or city and State..... School..... Date.....

Directions: The following questions are about yourself—the things you do, how you feel and what happens to you in every-day life. Please answer every question by making a circle around YES, Yes, ?, No or NO.

YES means "yes, always," "entirely," "very much," etc.
 Yes means "yes, usually," "rather often," etc.
 ? means "about as often as not," "average amount," "can't decide," etc.
 No means "usually not," "not often," "seldom," etc.
 NO means "no, never," "not at all," "none whatever," etc.

Be sure to answer every question. There are no "right" or "wrong" answers to them. Just select the answer to each one that describes you best. See how well you know yourself.

- | | | | | | |
|--|-----|-----|---|----|----|
| 1. Do you mind being late for appointments?..... | YES | Yes | ? | No | NO |
| 2. Are you asked to help plan special parties and programs at school?..... | YES | Yes | ? | No | NO |
| 3. Does it bore you to have to spend an occasional evening by yourself?..... | YES | Yes | ? | No | NO |
| 4. Can you rely upon yourself to do the proper thing in an emergency?..... | YES | Yes | ? | No | NO |
| 5. Are you late for school or work on mornings when you must get up without having someone call you?..... | YES | Yes | ? | No | NO |
| 6. Would you dislike finding your own way about in a strange city?..... | YES | Yes | ? | No | NO |
| 7. Do you like to work out new ways of doing your every-day tasks?..... | YES | Yes | ? | No | NO |
| 8. Would you want to rely upon your own judgment in the use of your money?..... | YES | Yes | ? | No | NO |
| 9. Is it hard to find something really interesting to do during your spare time?.... | YES | Yes | ? | No | NO |
| 10. When buying an article of clothing do you want to decide for yourself which particular color or style to choose?..... | YES | Yes | ? | No | NO |
| 11. Do you go ahead with other work besides what you have been told to do?..... | YES | Yes | ? | No | NO |
| 12. Do you feel lost or bored when you have "nothing to do" for the evening?..... | YES | Yes | ? | No | NO |
| 13. Do you have a stock of jokes and riddles which you use to spice conversation when it becomes dull?..... | YES | Yes | ? | No | NO |
| 14. Are you able to keep up a conversation when you are on a date?..... | YES | Yes | ? | No | NO |
| 15. Do you allow someone to call you more than once when it is time to get up in the morning?..... | YES | Yes | ? | No | NO |
| 16. Do you leave the public picnic ground without cleaning it up after your picnic? | YES | Yes | ? | No | NO |
| 17. When you tell your parents (or those with whom you live) you will be home from a party at a certain time, are you careful to keep your promise?..... | YES | Yes | ? | No | NO |
| 18. Do you find yourself in class without the necessary book, pencil or notebook?.... | YES | Yes | ? | No | NO |
| 19. Do you observe traffic rules?..... | YES | Yes | ? | No | NO |
| 20. When you are on a committee do you fail to attend some of the meetings?..... | YES | Yes | ? | No | NO |
| 21. When taking part in a program, can you perform with apparent ease (even though frightened)?..... | YES | Yes | ? | No | NO |
| 22. If you were eating out on a "date," would you know the customary ordering procedure?..... | YES | Yes | ? | No | NO |
| 23. When you are going out for the evening, do you plan your chores and school work so as to have them done before you go?..... | YES | Yes | ? | No | NO |
| 24. If your parents have made a decision regarding you that is not to your liking, do you try to "argue them out of it"?..... | YES | Yes | ? | No | NO |
| 25. Are you glad to have time by yourself to work on your hobbies?..... | YES | Yes | ? | No | NO |
| 26. If you became lost in a large city, would you know what to do?..... | YES | Yes | ? | No | NO |
| 27. Are your suggestions and ideas made use of in class meetings and committee meetings?..... | YES | Yes | ? | No | NO |
| 28. Do you find it easy to "make up your mind"?..... | YES | Yes | ? | No | NO |
| 29. Do you mind missing a class period?..... | YES | Yes | ? | No | NO |
| 30. Do you become quite upset at examination time because you have put off studying until the last minute?..... | YES | Yes | ? | No | NO |
| 31. If, without meaning to do so, you got into difficulty with the law, would you handle the matter the best you could by yourself?..... | YES | Yes | ? | No | NO |

Publisher: Sheridan Supply Co., Beverly Hills, Calif.
 (Copyright 1941, by Leland H. Stott)

