Influence of an outdoor survival experience upon the self concept of adolescent boys and girls

Howard Lynn Dickey

The University of Montana

Follow this and additional works at: https://scholarworks.umt.edu/etd
Let us know how access to this document benefits you.

Recommended Citation

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
THE INFLUENCE OF AN OUTDOOR SURVIVAL EXPERIENCE
UPON THE SELF CONCEPT OF ADOLESCENT
BOYS AND GIRLS

By

Howard Lynn Dickey

B.A. University of Iowa, 1963

Presented in partial fulfillment of the requirements for the degree of
Master of Recreation

UNIVERSITY OF MONTANA

1974

Approved:

Joel Meier
Chairman, Board of Examiners

John M. Stewart
Dean, Graduate School

Date July 14, 1974
ACKNOWLEDGMENTS

Appreciation is directed to Mr. Gerret Ouldhous for his permission to use the Rainbow Wilderness Survival School as the subject of this study. His helpfullness and knowledge, as well as the full cooperation of the staff and campers, helped to make this research possible. A special debt of thanks is also given to my wife, Susan for her patience, direction, and encouragement during the difficult periods of this undertaking.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>........................................................................</th>
<th>v</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Hypotheses</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Need and Significance</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Delimitations</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Basic Assumptions</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Definitions</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Conceptual Approaches to Self-Concept</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Behavior and Self-Concept</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Self-Concept and Academic Achievement</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Self-Concept Change</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Outward Bound</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>III. OVERVIEW OF THE PROGRAM AND BASIC PROCEDURES</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Dimensions of Program</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Sources of Data</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Training Schedule</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Measuring Instrument</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Procedures for Collecting Data</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Testing Procedures</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Organization and Analysis of Data</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>IV. RESULTS, ANALYSIS OF DATA, AND DISCUSSION</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Standardized Norm</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Hypothesis One</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Two</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Three</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Four</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Five</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>V. SUMMARY, FINDINGS, AND RECOMMENDATIONS</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Weakness of Study</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>A. Tennessee Self Concept Scale</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>B. Rainbow Coed Wilderness Survival School Brochure</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>C. Rainbow Coed Wilderness Survival School Insert</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>D. Request Letter for Final Test</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>E. Letter of Instructions</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>F. Self-Concept Categories</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>G. Questionnaire</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>H. Normative Data, Tennessee Self Concept Scale</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>I. Rainbow Survival School Training Schedule</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pretest and Posttest Means, Standard Deviations, and t Scores of the TSCS Administered to Nineteen Subjects Who Completed Training at Rainbow Survival School</td>
<td>31</td>
</tr>
<tr>
<td>2. Posttest and Final Test Means, Standard Deviations, and t Scores of the TSCS Administered to Seventeen Subjects Who Completed Training at Rainbow Survival School</td>
<td>35</td>
</tr>
<tr>
<td>3. Means, Standard Deviations, and t Test Differences on the Total Positive Score Section of the TSCS Administered to Those Who Completed Only the Individual Solo vs. Those Who Completed the Individual Solo and the Advance Solo</td>
<td>36</td>
</tr>
<tr>
<td>4. Means, Standard Deviations, and t Test Result on the Total Positive Score Category of the TSCS Administered to Seven Subjects Who Completed the Advance Solo</td>
<td>37</td>
</tr>
<tr>
<td>5. Means, Standard Deviations, and t Test Result on the Total Positive Score Category of the TSCS Administered to Twelve Subjects Who Completed the Individual Solo</td>
<td>37</td>
</tr>
<tr>
<td>6. Posttest Comparison of the Means, Standard Deviations, and t Test Results of the TSCS Between Seven Subjects Possessing Prior Organized Camping Experience and Twelve Subjects Not Possessing Prior Organized Camping Experience</td>
<td>39</td>
</tr>
<tr>
<td>7. Pretest and Posttest Comparison of the Means, Standard Deviations, and t Test Results of the TSCS of Seven Subjects Possessing Prior Organized Camping Experience</td>
<td>39</td>
</tr>
<tr>
<td>8. Pretest and Posttest Comparison of the Means, Standard Deviations, and the t Test Result of the TSCS of Twelve Subjects Not Possessing Prior Organized Camping Experience</td>
<td>40</td>
</tr>
<tr>
<td>9. Pretest and Posttest Means, Standard Deviation of the Difference, and the t Test Result of Those Scoring Below the Median on the Total Positive Score Category of the TSCS Pretest</td>
<td>41</td>
</tr>
<tr>
<td>10. Pretest and Posttest Means, Standard Deviation of the Difference, and the t Test Result of Those Scoring Above the Median on the Total Positive Score Category of the TSCS Pretest</td>
<td>42</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Outdoor survival programs claim to provide a person with the opportunity to test himself and to mature as an individual. Such programs place an individual in the natural environment with a minimum of equipment for survival. The training involves learning to cope with the natural environment either alone, or as a member of a team. Physical and mental stress may be incorporated into the program in the form of mountain climbing and rappelling, white-water river floating, living alone in the wilderness, and other forms of adventure and challenge. The anticipated outcome is that the individual realizes that he can accomplish more than he originally thought possible.¹

Outdoor survival studies reveal mixed results as to whether or not individual accomplishments in a natural setting actually lead to an increased sense of self-confidence in one's abilities and to a more positive concept of the self. Yenser (1971) studied the effects of an outdoor survival experience on the self-concept of high school and college students at Brigham Young University. An experimental and a control group were administered several self-concept instruments on a pretest and posttest basis, one of which was the Tennessee Self Concept

Scale. The TSCS pretest indicated that the control group scored significantly higher than the experimental group on eleven aspects of self-concept. The posttest comparison revealed that the experimental group scored lower than the control group (.025 to .005) on seven aspects of self-concept. There was only one variable, Self Criticism, where the experimental group scored significantly higher than the control group. There was no significant difference between the two groups on the remaining eleven variables. Yenser noted the wide discrepancy between the control and experimental groups since they "apparently did not come from the same population." She concluded that "outdoor survival does not accomplish as much as has been attributed to it, but still does accomplish some very important changes." Moreover, she observed that the outdoor survival participants "became more objective in self evaluation, relied on their own judgments more, and viewed and reported their actual behavior more positively than did those who did not participate."³

On the other hand, Thorstenson and Heaps (1971) arrived at a different conclusion regarding the same program at Brigham Young University. They reported on eighty-two students who completed Youth Leadership 1460 (Outdoor Survival), and were tested by the TSCS on a pretest and posttest basis. The change in level of esteem on each of

²Hereafter the Tennessee Self Concept Scale will be referred to as the TSCS.

the eight sub-scales was positive.

Wetmore tested 272 male adolescent subjects with the TSCS and the Baer Behavior Rating Scale during the summer of 1969 at the Hurricane Island Outward Bound School, Hurricane Island, Maine. A comparison of the TSCS pretest and posttest results indicated a positive and statistically significant change for all of the self-concept variables but one. Even though only 45 percent of the subjects responded to the follow-up test given six months after the posttest, the results indicated that three of the categories displayed positive and statistically significant changes while five scales were slightly negative. These results may be questionable in view of the low response rate. When the Behavior Rating Scale results were correlated with the TSCS posttest scores, a positive relationship emerged between the instructor's ratings of overt student behavior and the self-assessment of self-concept by the students. There were no relationships between the Outward Bound course and self-concept change as applied to difference in age, socioeconomic status, educational level, race, residential locale, and sports background. However, Wetmore concluded that the:

Outward Bound School experience appears to have been the main factor which influenced a positive change in the self-concept of adolescent boys while they were in attendance at the school . . . . The intensity of positive change in self-concept experienced by students while at the school decreased after they returned to their home environment.