32. Would you rather wait to be invited to go on a hike or party than to plan one yourself?	YES	Yes	?	No	NO
33. When working on a committee are you easily convinced that your idea is not good if someone else does not agree with you?.....	YES	Yes	?	No	NO
34. Do you accept the consequences of whatever you do without blaming anyone else?	YES	Yes	?	No	NO
35. Do you like to have someone else help you to remember your agreements?.....	YES	Yes	?	No	NO
36. Do you face your own personal troubles alone without seeking help?.....	YES	Yes	?	No	NO
37. If present when a child is injured in a playground accident would you be the first to decide what should be done and to take charge of the situation?.....	YES	Yes	?	No	NO
38. Would you dislike planning work for yourself and others?.....	YES	Yes	?	No	NO
39. Do you prefer to let someone else arrange your schedule of study, work and recreation?	YES	Yes	?	No	NO
40. If a difficult problem were assigned in class for next day, would you go for help in working it out?.....	YES	Yes	?	No	NO
41. Do you have practical ideas for making money?.....	YES	Yes	?	No	NO
42. Do you like to solve complicated puzzles by yourself?.....	YES	Yes	?	No	NO
43. If you were traveling would you prefer to make all your own plans and arrangements?	YES	Yes	?	No	NO
44. Do you take the blame for your own failures?.....	YES	Yes	?	No	NO
45. Are you asked to serve on committees at school?.....	YES	Yes	?	No	NO
46. Do you work out your own problems as best you can by yourself?.....	YES	Yes	?	No	NO
47. Would you dislike visiting strange foreign countries alone?.....	YES	Yes	?	No	NO
48. Can you be easily "talked into" doing something against your better judgment?	YES	Yes	?	No	NO
49. Do you find it difficult or uninteresting to meet and converse with elderly persons?	YES	Yes	?	No	NO
50. Do you mind breaking the rules of conduct during study period?.....	YES	Yes	?	No	NO
51. Are you called upon for suggestions or help in planning the activities of a group?	YES	Yes	?	No	NO
52. Would you willingly take a minor role in the class play even though you had hoped for a more important part?.....	YES	Yes	?	No	NO
53. If it were against the rules to shake ink from your fountain pen on the floor, would you remember not to do it?.....	YES	Yes	?	No	NO
54. If your committee were decorating for a party, would you prefer to let the others plan the decorations?.....	YES	Yes	?	No	NO
55. If your friend were accused unjustly, would you take his part even though it were "none of your business"?.....	YES	Yes	?	No	NO
56. If your "crowd" was blamed for something it didn't do, would you "just let it blow over"?.....	YES	Yes	?	No	NO
57. If your actions are criticised by your associates, do you attempt to defend them?	YES	Yes	?	No	NO
58. If you are given a letter to mail, do you remember to mail it when you should?	YES	Yes	?	No	NO
59. Do you slight, or leave until the last, the school subject that is most difficult for you?	YES	Yes	?	No	NO
60. Do you take care to introduce your friends to your parents when they meet?....	YES	Yes	?	No	NO
61. When your school books are called in at the end of the year, do you like to leave your personal marks on them?.....	YES	Yes	?	No	NO
62. If the arrangement of your room at home does not satisfy you, if you had a chance, would you rearrange it to suit yourself?.....	YES	Yes	?	No	NO
63. Do you have to be reminded to eat the foods that are good for you?.....	YES	Yes	?	No	NO
64. If you were in a strange town and could not get home, would you find it difficult or unpleasant to make the necessary arrangements for taking care of yourself?	YES	Yes	?	No	NO
65. Do you neglect to count the change that is given back to you after a purchase?	YES	Yes	?	No	NO
66. After you are given directions for doing something new, do you proceed by doing it your own way?.....	YES	Yes	?	No	NO
67. If you had disagreed with a friend, and discover later that you are wrong, would you let the matter pass and say no more about it?.....	YES	Yes	?	No	NO
68. If you were eating in a restaurant where you had never eaten before, could you order what you wanted at the price you wished to pay?.....	YES	Yes	?	No	NO
69. If you, and a group of your friends were staying at a hotel, would you be among those who take souvenirs from their rooms or the dining room?.....	YES	Yes	?	No	NO

70. Can you prepare and serve light refreshments to your friends if they happen to "drop in"?	YES	Yes	?	No	NO
71. Do you prefer to purchase your own school supplies, as pencils, paper, etc.?	YES	Yes	?	No	NO
72. Do you leave your personal belongings anywhere you happen to drop them?	YES	Yes	?	No	NO
73. If you were the one to discover a fire which had broken out at school or at home would you be able to act immediately?	YES	Yes	?	No	NO
74. Do you need to be with "the crowd" in order to enjoy yourself?	YES	Yes	?	No	NO
75. Do you give someone else the responsibility of getting you up at the right time in the morning?	YES	Yes	?	No	NO
76. Do you like to have help in making important decisions?	YES	Yes	?	No	NO
77. Do you find it difficult to think of practical suggestions to make when working with a group on some problem or job?	YES	Yes	?	No	NO
78. Do you have difficulty finding anything that seems worth doing on evenings at home?	YES	Yes	?	No	NO
79. Do you like to get someone to help you with your "tough" assignments?	YES	Yes	?	No	NO
80. Do you do your work in the same routine manner every day?	YES	Yes	?	No	NO
81. Do you have to "cram" at examination time?	YES	Yes	?	No	NO
82. When some special event at school must be planned and put over, do you get the job?	YES	Yes	?	No	NO
83. Is leisure time the proper time to catch up on odd jobs?	YES	Yes	?	No	NO
84. Can you rely on yourself to get up in time for your early morning classes?	YES	Yes	?	No	NO
85. Do you take a leading part in the discussions in class and in student meetings?	YES	Yes	?	No	NO
86. Do you forget to keep your appointments?	YES	Yes	?	No	NO
87. When you get an unsatisfactory grade do you go to the instructor about it?	YES	Yes	?	No	NO
88. Are you always able to find a way to make a little spending money?	YES	Yes	?	No	NO
89. Do unexpected quizzes catch you unprepared?	YES	Yes	?	No	NO
90. When shopping is it hard for you to decide which particular article of clothing to choose?	YES	Yes	?	No	NO
91. Do you like to help plan group picnics?	YES	Yes	?	No	NO
92. Would you rather spend more time and effort yourself than to ask for help in a subject in which you have made a low grade?	YES	Yes	?	No	NO
93. When you find yourself in a "tight spot" do you depend upon others to get you out?	YES	Yes	?	No	NO
94. Does leisure time bore you?	YES	Yes	?	No	NO
95. Does breaking a "date" bother you?	YES	Yes	?	No	NO
96. If a classmate and you were required to use the same textbook, would you be sure to get it to him when your time is up?	YES	Yes	?	No	NO
97. If you were allowed to use the family car, would you be likely to leave it with the gas tank empty?	YES	Yes	?	No	NO
98. Do you think you should be expected to keep your own room tidy?	YES	Yes	?	No	NO
99. If you were asked by phone to give a message to a person who is out, would you remember the message and give it accurately?	YES	Yes	?	No	NO
100. If you were given a small allowance for spending money, would you be able to keep your spending within that amount?	YES	Yes	?	No	NO
101. If you carried lunch to school, would you be able to put it up yourself?	YES	Yes	?	No	NO
102. Do you think you should be expected to look after your own clothes?	YES	Yes	?	No	NO
103. Are you good at figuring out ways to make money for your organization or club?	YES	Yes	?	No	NO
104. Are you chosen to be chairman of groups?	YES	Yes	?	No	NO
105. If you are getting behind in a class, do you wait for the teacher to call you in for extra help?	YES	Yes	?	No	NO
106. Do you attend to habits of cleanliness, as bathing, washing your neck and ears and brushing your teeth, without being reminded?	YES	Yes	?	No	NO
107. If a sign says "Keep off the grass," do you walk on the lawn?	YES	Yes	?	No	NO
108. In a class discussion, are you one to make contributions which receive consideration?	YES	Yes	?	No	NO
109. Do you bring to class pictures or clippings that have bearing on the topic which your class is studying?	YES	Yes	?	No	NO
110. If you are changing desks or lockers, do you leave in them the things you no longer want?	YES	Yes	?	No	NO