---


Kaplan (1974) investigated the effects of a two-week outdoor challenge program on ten male adolescent subjects in the McCormick Experimental Forest, Michigan's Upper Peninsula. The experimental group completed questionnaires prior to and after the training program, as well as several months later. Twenty-five males from the same age group, and from the same area of northern Michigan, served as a control group. They were tested over a six-month period by the same instrument as the experimental group. She concluded that the experimental group:

... felt very positive toward the program. They found it an exhilarating, challenging, exciting experience. They felt they had learned specific skills, learned to handle a variety of fears, learned about the woods, and learned about the world. These positive attitudes were characteristic of the whole group, regardless of the amount of previous camping and outdoor experience.6

Gillette measured attitudinal changes regarding social and political issues, personal values, and physical stress among thirty-four individuals involved in the Outward Bound Mountain Ski School, C-60, located near Lake City, Colorado. The results indicated that attitudes held at the beginning of the training period tended to remain relatively stable during the twenty-one day training session.7

The results of the studies seem to imply that some outdoor survival programs do indeed affect self-concept to some degree. It


remains to be determined which outdoor survival structure has the most pronounced and longest lasting influence on self-concept. Thus, it was an objective of this study to determine if a selected commercially operated outdoor survival school did, in fact, influence a significant change in self-concept among the participants.

Statement of the Problem

The purpose of this study was to determine the change, if any, an outdoor survival training course had on the self-concept of adolescent boys and girls. The course involved four weeks of training at the Rainbow Camp Wilderness Survival School, Southern Cross, Montana.

Hypotheses

The following five hypotheses were selected for testing:

1. The four-week outdoor survival training course would not alter significantly the self-concept of adolescents who completed the program.

2. There would be no significant change in self-concept during the period between the posttest and the final test three months later.

3. There would be no comparative difference in the change of self-concept between those who completed the individual solo and those who completed the advance solo part of the course, as measured by the total positive score category of the TSCS.

4. There would be no comparative difference in the change of self-concept between those who had prior organized camping experience and those who had not had previous organized camping experience, as measured by the total positive score category of the TSCS.
5. After the four-week training course there would be no comparative difference between those who scored below and those who scored above the median, as measured by the total positive score category of the TSCS pretest.

Purpose of the Study

Many of the outdoor survival training programs in this country are patterned after the Outward Bound program. One of the basic tenets of this program philosophy is that a student is convinced to undertake what seems to him to be an insurmountable challenge. This could take the form of overcoming a fear of heights, water, or being alone in the natural environment. The student must meet the challenge and overcome it. To refuse a challenge might result in embarrassment and a possible self esteem loss.

On the other hand, the program philosophy at Rainbow Camp reflected the uniqueness of each individual. For example, a student did not have to undertake any portion of the program unless he had the desire to do so. The underlying theme of the camp was to lead by example and to give encouragement when physical and/or psychological barriers were encountered by a student. Mandatory or direct confrontation techniques were discouraged. Instead, alternatives were provided which allowed a student an opportunity to meet this challenge on his own terms. Therefore, this study was concerned with whether this particular type of approach towards outdoor survival training actually had any bearing on self-concept change.
Need and Significance

If in fact such an outdoor survival training program does exert a positive influence on self-concept, this would offer unlimited possibilities in many fields. For example, public school systems could possibly implement such a program to help students who are not only unsure of themselves, but also for those students who experience academic difficulty. In fact, the success of Outward Bound has prompted a rapid growth of similar survival activities in public schools. More than one hundred secondary schools across the country already have Outward Bound-type courses as part of their curricula. 8

Universities are also beginning to develop similar outdoor survival programs. Brigham Young University offers Youth Leadership 480: Youth Leadership through Outdoor Survival. The administration at BYU requires all college dropouts who desire reinstatement to complete the course. They theorize that survival training has a positive carry-over value regarding academic performance. This was substantiated by a study conducted by Moses and Peterson (1970). They compared three approaches to improving grade point averages of low achievers at Brigham Young University. The three programs were: sensitivity training, survival training, and a control group with no special training. The greatest increase in average grade point one semester later was for the sensitivity training group, +.76 points, but the survival training group had a grade point average increase of +.47 which was maintained for three semesters. Two semesters later the control group increased

---

+.07 of a grade point. It is unknown how long the sensitivity training group maintained the grade point average increase. Other schools such as the University of Colorado, Prescott College, and Colorado College in Denver have devised similar survival programs to meet specific needs of students.

Juvenile institutions might conceivably utilize outdoor survival programs to provide youthful offenders with a greater sense of self-worth and self-confidence. The Massachusetts Youth Service revealed that of thirty-seven delinquents who completed separate Outward Bound programs in Colorado, Minnesota, and Hurricane Island, Maine, in 1965, only one rather than the expected eight returned to juvenile custody.

Judge Monroe Paxman, former Executive Director of the National Council of Juvenile Court Judges, noted marked changes in juvenile offenders who had completed outdoor survival trips. "They had more self respect and confidence; they had a greater feeling of value and self-worth; the repeat offense rate of the offenders . . . was eliminated in many cases and reduced substantially in others. . . ."

Two Princeton University psychologists carried out an attitude study in 1966 involving youths from slum areas in the Outward Bound program. In comparison to a control group, they revealed that the adolescents in the Outward Bound program "began to develop those attributes

---

9 Darrell Moses and Dwight Peterson, "Academic Achievement Helps Programs" (Provo, Utah: Brigham Young University, 1970). (Mimeoographed).

10 Barcus and Bergeson, op. cit., p. 4.

11 Yenser, op. cit., p. 9.

12 Thorstensen and Heaps, op. cit., p. 32.
of character which act as a foundation for achievement motivation and for mature social participation." Specifically, they found that the students displayed significant changes in attitude by viewing themselves as hardier, more active, and less alienated.\footnote{Maynard, op. cit., p. 77.}

A Connecticut penal institution, Niantic State Prison for women, developed and implemented a three-week survival course in Connecticut for a group of female volunteers. Janet York, Niantic Superintendent, hypothesized that if they could live successfully under stressful conditions in the woods, "it would give them a good deal of self-confidence in other areas of their lives."\footnote{Sunday Missoulian (Missoula, Montana), July 22, 1973, p. 28, col. 5.} It is unknown whether the experience, in fact, bore out that hypothesis.

The field of mental rehabilitation could apply outdoor survival training in aiding emotionally disturbed patients. The subject of a doctoral dissertation was the study of a thirty-day survival training program for twenty-two adolescent patients at the Wyoming State Mental Hospital. The subjects were administered both the TSCS and Cattell's 16PF Test in pretest and posttest sessions. The test results indicated a large decline in neuroticism after the training program, but the subjects failed to reach the assigned level of significance on any of the scales of the TSCS even though a positive trend was observed when comparing the results of the posttest to the pretest.\footnote{W. D. Adams, "Survival Training: Its Effect on the Self Concept and Selected Personality Factors of Emotionally Disturbed Adolescents" (unpublished Doctor's dissertation, Utah State University, 1969).}
learn what aspects of the training program influence change in self-concept, if any. The reason is that most outdoor survival programs are costly; they permit only a small number of participants to attend at any one time; and a relatively large primitive or natural resource is required. Knowledge of key factors which influence change in self-concept might allow program personnel to better develop outdoor survival courses so that a greater number could attend at a much lower cost with a reduced impact on the natural environment.