111. If you are to have an examination in a difficult subject, do you wait until the last night to study for it?.....	YES	Yes	?	No	NO
112. Would you be likely to observe the custom of quiet and reverence in church?....	YES	Yes	?	No	NO
113. Does treating your "date" with the proper social courtesies in the presence of others embarrass you?.....	YES	Yes	?	No	NO
114. Do you prefer to have someone else attend to small repairs of your clothing (as sewing on buttons, shining shoes, pressing)?.....	YES	Yes	?	No	NO
115. Do you make use of the dictionary when you need information about a word?...	YES	Yes	?	No	NO
116. Do you carve your initials, or write on walls, desks, or buildings?.....	YES	Yes	?	No	NO
117. Is it difficult for you to ask for, or accept a date?.....	YES	Yes	?	No	NO
118. Do you have to be reminded to clean the mud from your shoes or to remove your overshoes?	YES	Yes	?	No	NO
119. Do you go to school unprepared the morning after you have been out?.....	YES	Yes	?	No	NO
120. Do you lose personal articles?.....	YES	Yes	?	No	NO
121. Do you keep watch of the condition of your teeth?.....	YES	Yes	?	No	NO
122. If a storm comes at night, and the rain blows in your bedroom window, do you wait for someone else to shut it?.....	YES	Yes	?	No	NO
123. Do you prefer to have your mother (or someone else) select your clean clothes and lay them out for you?.....	YES	Yes	?	No	NO
124. Are you often sleepy at school?.....	YES	Yes	?	No	NO
125. If your parents are away when guests drop in, is it difficult for you to extend hospitality to them?.....	YES	Yes	?	No	NO
126. Can you be relied upon to make small purchases, such as groceries, for lunch?...	YES	Yes	?	No	NO
127. If you borrow school or church property, do you make sure that nothing is lost or broken?.....	YES	Yes	?	No	NO
128. Do you have difficulty remembering what your assignments are?.....	YES	Yes	?	No	NO
129. If you were given a six-week period to read a book and write a book report, would you be likely to wait until the last week before doing it?.....	YES	Yes	?	No	NO
130. Would you prefer to decide for yourself when it is time to change your clothing for clean ones?.....	YES	Yes	?	No	NO
131. If the last period of the day were your study period, would you spend it in studying?	YES	Yes	?	No	NO
132. Does it bother you to be late for class?.....	YES	Yes	?	No	NO
133. Are you able to see your way out of difficulty better by facing it alone than by talking the matter over with others?.....	YES	Yes	?	No	NO
134. When you are given a familiar task to perform, do you like to be told just how to do it?.....	YES	Yes	?	No	NO
135. In the stress of a dangerous moment are you unable to decide what to do until the time for action is past?.....	YES	Yes	?	No	NO
136. Are you interested in puzzles?.....	YES	Yes	?	No	NO
137. When the one under whom you are working is satisfied with a particular piece of your work, are you willing to leave it as finished before you yourself are satisfied with the results?.....	YES	Yes	?	No	NO
138. Do you dislike planning social functions?.....	YES	Yes	?	No	NO
139. Do you on your own responsibility keep up with the assignments in your studies?	YES	Yes	?	No	NO
140. If unexpectedly asked to take charge of a program at school, would you be able quickly to decide what to do and how to do it?.....	YES	Yes	?	No	NO
141. Do you like to look out for yourself when away from home?.....	YES	Yes	?	No	NO
142. Do you try to avoid assuming the responsibility for your own mistakes?.....	YES	Yes	?	No	NO
143. Do you prefer to have someone else plan your course of study for you?.....	YES	Yes	?	No	NO
144. Would you be a good person to depend upon in the excitement of an emergency?	YES	Yes	?	No	NO
145. Do you do extra work or unassigned reading in your courses?.....	YES	Yes	?	No	NO
146. Would you like to take a trip around the world all by yourself?.....	YES	Yes	?	No	NO
147. When you are given a new piece of work to do, do you like to be told just how to do it?.....	YES	Yes	?	No	NO
148. Do you like to work out new stunts and games?.....	YES	Yes	?	No	NO
149. Is it easy for you to make a definite choice between two things which seem equally desirable to you (e.g., going on an interesting trip vs. taking an odd job to earn money for the purchase of an object which you much desire)?.....	YES	Yes	?	No	NO
150. Does it discourage you to have others disagree with you?.....	YES	Yes	?	No	NO

MODIFIED EVERY-DAY LIFE INVENTORY*

Modified by Linda L. Blood, Bachelor of Science, University of Maine

Name _____ Age _____ Grade _____ Sex _____

Town or city and State _____ Date _____

Directions: The following questions are about yourself--- the things you do, how you feel and what happens to you in everyday life. Please answer every question by making a circle around YES, Yes, ?, No, NO.

YES means "yes, always," "entirely," "very much," etc.

Yes means "yes, usually," "rather often," etc.

? means "about as often as not," "average amount," "can't decide," etc.

No means "usually not," "not often," "selcom," etc.

NO means "no, never," "not at all," "none whatever," etc.

Be sure to answer every question. There are no "right" or "wrong" answers to them. Just select the answer to each one that describes you best. See how well you know yourself.

1. Can you rely upon yourself to do the proper thing in an emergency?
..... YES Yes ? No NO
2. Would you dislike finding your own way about in a strange city?
..... YES Yes ? No NO
3. Do you like to work out new ways of doing every-day tasks?
..... YES Yes ? No NO
4. Would you want to rely upon your own judgment in the use of your money?
..... YES Yes ? No NO
5. Is it hard to find something really interesting to do during your spare time?
..... YES Yes ? No NO
6. When buying an article of clothing do you want to decide for yourself which particular color or style to choose?..... YES Yes ? No NO
7. When taking part in a program, can you perform with apparent ease (even though frightened)? YES Yes ? No NO
8. Are you glad to have time by yourself to work on your hobbies?
..... YES Yes ? No NO
9. If you become lost in a large city, would you know what to do?
..... YES Yes ? No NO

*Stott, Leland H. Ph. D., Every-Day Life, Sheridan Supply Company, Beverly Hills, California, 1941.

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10. Do you find it easy to "make up your mind"?.....YES Yes ? No NO
11. Do you become quite upset at examination time because you have put off studying until the last minute?YES Yes ? No NO
12. If, without meaning to do so, you got into difficulty with the law, would you handle the matter the best you could by yourself?.YES Yes ? No NO
13. Would you rather wait to be invited to go on a hike or party than to plan one yourself?..... YES Yes ? No NO
14. When working on a committee are you easily convinced that your idea is not good if someone else does not agree with you?..... YES Yes ? No NO
15. Do you accept the consequences of whatever you do without blaming anyone else? YES Yes ? No NO
16. Do you like to have someone else help you to remember your agreements? YES Yes ? No NO
17. Do you face your own personal troubles alone without seeking help? YES Yes ? No NO
18. Would you dislike planning work for yourself and others? YES Yes ? No NO
19. Do you prefer to let someone else arrange your schedule of study, work and recreation? YES Yes ? No NO
20. If a difficult problem were assigned in class for next day, would you go for help in working it out? YES Yes ? No NO
21. Do you have practical ideas for making money?...YES Yes ? No NO
22. Do you like to solve complicated puzzles by yourself? YES Yes ? No NO
23. If you were traveling would you prefer to make all your own plans and arrangements? YES Yes ? No NO
24. Do you take the blame for your own failures?....YES Yes ? No NO
25. Do you work out your own problems as best you can by yourself?YES Yes ? No NO
26. Would you dislike visiting strange foreign countries alone?YES Yes ? No NO
27. Can you be easily "talked into" doing something against your better judgment?YES Yes ? No NO
28. If your friend were accused unjustly, would you take his part even though it were "none of your business"? YES Yes ? No NO

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29. If your "crowd" was blamed for something it didn't do, would you "just let it blow over"? YES Yes ? No NO
30. If your actions are criticised by your associates, do you attempt to defend them? YES Yes ? No NO
31. Do you slight, or leave until the last, that which is most difficult for you? YES Yes ? No NO
32. If the arrangement of your room does not satisfy you, if you had a chance would you rearrange it to suit yourself? YES Yes ? No NO
33. Do you have to be reminded to eat the foods that are good for you? YES Yes ? No NO
34. If you were in a strange town and could not get home, would you find it difficult or unpleasant to make the necessary arrangements for taking care of yourself? YES Yes ? No NO
35. Do you neglect to count the change that is given back to you after a purchase? YES Yes ? No NO
36. After you are given directions for doing something new, do you proceed by doing it your own way? YES Yes ? No NO
37. If you were eating in a restaurant where you had never eaten before, could you order what you wanted at the price you wished to pay? YES Yes ? No NO
38. Can you prepare and serve light refreshments to your friends if they happen to "drop in"? YES Yes ? No NO
39. Do you prefer to purchase your own supplies, as soap, shampoo, pencils, paper, etc. YES Yes ? No NO
40. If you were the one to discover a fire which had broken out at school, at home, or at camp, would you be able to act immediately? YES Yes ? No NO
41. Do you need to be with "the crowd" in order to enjoy yourself? YES Yes ? No NO
42. Do you like to have help in making important decisions? YES Yes ? No NO
43. Do you find it difficult to think of practical suggestions to make when working with a group on some problem or job? YES Yes ? No NO
44. Do you like to get someone to help you with your "tough" work or duties? YES Yes ? No NO
45. Do you do your work in the same routine manner every day? YES Yes ? No NO

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46. Do you have to "cram" at examination time?..... YES Yes ? No NO
47. When you get an unsatisfactory grade do you go to the instructor or counselor about it? YES Yes ? No NO
48. Are you always able to find a way to make a little spending money?YES Yes ? No NO
49. Do unexpected quizzes catch you unprepared? ... YES Yes ? No NO
50. When shopping is it hard for you to decide which particular article of clothing to choose? YES Yes ? No NO
51. Would you rather spend more time and effort yourself than to ask for help in an area in which you are unskilled? YES Yes ? No NO
52. When you find yourself in a "tight spot" do you depend upon others to get you out? YES Yes ? No NO
53. Does leisure time bore you? YES Yes ? No NO
54. Do you attend to habits of cleanliness, as bathing, washing your neck and ears and brushing your teeth, without being reminded?YES Yes ? No NO
55. Do you carve your initials, or write on walls, desks, or buildings? YES Yes ? No NO
56. Do you have difficulty remembering what your responsibilities are? YES Yes ? No NO
57. Would you prefer to decide for yourself when it is time to change your clothing for clean ones? YES Yes ? No NO
58. Are you able to see your way out of difficulty better by facing it alone than by talking the matter over with others? YES Yes ? No NO
59. When you are given a familiar task to perform, do you like to be told just how to do it? YES Yes ? No NO
60. In the stress of a dangerous moment are you unable to decide what to do until the time for action is past? YES Yes ? No NO
61. Are you interested in puzzles?..... YES Yes ? No NO
62. When the one under whom you are working is satisfied with a particular piece of work, are you willing to leave it as finished before you yourself are satisfied with the results? YES Yes ? No NO
63. Do you like to look out for yourself when away from home? YES Yes ? No NO
64. Do you try to avoid assuming the responsibility for your own mistakes? YES Yes ? No NO