Delimitations

The subjects in this study consisted of sixteen adolescent boys and three adolescent girls, ages fifteen to nineteen, who attended the 1973 Rainbow Wilderness Survival School held at Rainbow Camp, Southern Cross, Montana. Originally, there were nineteen boys and five girls, but three boys and two girls failed to complete the four-week training session. They were not included in the study. The sample, representing most of the geographical areas of the United States, was self-selective in that they volunteered to attend the school. Mr. Garret Ouldhouse, owner and director of Rainbow Wilderness Survival School, selected the students. Factors determining selection were the ability to pay the tuition fee for the four-week session, physical health, and the emotional maturity of each participant. This was determined by checking with one or both of the personal references supplied by the applicant.

This study did not employ a control group. The researcher believed that it would be extremely difficult to obtain a control group that would match the background characteristics of the Rainbow Survival School participants.
Basic Assumption

The TSCS was considered to be an adequate measuring instrument for the purpose of this study. It is a self-administering test which contains one hundred self-description items. Ninety of the items assess self-concept and the remaining ten items deal with self-criticism. The self-criticism items are all Minnesota Multi Phasic Inventory Lie scale items. The instrument has a high correlation with several tests concerned with personality analysis, such as the Taylor Manifest Anxiety Scale. It correlates −.70 with the total positive score of the TSCS. The Cornell Medical Index correlates .50 to .70 with the instrument. The Minnesota Multi Phasic Inventory Scales correlate often in the .50s and .60s. The test-retest reliability varies for different scores of the instrument, but the arithmetic mean for the nineteen aspects of self-concept indicated on the Counseling Form of the scale was .82. Additional information regarding this instrument can be found in Chapter III.

Definitions

Following are terms which were pertinent to this study:

1. Outdoor survival training consisted of four weeks of planned activities designed to prepare an individual to become self-sufficient in a natural environment with minimum equipment.

2. Group survival consisted of three to fifteen students who


put into practice outdoor survival skills learned during the initial week of training.

3. **Double survival** consisted of two students who, with a limited amount of possessions, learned to deal with the natural environment for a two to four day period.

4. **Solo** was one of the final acts of the survival training program. It was strictly voluntary and the student was in no way coerced to undertake this activity. If he chose to do so, he was provided with a minimum of necessities and he lived "off the land" for a two or three day period. The necessities were contained in a survival kit which contained one bacon bar, one package of soup, fishing line, two fishing flies, one pot, one bandage, one Japanese saw, and a sheet of visqueen plastic six feet by five feet.

5. **Advance solo** occurred immediately after the solo. Eligibility was restricted to those who had successfully completed the solo. As with the solo, this experience was strictly voluntary. The survival kit was restricted to four matches, salt, and a knife. Two and one-half days and two nights were spent alone in the wilderness.

6. **Previous camping experience** was considered as attendance at an organized camp within the previous three years. Organized camping was further defined as:

   . . . a creative educational experience in cooperative group living in the out-of-doors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social, and spiritual growth. It is a sustained experience under the supervision of trained leadership.18

---

CHAPTER II

REVIEW OF LITERATURE

Conceptual Approaches to Self-Concept

The body of literature concerning self-concept is both volum­
inous and contradictory. By necessity the review of literature was
restricted to the more profound phenomenological constructs of self-
concept.

William James was one of the first psychologists to develop a
theoretical framework of the self. In 1890 he stated:

In its widest possible sense ... a man's Self is the sum
total of all he can call his, not only his body and his psychic
powers, but his clothes and his house, his wife and children,
his ancestors and friends, his reputation and works, his lands
and horses, and yacht and bank account. All these things give
him the same emotions. If they wax and prosper, he feels tri­
umphant, if they dwindle and die away, he feels cast down ... not
necessarily in the same degree for each thing, but in much
the same way for all.\(^1\)

Cattell spoke of self-observation which dealt with the indi-
vidual's conscious self as well as the ideal self.\(^2\) Lewin's conceptual
approach to self-concept deals with the individual's personal experience
as a process leading to growth.\(^3\)

In determining self-concept most researchers utilize the self-report, which is what the person says about himself. Combs felt that this method was too subjective to be of scientific value. However, Fink investigated the relationship between self-concept and reported it to be positive. Sears and Sherman claim that the self-report must be accepted as valid since there is no other basis for determining self-concept other than what the individual has to say about himself under favorable circumstances.

One of the foremost contemporary self-concept theorists is Carl Rogers. His conceptual approach has generated extensive research. Rogers contends:

The self concept or self-structure may be thought of as an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects, and goals and ideals which are perceived as having positive or negative values.

For the purpose of this study, this definition was the working basis of self-concept.

An individual's knowledge of self is of tremendous importance in determining his behavior pattern. Combs and Syngg regard "the

---

preservation and enhancement of the phenomenal self as the one central, all inclusive need in all individual behavior." If this proposition is accepted, then a knowledge of self-concept can help to predict behavior modes.

**Behavior and Self-Concept**

Lefeber has shown that knowledge of self-concept can discriminate between psychological disturbance and integrated behavior. He used two groups of delinquents, one group consisted of first offenders, and the second group was repeat offenders. Using the TSCS, he compared the first two groups with the non-delinquent group. Positive self estimates discriminated between non-delinquent and first offenders, and between non-delinquent and repeat offenders, both at the .005 level of confidence. Fitts, the developer of the TSCS, has shown that self-concept differentiates patient and non-patient samples with about 80 percent accuracy. He compared the positive self-concept scores of 369 diagnosed psychiatric patients, 626 non-patients, and 75 subjects characterized by him and a panel of judges to represent a high level of psychological integration. When the scores of the groups were statistically compared, patient scores and the score of the integrated group differed from scores of the normal group in opposite directions.

---


Self-Concept and Academic Achievement

Self-concept appears to have a direct relationship to academic achievement. Fink hypothesized that a positive self-concept is related to high academic achievement. Williams and Cole verified that hypothesis. Using the TSCS, they tested the hypothesis that a child's conception of school would be related to his conception of self. Significant positive correlations were obtained between self-concept measures and the following variables: conception of school, social status, emotional adjustment, mental ability, reading achievement, and mathematical achievement.

Self-Concept Change

Self-concept has been found to be rather stable over a period of time. Change, if it occurs, is apt to be a very slow and gradual process, and it is difficult to measure. "When 'no change' is found in self esteem, after a particular therapy, program or whatever, there is always the question of whether the 'no change' reflects what is implied." Psychotherapy claims to affect change in self-concept. However, it is usually a rather lengthy process and a trained specialist

---


13 Dickerson, op. cit., VII, 2-3.

is often required to work with only a limited number of individuals. On the contrary, outdoor survival training appears to be a means of influencing self-concept in a positive manner in a relatively short period of time. Yenser,15 Wetmore,16 and Adams17 observed positive change in self-concept among participants who completed outdoor survival programs in periods of twenty-six and thirty days, respectively.

Some survival training programs claim to influence positive change among the participants. Whether the survival experience alone, a combination of other factors, or both bring about this change, is still being investigated. The prototype for most outdoor survival schools in this country, and probably the best known, is the Outward Bound program.