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65. Do you prefer to have someone else plan your course of study or program for you? YES Yes ? No NO
66. Would you be a good person to depend upon in the excitement of an emergency? YES Yes ? No NO
67. Do you do extra work or unassigned work in your courses, at home and at camp? YES Yes ? No NO
68. Would you like to take a trip around the world all by yourself? YES Yes ? No NO
69. When you are given a new piece of work to do, do you like to be told just how to do it? YES Yes ? No NO
70. Does it discourage you to have others disagree with you? YES Yes ? No NO

September 17, 1964

Dear _____,

On your first day of camp I gave you two questionnaires to complete. On your last day of camp you were given the Modified Every-Day Life Inventory again. At that time I said that I would be sending you another questionnaire, and that it would come six weeks after the Deep Woods girls left camp. It doesn't seem possible, but that time is here.

Please take the Modified Every-Day Life Inventory again, and send it back to me immediately in the self-addressed stamped envelope. Follow the directions carefully, and complete it exactly as you did before. Thank you very much for cooperating with me in this research for my master's thesis. You have been a great help.

Sincerely yours,

Linda L. Blood

"Woody"

APPENDIX C

SCHEDULE NO. _____

PERSONAL INFORMATION QUESTIONNAIRE

DIRECTIONS

Directions: In this questionnaire, you are asked to answer the following questions about yourself. Select the answer which most nearly describes you or your family and circle that answer. If the question is a short answer question, put your answer on the solid black line. Take your time, think carefully and answer all the questions. If you need help with any of the questions, raise your hand, and I will come to you.

1. Name _____ 2. _____
3. City and State _____
- _____ 4. What grade are you in at school for next year? (1) 8th
(2) 9th (3) 10th (4) 11th (5) 12th.
- _____ 5. What are the names of your counselors? _____

- _____ 6. What unit are you in at camp? (1) Caravan (2) Anchorage
(3) Pre-Guide (4) Deep Woods
- _____ 7. How many weeks will you be at camp this summer? (1) 2 weeks
(2) 4 weeks (3) 6 weeks
- _____ 8. How many weeks have you spent at camp previously? (1) 2 weeks
(2) 4 weeks (3) 6 weeks (4) 8 weeks (5) 10 weeks
(6) 12 weeks (7) 14 weeks (8) 16 weeks (9) 18 weeks or more.
- _____ 9. List the times you have been away from home without your
parents or relatives other than to camp _____

-2-

-
- _____10. What groups or clubs do you belong to? _____
-
- _____11. What are your hobbies? _____
-
- _____12. How many children are there in your family? (1) 1 (2) 2
(3) 3 (4) 4 (5) 5 (6) 6 or more
- _____13. In order of birth which child are you? (1) 1st (2) 2nd
(3) 3rd (4) 4th (5) 5th (6) 6th or more
- _____14. List the age and the sex of each child in your family. _____
-
- _____15. Did you want to come to camp? (1) yes (2) no (3) undecided
- _____16. Did your parents want you to come to camp? (1) yes (2) no
(3) undecided
- _____17. Why did you want to or not want to come to camp? _____
-
- _____18. What do you hope to gain from this camping experience this
summer? _____
-
- _____19. After you leave camp, what will you do for the rest of the
summer? _____
-

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- _____ 20. Are you homesick when away from home? Mark the number
 which most nearly represents your feeling. (1) not homesick
 at all (2) not very homesick (3) at night I am homesick
 (4) I cry and wish I were home (5) I am very homesick
- _____ 21. Does your father work? (1) full time (2) part time
 (3) is ill or disabled (4) retired (5) no father
 (6) other _____
- _____ 22. Does your mother work? (1) full time (2) part time
 (3) is ill or disabled (4) retired (5) no mother
 (6) other _____
- _____ 23. If you earn money, how do you earn your money? _____

- _____ 24. My height is (circle answer): _____ 25. My weight is:
- | | |
|-------------------------------|-------------------|
| (1) under 5 ft. | (1) under 80 lbs. |
| (2) 5 ft. - 5 ft. 1 in. | (2) 80-90 lbs. |
| (3) 5 ft. 1 in. - 5 ft. 2 in. | (3) 90-100 lbs. |
| (4) 5 ft. 2 in. - 5 ft. 3 in. | (4) 100-110 lbs. |
| (5) 5 ft. 3 in. - 5 ft. 4 in. | (5) 110-120 lbs. |
| (6) 5 ft. 4 in. - 5 ft. 5 in. | (6) 120-123 lbs. |
| (7) 5 ft. 5 in. - 5 ft. 6 in. | (7) 130-140 lbs. |
| (8) 5 ft. 6 in. - or over | (8) over 140 lbs. |
- _____ 26. Do you feel that you are physically handicapped in any way?
 (1) yes (2) no

_____ 27. In what ways are you physically handicapped? _____

APPENDIX D

November 30, 1964

Dear _____,

The research that you helped me with this past summer is progressing along fine, but I need to carry it one step further. You have been selected along with ten of the other girls to help me with this final step.