**Outward Bound**

The Outward Bound concept was developed by Dr. Kurt Hahn in the 1930's. He envisioned outdoor survival as a means of developing the minds and bodies of urban youth. His pleas for financial support were ignored until World War II. By that time he had fled from the Hitler regime to England. In the early days of the conflict the pride of the British Merchant fleet was ravaged by the German U-boat menace. Mr.

---


Lawrence Holt, owner of the Blue Funnel Line, discovered that older seasoned seamen were surviving the open boat ordeals in far greater numbers than the younger, more physically fit seamen. He believed the problem was one of attitude, not physical strength. Holt supported Hahn financially in establishing a school which was successful in training city-bred youth as merchant seamen to meet the unexpected rigors of the North Atlantic in the water, or in open boats for long periods of time.

Dr. Hahn believed then, as well as now, that the natural environment provided a climate in which challenge, continued struggle, and eventual success would lead to self-discovery and an inner strength. At the end of a twenty-six day encounter, an adolescent would come to realize that he could do far more than he thought he could do.\textsuperscript{18}

Outdoor survival schools incorporate part or all of the following into their training programs: They strive to place a student against the natural environment with a minimum of equipment for survival. Courses are structured so that an individual learns to handle himself alone with nature or as a member of a team. Cooperation and interdependence on the team level is strongly emphasized in the hope that this spirit of social interaction will carry over into other facets of living after the course is completed. Openness with other students and instructors during the decision-making processes are encouraged. Constant stress is an important aspect of the training program. Stress experiences are defined as:

\textsuperscript{18}Yenser, op. cit., pp. 5-6.
... experiences that push the person beyond his usual performance. Such tasks as mountain climbing, white water river running, living off the land alone for a number of days, and difficult search and rescue missions are common. These experiences are designed to force people to stretch their perceived potentials to broader boundaries.19

This review of the literature seems to indicate that an outdoor survival training experience may be related to improved self-concept. However, there are still several unanswered questions. For example, which outdoor survival training program has the greatest potential for influencing positive self-concept change among its participants? Furthermore, what is the factor or multiple factors of an outdoor survival program that may influence such a personality change? The answers to these questions are important since current programs are usually expensive to the participant. In addition, a relatively large wilderness or quasi-wilderness area appears necessary. Such wilderness areas are few in number in this country and they are already experiencing extensive use by various recreation users.

CHAPTER III

OVERVIEW OF THE PROGRAM AND BASIC PROCEDURES

This study was concerned with the changes in self-concept in adolescents, age sixteen through nineteen, who completed a four-week outdoor survival training course at Rainbow Wilderness Survival School, Montana.

Dimensions of Program

The Rainbow Wilderness Survival School is a coeducational camp located at Southern Cross on Georgetown Lake in the Deer Lodge National Forest, approximately twenty miles west of Anaconda, Montana. The participants were adolescents twelve through nineteen.

The base camp consists of a renovated school house two and one-half miles east of Georgetown Lake. Within the structure are located two boys' dormitories, shower and toilet facilities, a combination lounge and dining room, kitchen, and the staff office. The girls sleep in a cabin approximately thirty yards from the main building. The counselors sleep in the student quarters so the supervision can be maintained during the night.

The school has several broad goals. It not only provides a setting for fun and adventure, but it allows each individual to gain a deeper awareness of himself and his relationship with other people. The program is designed to imbue each person with a love and respect
for the natural environment. The guiding philosophy "is not to force but to lead . . . students to a most rewarding experience."¹

This philosophy appears to depart somewhat from the Outward Bound program. Both utilize the natural environment as a learning laboratory, imparting outdoor skills and providing challenges, but the Outward Bound approach attempts to place an individual in stress situations by confronting him with what he considers to be an insurmountable task. For example, this could take the form of overcoming a fear of heights associated with repelling down a cliff. This activity might appear to be an awesome challenge to one who has never experienced it. Even with the proper training and guidance from the instructor, as well as the physical and emotional support from the other members of the team, the Outward Bound participant may still experience an emotion akin to panic. Nevertheless, he must overcome this fear and repell down the cliff or fail that portion of the course. Situations such as this are designed to push the individual beyond his own recognized limitations. This was not the technique employed at the Rainbow Wilderness Survival School. The student was allowed choice in meeting and overcoming such physical and/or psychological barriers. He may have refused initially, but he was certainly given an opportunity to confront the challenge again, but on his own terms.

Mr. Gerret Ouldhouse, Director of Rainbow Wilderness Survival School, personally selected the camp staff. The selection was based upon knowledge of specific outdoor skills, emotional maturity, previous

¹Rainbow Coed Wilderness Survival School Brochure, p. 1, Appendix B.
summer camp experience, and the ability to communicate and work effectively with adolescents.  

The subjects participated in the initial phase of the training course in one group. Later, they were divided into several groups as the training progressed.

Sources of Data

The subjects in this study were adolescent Caucasian females and males between the ages of fifteen and nineteen. Initially, it was believed that there would be twenty-five to thirty-five subjects for this study. However, only twenty-four adolescents, nineteen boys and five girls, appeared at the start of the four-week training session. Four weeks later, a total of sixteen boys and three girls had successfully completed the training program.

The sample appeared to be unevenly distributed geographically across the nation. Eleven of the subjects lived west of the Mississippi River; seven resided in California. Seven lived in states east of the Mississippi River and one came from Burma. None of the subjects resided in Montana. Only one of the subjects had previously attended Rainbow Wilderness Survival School and that was in 1968.

The sample was essentially self-selective. Nine of the subjects learned of Rainbow Wilderness Survival School through advertisements placed in Outdoor Life and Sunset Magazines. Five of them became interested in Rainbow Wilderness Survival School after reading the article

---

2See Appendix C, p. 5, for a background summary of each staff member. This researcher was included on the list, but he did not participate in any phase of the survival training program.
written about Rainbow Wilderness Survival School in *Field and Stream* Magazine.\(^3\) Two learned of the school through their parents and one learned about it after reading the school brochure.\(^4\) Two of the subjects gave no indication as to how they learned about Rainbow Wilderness Survival School.

Each of the subjects submitted a completed registration and medical information form to the school.\(^5\) Mr. Ouldhouse established and followed a policy of accepting only mature applicants to the program. This was determined by contacting two of the references submitted by the applicant. The ability to pay the tuition fee did not guarantee the acceptance of any applicant.\(^6\) The tuition fee for the 1973 four-week session was $693.00. The sample was restricted to only those who could afford the tuition fee, pass the health examination, and have acceptable references. There is no knowledge of how many subjects from the sample paid part or all of the tuition fee themselves. It is assumed that the parents of the subjects paid most or all of the tuition cost.

**Training Schedule**

The training program at the Rainbow Survival School allowed the students to get acquainted with one another, as well as the staff,

---


\(^4\)Refer to Appendix B.

\(^5\)Refer to Appendix C. The insert is part of the brochure, Appendix B.

in a relaxed, congenial manner during the initial week. Hikes, talks, and demonstrations of survival skills were conducted near the base camp. During the second week the students participated in a five-day river float trip on the Salmon River. It was not until the third week that the students actually began to prepare for the solo experience which was to take place during the fourth week.7

This portion of the course dealt with double, individual, and advance solo. Since everyone desired to undertake the individual solo, the double solo was eliminated. The Naturalist, and the Assistant Director, guided the group to Storm Lake, which borders the Anaconda-Pintlar Wilderness. Each individual was assigned to a specific area by the instructors and released at that point on Wednesday afternoon, August 8, with instructions to return to the central camp Friday evening. Everyone was aware of the location of the central camp where both instructors remained. There was no definite way of knowing whether the subjects remained separate from one another during the solo. However, it is assumed that no personal contact was made by the subjects. Each subject was provided a survival kit containing a bacon bar, one soup package, fishing line, two fishing flies, one pot, one band-aid, a Japanese saw, and a six feet by five feet sheet of plastic (visqueen).