Please take the Modified Every-Day Life Inventory again. Also, please complete the Modified Every-Day Life Inventory No. 2. Send both back to me in the self-addressed stamped envelope immediately. Follow the directions carefully. Thank you again for cooperating with me in this research for my master's thesis.

Sincerely yours,

Lind L. Blood

"Woody"

MODIFIED EVERY-DAY LIFE INVENTORY NO. 2*

Modified by Linda L. Blood, Bachelor of Science, University of Maine

Name _____ Age _____

Address _____ Date _____

Directions: The following questions are about yourself -- the things you do, how you feel and what happens to you in every-day life. Please answer every question by making a circle around the answer that is most nearly right for you. Be sure to answer every question. There are no "right" or "wrong" answers to them. Just select the answer to each one that describes you best.

1. In an emergency situation do you (1) rely upon yourself to do the proper thing, (2) rely upon your parents or (3) rely upon your friends?
2. When you are working on your hobbies, do you prefer to work (1) by yourself, (2) with your parents or (3) with your friends?
3. When you are faced with a problem, do you (1) work it out by yourself, (2) seek help from your parents or (3) seek help from your friends?
4. When making purchases for personal use, as soap, shampoo, pencils, paper, clothing, etc., do you (1) prefer to purchase them by yourself, (2) have your parents help you or (3) have your friends help you?
5. If you are faced with "tough" work or duties, do you (1) go to your parents for help, (2) go to your friends for help or (3) face them by yourself?
6. If you faced a problem in the use of your money, would you prefer talking it over with (1) parents, (2) friends or (3) no one?
7. Do you prefer to have (1) friends, (2) parents or (3) no one remind you of your responsibilities?
8. Would you like to take a trip around the world (1) by yourself, (2) with your parents or (3) with your friends?
9. Would you rather (1) plan a party yourself, (2) have your parent's plan a party for you or (3) have your friends plan a party?

*Stott, Leland H. Ph.D., Every-Day Life, Sheridan Supply Company, Beverly Hills, California, 1941.

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10. Do you like to solve complicated puzzles (1) with the help of friends, (2) by yourself or (3) with the help of your parents?
11. If you got into difficulty with the law, would you (1) handle the matter by yourself, (2) have your parents help you or (3) have your friends help you?
12. When you are given a new piece of work to do, do you (1) want your parents to tell you how to do it, (2) want your friends to tell you how to do it or (3) prefer to do it by yourself?
13. If you could rearrange your room, would you (1) ask your parents to help you, (2) ask your friends to help you or (3) do it all by yourself?
14. If you became lost in a large city, you would (1) handle the situation by yourself, (2) call a friend or (3) call your parents?

APPENDIX E

TABLE XIII
 SCORE AND WEEKS AT CAMP FOR INDIVIDUAL GIRLS
 (N = 30)

Camper	Weeks at Camp	Test I	Test II	Test III
A	4	72	54	77
B	6	71	58	75
C	4	70	77	77
D	2	65	60	64
E	4	64	64	62
F	6	64	48	51
G	6	60	55	66
H	4	59	69	69
I	2	56	47	52
J	4	56	46	61
K	6	56	38	42
L	2	56	34	44
M	4	55	66	49
N	6	54	51	47
O	6	54	47	52
P	4	54	47	44
Q	4	53	47	49
R	6	53	41	36
S	6	52	41	50
T	2	51	65	59
U	2	51	50	40

TABLE XIII (Continued)

Camper	Weeks at Camp	Test I	Test II	Test III
V	6	51	48	53
W	4	49	39	32
X	2	47	41	67
Y	6	44	43	64
Z	2	44	36	45
AB	6	43	43	36
AC	4	42	42	41
AD	4	38	44	37
AE	2	38	43	37

TABLE XIV

FACTORS THAT WERE STATISTICALLY SIGNIFICANT: POSITION IN THE FAMILY,
WEIGHT AND HEIGHT FOR INDIVIDUAL GIRLS

(N = 30)