Everyone completed successfully the solo experience and returned to the central camp by Friday evening. That evening it was announced that an advance solo would be offered for those who wished to undertake it. Nine out of the nineteen subjects indicated such a desire. The

---

7A detailed summary of the three-week training schedule can be found in Appendix I.
nine subjects were conducted early Saturday morning during a heavy rain shower to a drop-off point. Each one was allowed to choose his own area for the advance solo. Everyone was instructed to return to the central camp by Monday noon, August 13. Each subject was provided with four matches, salt, and a knife. In comparison to the solo, the advance solo required surviving with less equipment and finding or devising some type of shelter. Two of the nine returned to the central camp Saturday evening, but they left early Sunday morning to finish the advance solo. In view of this fact, only seven subjects can be considered as having completed the advance solo successfully. Again, it is assumed that each individual remained alone during the advance solo, although there was no way of knowing if this was the case.

By late afternoon, Monday, August 13, everyone had returned to the base camp. After the evening meal the researcher administered the TSCS to the nineteen subjects who had successfully completed the four-week training course at the Rainbow Wilderness Survival School. It can be noted that the training schedule did not correspond in sequence to the schedule listed in Appendix B. The reason for this change is unclear.

Measuring Instrument

The Tennessee Self Concept Scale was selected as the measuring instrument for this study. It contains one hundred statements which allow an individual to describe himself. The various categories of self-concept which were examined include: physical self, moral-ethical

---

8 Refer to Appendix A for the TSCS.
self, personal self, family self, and social self. A score was obtained for each category. In addition, the instrument confronted the individual with (1) identity, "what I am" items, (2) self-satisfaction items, and (3) behavior, "this is how I act" items. The last three categories and the resulting scores were summed to obtain a total that approximated the individual's self-worth at that time. Finally, there was a measuring inconsistency from one area of self perception to another; distribution scores indicating the manner in which individuals distributed their responses to particular items across five available choices; a summary distribution score; and a time score. Two scoring systems were available: the Counseling Form and the Research Form. For purposes of this study the Counseling Form was utilized since this form is more than adequate to determine self-concept and change in self-concept. The Research Form requires a trained examiner to score, analyze, and interpret the results in depth on an individual basis, which was not necessary for this study.

The Counseling Form contains three sections: the answer sheet, the score sheet, and the profile sheet. It is hand scored by adding the numerical selections in each of the nineteen categories. The three row scores and the five column scores are totaled to obtain the total positive score. The nineteen scores are transposed to the profile sheet which provides the scorer with a graphic self-concept description of the subject.

The TSCS was standardized on 626 (Negro and white) subjects, twelve to sixty-eight years of age, from all parts of the country. All social, economic, intellectual and educational levels were represented
in the testing. However, college students, Caucasians, and subjects in the twelve to thirty year age bracket were overrepresented in the norm. Test-retest reliability coefficients, based on sixty college students over a two-week period, ranged from .61 to .92 (50 percent are .80 and above). Test validation was obtained in four different ways: correlations with other tests; personality changes under particular conditions; content validity; and discrimination between groups (three different ways). 9

Procedures for Collecting Data

Prior to any training activity, the initial twenty-four subjects were administered the TSCS on a pretest basis at the base camp, July 19, 1973. At the completion of the training program, approximately four weeks later, five subjects had dropped out of the outdoor survival training program. The remaining nineteen subjects were administered the TSCS for a second time at the base camp on August 13, 1973.

After the test the subjects completed a questionnaire which had been developed by the researcher. 10 The questionnaire was concerned with previous camping experience of the subjects, as well as attendance at other outdoor survival schools. Other categories dealt with how the subjects learned of the Rainbow Outdoor Survival School and the reason for attending it. The questionnaire also asked whether the subjects had completed the double solo, the individual solo, and the advance solo.


10Refer to Appendix F.
Approximately three months after the posttest had been administered, a letter was mailed to each of the subjects asking their cooperation in taking the same test again.\textsuperscript{11} Several days later the Tennessee Self Concept Scale booklet, the Counseling Form answer sheet, a letter of instructions, and a stamped return envelope were mailed to each of the nineteen subjects.\textsuperscript{12} Fourteen subjects returned the completed tests within two weeks. One test was returned because of an incorrect address. The researcher contacted the remaining four subjects by long distance telephone asking them to complete the test at their earliest convenience. All four replied in an affirmative manner, but only three completed tests were received one week later. Thus, nineteen subjects were involved in the pretest and the posttest sessions, but only seventeen subjects were accounted for in the final test, three months later.

**Testing Procedures**

All of the twenty-four subjects had arrived at the Rainbow Wilderness Survival School by 10:30 p.m., July 18, 1973. The researcher had arrived earlier at the school on the same day.

The next morning after breakfast, the camp director outlined the basic rules of the camp, and then introduced the researcher to the group. It was explained by the researcher that a test would be administered to them during that morning which dealt with how each individual thought of himself. It was stated several times that the test was

\textsuperscript{11} Refer to Appendix D.

\textsuperscript{12} Refer to Appendix E.
voluntary and that no one was required to take it. Even so, everyone agreed to participate in the testing. At the same time everyone was informed that the TSCS would be administered again at the completion of the outdoor survival training program, approximately four weeks later.

Organization and Analysis of Data

The data collected from the TSCS was treated statistically in the following manner. The pretest and posttest scores, and the posttest and final scores in each of the self-concept categories were evaluated by measuring the correlated mean difference of each. This was accomplished by use of the $t$ test, at the .05 level of confidence.

---

13 Refer to Appendix F for a listing of the Self-Concept categories in the Tennessee Self Concept Scale.
CHAPTER IV

RESULTS, ANALYSIS OF DATA, AND DISCUSSION

In this chapter the test results of the Tennessee Self Concept Scale are presented. The instrument was administered on the basis of a pretest, posttest, and follow-up test. These tests were administered prior to and immediately following the training course and again approximately three months following the end of the training course. A comparison of the data was accomplished through the use of t tests.

Standardized Norm

Data in this chapter are also compared to normative data gathered by William H. Fitts, developer of the TSCS. The normative data presented in Appendix H were based upon a sample of 626 people representing both sexes equally from all parts of the country.1

Since a control group was not utilized in this study, a comparison of the test results with the normative group was deemed necessary to determine if, in fact, the subjects used in this study were a representative sample from the population. Table 1 contains the pretest and posttest data collected from the nineteen subjects who completed the training program.