Camper	Position in the Family	Weight	Height
A	3	130-140	5'4"
B	Only Child	110-120	5'4"
C	Eldest	140	5'6"
D	3	140	5'6"
E	Youngest	120-130	5'5"
F	2	110-120	5'6"
G	Youngest	120-130	5'6"
H	2	140	5'6"
I	Only Child	140	5'4"
J	2	90-100	5'6"
K	2	120-130	5'6"
L	4	130-140	5'4"
M	Youngest	120-130	5'6"
N	Youngest	130-140	5'6"
O	2	90-100	5'6"
P	3	140	5'6"
Q	Eldest	110-120	5'
R	Eldest	130-140	5'6"
S	2	100-110	5'3"
T	Youngest	130-140	5'3"
U	Youngest	100-110	5'

TABLE XIV (Continued)

Camper	Position in the Family	Weight	Height
V	Eldest	120-130	5'4"
W	Eldest	130-140	5'2"
X	Youngest	90-100	5'3"
Y	Eldest	130-140	5'6"
Z	3	90-100	Under 5'
AB	Eldest	110-120	5'5"
AC	2	Under 80	Under 5'
AD	Eldest	110-120	5'3"
AE	2	100-110	Under 5'

TABLE XV

FACTORS THAT WERE NOT STATISTICALLY SIGNIFICANT: NUMBER OF WEEKS SPENT AT CAMP PREVIOUSLY, NUMBER OF CHILDREN IN THE FAMILY AND NUMBER OF PARENTS WORKING FOR INDIVIDUAL GIRLS

(N = 30)

Camper	Age	Weeks at Camp Previously	Number of Children in the Family	Number of Parents Working
A	15	12	3-5	Both
B	14	2-12	1-3	Both
C	14	2-12	3-5	Both
D	14	2-12	3-5	Both
E	15	2-12	3-5	Both
F	17	12	3-5	One
G	16	12	1-3	Both
H	15	12	3-5	Both
I	14	2-12	1-3	One
J	13	12	3-5	One
K	16	12	3-5	Both
L	13	2-12	5	One
M	13	12	3-5	Both
N	15	2-12	3-5	One
O	15	2-12	3-5	Both
P	14	12	3-5	Both
Q	13	2-12	5	One
R	17	12	1-3	Both
S	15	12	5	One

TABLE XV (Continued)

Camper	Age	Weeks at Camp Previously	Number of Children in the Family	Number of Parents Working
T	13	12	1-3	Both
U	13	12	1-3	Both
V	16	2-12	3-5	One
W	15	2-12	3-5	One
X	13	2-12	1-3	One
Y	15	12	3-5	Both
Z	13	2-12	5	Both
AB	16	2-12	1-3	One
AC	13	12	3-5	One
AD	14	2-12	1-3	Both
AE	13	2-12	5	One

TABLE XVI
FACTORS COMPARED AND TESTS USED IN THE ANALYSIS OF DATA

Comparisons	Tests (Siegel, 30)
A. Two, Four, and Six Week Groups	A. Kruskal-Wallis one-way analysis of variance, Mann-Whitney U, and the Wilcoxon matched pairs signed-ranks.
B. Age and Independence*	B. Mann-Whitney U
C. Weeks Previously Spent at Camp and Independence	C. Mann-Whitney U
D. Number of Children in the Family	D. Mann-Whitney U
E. One or Both Parents Working and Independence	E. Mann-Whitney U
F. Position in the Family and Independence	F. Mann-Whitney U, and the Wilcoxon matched pairs signed-ranks.
G. Weight and Independence	G. Mann-Whitney U and the Wilcoxon matched pairs signed-ranks.
H. Height and Independence	H. Mann-Whitney U and the Wilcoxon matched pairs signed-ranks.

*As defined on page 2.

TABLE XVII
DESCRIPTION OF TOTAL SAMPLE
(N = 30)

Item	Components	Total	Percent
Two Weeks		8	26.6
Four Weeks		11	36.6
Six Weeks		11	36.6
Age	Younger (13-15)	16	53
	Older (15-18)	14	47
Weeks Previously Spent at Camp	Two-twelve	17	57
	Twelve or More	13	43
Number of Children in Family	Only Child	2	6.6
	One-Three	9	30
	Three-Five	16	53.3
	Over Five	3	10
Number of Parents Working	Both	18	60
	One	14	40
Position in Family	Eldest	8	27
	Youngest	7	23
	In Between	15	50
Weight	Under 120 lbs.	12	40
	Over 120 lbs.	18	60
Height	Under 5'-5'5"	15	50
	Over 5'5"	15	50

VITA

Linda L. Blood

Candidate for the Degree of

Master of Science

Thesis: STUDY OF THE RELATIONSHIP OF INDEPENDENCE IN PERSONAL MATTERS
IN TEENAGE GIRLS ATTENDING A SUMMER RESIDENT SCOUT CAMP

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