A comparison of the pretest date in Table 1 to the standardized norm in Appendix H, page 74, indicates that the participants scored

---

1 Refer to Chapter III, pp. 26-27, for a more complete discussion of the standardized norm.
Table 1

Pretest and Posttest Means, Standard Deviations, and t Scores of the TSCS Administered to Nineteen Subjects Who Completed Training at Rainbow Survival School

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest Mean (X)</th>
<th>Pretest Standard Deviation (S)</th>
<th>Posttest Mean (X)</th>
<th>Posttest Standard Deviation (S)</th>
<th>t Score</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Self</td>
<td>65.58</td>
<td>9.68</td>
<td>67.79</td>
<td>7.16</td>
<td>1.71</td>
<td>---</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>65.32</td>
<td>9.13</td>
<td>65.84</td>
<td>8.80</td>
<td>0.33</td>
<td>---</td>
</tr>
<tr>
<td>Personal Self</td>
<td>65.63</td>
<td>8.26</td>
<td>67.68</td>
<td>7.96</td>
<td>2.31</td>
<td>.05</td>
</tr>
<tr>
<td>Family Self</td>
<td>65.53</td>
<td>8.51</td>
<td>68.00</td>
<td>9.64</td>
<td>1.99</td>
<td>---</td>
</tr>
<tr>
<td>Social Self</td>
<td>63.32</td>
<td>7.84</td>
<td>67.11</td>
<td>7.82</td>
<td>2.86</td>
<td>.05</td>
</tr>
<tr>
<td>Identity &quot;What I am&quot;</td>
<td>116.68</td>
<td>8.66</td>
<td>121.37</td>
<td>10.13</td>
<td>2.97</td>
<td>.01</td>
</tr>
<tr>
<td>Self Satisfaction Behavior &quot;How I act&quot;</td>
<td>103.63</td>
<td>15.01</td>
<td>106.79</td>
<td>15.68</td>
<td>1.85</td>
<td>---</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>38.53</td>
<td>5.01</td>
<td>38.89</td>
<td>5.90</td>
<td>0.36</td>
<td>---</td>
</tr>
<tr>
<td>Row Total Variability</td>
<td>22.17</td>
<td>6.87</td>
<td>20.58</td>
<td>5.51</td>
<td>-1.20</td>
<td>---</td>
</tr>
<tr>
<td>Column Total Variability</td>
<td>28.26</td>
<td>5.73</td>
<td>26.79</td>
<td>8.13</td>
<td>-0.96</td>
<td>---</td>
</tr>
<tr>
<td>Total Variability</td>
<td>50.74</td>
<td>10.03</td>
<td>47.37</td>
<td>11.60</td>
<td>-1.37</td>
<td>---</td>
</tr>
<tr>
<td>Distribution Score (5 choices)</td>
<td>109.16</td>
<td>16.15</td>
<td>112.79</td>
<td>20.38</td>
<td>0.86</td>
<td>---</td>
</tr>
<tr>
<td>5 Completely False</td>
<td>15.63</td>
<td>5.16</td>
<td>16.63</td>
<td>8.37</td>
<td>0.61</td>
<td>---</td>
</tr>
<tr>
<td>4 Mostly False</td>
<td>24.95</td>
<td>6.91</td>
<td>26.37</td>
<td>9.50</td>
<td>0.88</td>
<td>---</td>
</tr>
<tr>
<td>3 Partly False,</td>
<td>23.11</td>
<td>6.94</td>
<td>20.05</td>
<td>9.02</td>
<td>-2.13</td>
<td>.05</td>
</tr>
<tr>
<td>Partly True</td>
<td>19.68</td>
<td>4.67</td>
<td>20.74</td>
<td>5.85</td>
<td>0.81</td>
<td>---</td>
</tr>
<tr>
<td>2 Mostly True</td>
<td>16.63</td>
<td>8.60</td>
<td>16.21</td>
<td>7.68</td>
<td>-0.23</td>
<td>---</td>
</tr>
</tbody>
</table>

* Refer to Chapter III, pp. 25-26, for a discussion of self-concept categories.
lower on thirteen of the nineteen categories and higher on the other six. There was only one category, Identity, "what I am," where the subjects scored one standard deviation lower than the standardized group. It would appear that the subjects generally had a lower overall level of self-concept than the 626 subjects tested in Fitts' study.

A comparison of the posttest results to Fitts' normative data revealed that the nineteen subjects scored lower on twelve of the categories, but achieved higher scores than the standardized group on the other seven. It is important to note that the posttest scores indicated a positive and significant change on six of the nineteen scales. The other scales displayed a positive movement in comparison to the pretest.

It would seem that the subjects in this study can be considered a representative sample from the population even though they tended to score slightly lower than the standardized norm. A discussion of the data in response to each of the hypotheses follows.

**Hypothesis One**

The first hypothesis tested was that the four-week outdoor survival training course would not significantly alter the self-concept of adolescents who completed the program.

The results presented in Table 1 indicate that the nineteen participants displayed a significant change on six of the nineteen aspects of self-concept as measured by the $t$ test of correlated mean differences. Two were significant at the .01 level of confidence and four were significant at the .05 level of confidence. This means that there was a definite and measurable self esteem change on six personality
categories of the TSCS. The remaining thirteen categories showed positive gains even though they were not statistically significant.

The total positive score is considered by Fitts to be the most important score on the Counseling Form since it is the best indicator of total self esteem. The difference between the total positive scores on the pretest and posttest was positive and significant at the .01 level of confidence. The identity category, "what I am," was also positive and significant at the .01 level of confidence.

The behavior, "this is what I do," personal self, and social self categories displayed a positive and significant change at the .05 level of confidence. In the distribution of answers across the five available choices, the subjects did choose significantly less "3," partly false and partly true responses, at the .05 level of confidence on the posttest. This would seem to indicate that the participants were less unsure about themselves regarding their responses to the questions on the pretest.

The categories of self criticism, physical self, moral-ethical self, family self, and the distribution scores "2," mostly false, "4," mostly true, and "5," completely true, indicated a positive change. The row total variability, the column total variability, and the total variability score demonstrated a negative trend. This meant that the subjects were more consistent from one area of self perception to another after the training program had ended.

---

The results appear to contradict the first hypothesis. It would seem that a positive self-concept change did occur among the subjects who completed the outdoor survival training program at the Rainbow Wilderness Outdoor Survival School.

Hypothesis Two

The second hypothesis tested was that there would be no significant change in self-concept during the period between the posttest and the final test given three months later.

Data pertaining to posttest and final test results of the TSCS administered to participants at Rainbow Survival School can be seen in Table 2. There were nineteen subjects who completed the training program at Rainbow Survival School. However, only seventeen subjects completed the final test which was administered three months after the posttest.

As can be seen in Table 2, a significant and positive change, at the .05 level of confidence, occurred in the Personal Self, the Self Satisfaction, the Total P Score, and the "3," partly false and partly true response, categories. The other fifteen categories displayed a positive, but not a significant increase in self-concept change.

It would appear that during the three month interval the subjects maintained, and in certain cases, reflected a positive change in self-concept. However, this change did not seem to be as intense as the change which occurred during the pretest and posttest period. Nonetheless, hypothesis two should be rejected based upon the final test results.
Table 2
Posttest and Final Test Means, Standard Deviations, and t Scores of the TSCS Administered to Seventeen Subjects Who Completed Training at Rainbow Survival School

<table>
<thead>
<tr>
<th>Category</th>
<th>Posttest</th>
<th>Final Test</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td>S</td>
<td>$\bar{X}$</td>
<td>S</td>
</tr>
<tr>
<td>Physical Self</td>
<td>66.82</td>
<td>6.92</td>
<td>69.24</td>
<td>8.97</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>64.53</td>
<td>8.37</td>
<td>67.53</td>
<td>9.80</td>
</tr>
<tr>
<td>Personal Self</td>
<td>66.71</td>
<td>7.85</td>
<td>69.06</td>
<td>7.57</td>
</tr>
<tr>
<td>Family Self</td>
<td>66.06</td>
<td>8.24</td>
<td>67.65</td>
<td>10.39</td>
</tr>
<tr>
<td>Social Self</td>
<td>65.65</td>
<td>6.68</td>
<td>66.94</td>
<td>7.66</td>
</tr>
<tr>
<td>Identity &quot;What I am&quot;</td>
<td>119.76</td>
<td>9.40</td>
<td>121.71</td>
<td>10.06</td>
</tr>
<tr>
<td>Self Satisfaction</td>
<td>103.71</td>
<td>13.57</td>
<td>110.41</td>
<td>15.74</td>
</tr>
<tr>
<td>Behavior &quot;How I act&quot;</td>
<td>106.29</td>
<td>8.02</td>
<td>108.29</td>
<td>10.91</td>
</tr>
<tr>
<td>Total $P$ Score</td>
<td>329.76</td>
<td>25.56</td>
<td>340.41</td>
<td>33.56</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>39.47</td>
<td>5.82</td>
<td>40.88</td>
<td>5.95</td>
</tr>
<tr>
<td>Raw Total Variability</td>
<td>21.06</td>
<td>5.50</td>
<td>21.24</td>
<td>6.23</td>
</tr>
<tr>
<td>Column Total Variability</td>
<td>27.71</td>
<td>7.86</td>
<td>26.06</td>
<td>8.24</td>
</tr>
<tr>
<td>Total Variability</td>
<td>48.76</td>
<td>11.01</td>
<td>47.29</td>
<td>12.26</td>
</tr>
<tr>
<td>Distribution Score</td>
<td>108.88</td>
<td>17.10</td>
<td>118.12</td>
<td>18.12</td>
</tr>
<tr>
<td>(5 choices)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Completely False</td>
<td>16.00</td>
<td>7.93</td>
<td>19.82</td>
<td>7.82</td>
</tr>
<tr>
<td>4 Mostly False</td>
<td>26.59</td>
<td>9.69</td>
<td>24.53</td>
<td>5.09</td>
</tr>
<tr>
<td>3 Partly False,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partly True</td>
<td>21.71</td>
<td>8.06</td>
<td>17.41</td>
<td>7.24</td>
</tr>
<tr>
<td>2 Mostly True</td>
<td>21.12</td>
<td>5.77</td>
<td>21.82</td>
<td>5.00</td>
</tr>
<tr>
<td>1 Completely True</td>
<td>14.59</td>
<td>6.25</td>
<td>16.11</td>
<td>6.29</td>
</tr>
</tbody>
</table>
Hypothesis Three

The third hypothesis tested was that there would be no differences in the change of self-concept between those who completed the individual solo and those who completed the advance solo part of the course, as measured by the total positive score category of the TSCS.

All nineteen subjects participated and completed successfully the individual solo. Out of the nineteen subjects, nine attempted the advance solo, but only seven completed the requirements successfully. The seven subjects who completed the individual solo and the advance solo were compared to the other twelve individuals who completed only the individual solo. Table 3 indicates that there was no significant difference between the two groups regarding self-concept change.

Table 3

Means, Standard Deviations, and t Test Differences on the Total Positive Score Section of the TSCS Administered to Those Who Completed Only the Individual Solo vs. Those Who Completed the Individual Solo and the Advance Solo

<table>
<thead>
<tr>
<th>Category</th>
<th>Individual Solo*</th>
<th>Advance Solo**</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S</td>
<td>X</td>
<td>S</td>
</tr>
<tr>
<td>Total P Score</td>
<td>331.33</td>
<td>28.76</td>
<td>345.14</td>
<td>33.16</td>
</tr>
</tbody>
</table>

* N = 12

** N = 7
The advance solo group displayed no significant difference in total self-esteem change between the pretest and the posttest as shown in Table 4. At the same time, the individual solo group did display a positive and significant change in their overall level of self-concept as indicated in Table 5. It should be noted that the advance solo group scored higher on both the pretest and posttest Total P Score category.

Table 4
Means, Standard Deviations, and t Test Result on the Total Positive Score Category of the TSCS Administered to Seven Subjects Who Completed the Advance Solo

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th></th>
<th>Posttest</th>
<th></th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total P Score</td>
<td>335.86</td>
<td>25.12</td>
<td>345.14</td>
<td>33.16</td>
<td>1.23</td>
<td>---</td>
</tr>
</tbody>
</table>

Table 5
Means, Standard Deviations, and t Test Result on the Total Positive Score Category of the TSCS Administered to Twelve Subjects Who Completed the Individual Solo

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th></th>
<th>Posttest</th>
<th></th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total P Score</td>
<td>319.25</td>
<td>32.10</td>
<td>331.33</td>
<td>28.7</td>
<td>3.63</td>
<td>.01</td>
</tr>
</tbody>
</table>
It would appear that those who decided to undertake the advance solo already had an overall higher level of self-concept than those who completed the individual solo. Therefore, the advance solo by itself did not seem to be that critical in affecting self-concept change. However, it would also appear that a solo experience does exert a possible influence on self-esteem change. This assertion should be tempered by the fact there was no control group. In addition, the advance solo group also participated in the individual solo prior to undertaking the advance solo. Both of these facts make it difficult, if not impossible, to either accept or reject hypothesis three.

Hypothesis Four

The fourth hypothesis tested was that there would be no difference in the change of self-concept between those who had prior organized camping experience and those who had not had previous organized camping experience, as measured on a posttest basis by the total positive score category of the TSCS.

Seven subjects were considered to have prior organized camping experience and twelve were judged not to have such experience within the past three years. Selection was determined by comparing the questionnaire responses to the definition of organized camping experience in Chapter I, p. 12.3

It can be seen that there was no comparative difference between the two groups in Table 6. In fact, the group which was classified as

---

3Refer to the questionnaire, Appendix G, pp. 1-3, which deals with previous camping experience statements.
not having prior organized camping experience scored higher on the overall level of the self-esteem category.

Table 6
Posttest Comparison of the Means, Standard Deviations, and t Test Results of the TSCS Between Seven Subjects Possessing Prior Organized Camping Experience and Twelve Subjects Not Possessing Prior Organized Camping Experience

<table>
<thead>
<tr>
<th>Category</th>
<th>Prior Organized Camping</th>
<th>No Prior Organized Camping</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total P Score</td>
<td>335.00</td>
<td>40.86</td>
<td>337.25</td>
<td>23.72</td>
</tr>
</tbody>
</table>

The group considered to have prior organized camping experience demonstrated a significant and positive change at the .01 level of significance as shown in Table 7.

Table 7
Pretest and Posttest Comparison of the Means, Standard Deviations, and t Test Results of the TSCS of Seven Subjects Possessing Prior Organized Camping Experience

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th></th>
<th>Posttest</th>
<th></th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total P Score</td>
<td>318.29</td>
<td>36.22</td>
<td>335.00</td>
<td>40.86</td>
<td>3.04</td>
<td>.01</td>
</tr>
</tbody>
</table>

The group of twelve subjects not considered to possess prior organized camping experience indicated a positive, but not a significant
change in the overall level of self-esteem category as shown in Table 8.

Table 8

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th></th>
<th>Posttest</th>
<th></th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total P Score</td>
<td>329.50</td>
<td>26.24</td>
<td>337.25</td>
<td>23.72</td>
<td>1.87</td>
<td>---</td>
</tr>
</tbody>
</table>

It is interesting to note that the group having prior organized camping experience scored lower than the other group on both the pre-test and the posttest, but demonstrated a significant and positive change in self-concept. This could be attributed to the fact that the sample size was too small. Another factor was the subjective nature of classifying the participants. There appeared to be no accurate means of determining the intensity and duration of the camping experiences as related by the subjects in the questionnaire.

Although the data gathering procedure was inconclusive, it would appear that prior organized camping experience had little or no influence regarding self-concept change in the outdoor survival experience at Rainbow Survival School.

Hypothesis Five

The final hypothesis tested was that after the four-week training course there would be no differences between those who scored
below and those who scored above the median, as measured by the Total Positive Score category of the TSCS pretest.

The sample was ranked from the highest score to the lowest score based on the Total P Score pretest. The scores ranged from a high of 387 to a low of 245. The top nine scores were compared to the bottom nine scores with the exception of the lowest score which was not included since it was forty-five points from the next score.

Those scoring below the median on the pretest displayed a positive and significant change at the .01 level of confidence as shown in Table 9.

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest $\overline{X}$</th>
<th>Posttest $\overline{X}$</th>
<th>Difference $\bar{X}$</th>
<th>$t$</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total P Score</td>
<td>309.56</td>
<td>321.56</td>
<td>10.81</td>
<td>3.14</td>
<td>.01</td>
</tr>
</tbody>
</table>

Those scoring above the median on the pretest exhibited a positive gain, but it was not significant as shown in Table 10.

It would seem that those individuals experiencing a lower overall sense of self esteem were influenced to a greater extent by the outdoor survival experience than those who had a higher sense of self esteem. There does not appear to be a comparative difference between the two groups and hypothesis five should be rejected.
Table 10

Pretest and Posttest Means, Standard Deviation of the
Difference, and the t Test Result of Those Scoring
Above the Median on the Total Positive Score
Category of the TSCS Pretest

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Standard Deviation</th>
<th>Difference</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total P Score</td>
<td>350.11</td>
<td>358.44</td>
<td>5.91</td>
<td>1.41</td>
<td>1</td>
<td>---</td>
</tr>
</tbody>
</table>

Discussion

The nineteen subjects who voluntarily attended and completed
the 1973 Rainbow Wilderness Outdoor Survival School program exhibited
a pronounced self-concept change as measured by the TSCS. The change
occurred during a four-week period where the participants encountered
varying intensities of physical and mental stress living in the natural
environment.

The sample was allowed some flexibility in making decisions
regarding the activities which they undertook. Wetmore's study of the
1969 Outward Bound program at Hurricane Island, Maine, revealed that
the students were placed in unavoidable stress situation, some in ex-
cess of perceived limitations.\(^4\) This appeared not to be the approach
at Rainbow Wilderness Survival School.

\(^4\)Reagh Clinton Wetmore, "The Influence of Outward Bound School
Experience on the Self-Concept of Adolescent Boys" (unpublished Doc-
Although the philosophy of the two programs differ, the test results of this study compare favorably with Wetmore's findings of a positive and significant change among the subjects who completed the program.\(^5\) On the other hand, Yenser reported no significant measurable self-concept change among the subjects, compared to a control group, who completed Youth Leadership 180 at Brigham Young University.\(^6\) Aside from procedural difficulties encountered by Yenser, a possible explanation for the study results was that some of the experimental subjects were not volunteers. The direct opposite was the case at Rainbow School.

Fitts has devoted attention to conditions influencing personality change. He reports on a study conducted by Gividen (1959) involving stress and failure on the self-concept of paratroopers, as well as a study undertaken by himself and Ashcraft (1961) concerning personality changes through psychotherapy. Although reluctant to draw firm conclusions from these and other studies, he feels that "one's self concept is so basic that it does not readily change even though one begins to feel and act differently." However, he concedes that "there is considerable evidence that people's concepts of self do change as a result of significant experiences."\(^7\)

At this juncture, the question of time and the intensity of an experience becomes important. Psychotherapy can be a very lengthy

\(^5\)Ibid.


process, lasting six months or longer to be effective. Can a dramatic and positive experience bring about personality change in a short period of time?

Dickerson has indicated that self-concept is basically stable and not subject to change during a short period of time. A study of the 1971 Youth Conservation Corps, Youth and the Environment, revealed no measurable change in self-concept after eight weeks of Youth Corps activities. It is unknown the degree of physical and emotional stress involved in that experience. Sise added that if a child has developed a negative concept of himself, it will require a great deal of "... time, patience, and understanding together with many successful experiences to change it."

The results of this study tend to conflict with the conclusion reached by Dickerson, and to a slight degree, Fitts. Significant personality change did appear to occur during the four-week survival course at the Rainbow Wilderness Survival School.

This change appears to have continued during the three-month interval between the posttest and the final test. That is, a return to an environment of home, friends, school, and new experiences did not significantly alter the self-concept gain achieved during the four-week outdoor survival experience. There was ample opportunity for

---


change to occur as excerpts from two student letters indicate:

At the time I took the test I was home recuperating from the flu and a rough soccer season. So inconsistencies on the opinion of myself will vary from the last test . . . . 10

Another subject wrote:

I completed the third portion of the test as directed, but I feel I should tell you that there could possibly be outside influences on this portion. The first is the most apparent; I am attending school at Humboldt State College, Arcata, California, and secondly, I am participating in an Experimental type of classroom and teaching set-up . . . . 11

Since a control group was not used in this study, it can not be stated that the outdoor survival experience was entirely responsible for this positive self-concept change. However, there is evidence to warrant suspicion that the experience did influence the subjects after the training program was finished. For example, a student reports three months after the end of the training course:

... I've never been quite satisfied with my life since I've come home. I know there is something better but at the moment it seems to be out of my grasp. I felt at home and at peace back in Montana. The only time I've felt it here is when I'm hiking up in the mountains.

As of now I am planning to return next summer unless I get a job with the Youth Conservation Corps . . . . 12

Rainbow School and Outward Bound both provide a solo experience as part of their respective programs. This study attempted to investigate the role of the solo experience as a primary variable related to self-concept change in an outdoor survival course. This activity can be considered the core of such a program in that the participant, alone,

10 Based on an unsolicited letter which accompanied the completed final test materials.

11 Ibid.

12 Ibid.
with a minimum of equipment, is totally self-reliant in the natural environment for a specified period of time. This was thought to be one of the greatest challenges posed by an outdoor survival program.

A review of the training schedule indicates that the students were immersed in a variety of outdoor survival skills designed to prepare them for a solo experience. Group solo and double solo were designed as transition activities where outdoor skills could be practiced away from the base camp.

Since everyone successfully completed the solo experience, a comparison to non-participants could not be pursued. A comparison between those who completed both the individual solo and the advance solo to the individual solo group does not reveal meaningful differences. The advance solo group possessed a higher level of total self esteem than the other group. It could be concluded that those with a higher self-concept felt confident enough to undertake this additional challenge. However, caution should be exercised in this assessment since the group numbered only seven individuals.

An investigation of prior camping experiences of the sample produced questionable results. Those who were considered to have prior organized camping experience displayed no self-concept differences compared to those not considered to have prior organized camping experience. Procedural difficulties occurred when categorizing the sample into two groups using the definition of prior organized camping experience in conjunction with incomplete questionnaire responses. In several cases arbitrary decisions were made which may have contributed to the inconclusive results.
The questionnaire format lacked the finesse to determine the intensity and involvement of the subjects regarding past camping situations. However, it must be stated that a majority of the sample possessed a background of camping experiences ranging from overnight camping in vehicle campgrounds and parks to participation in a jungle survival school.

Self-concept change did not occur at a uniform rate for everyone at the Rainbow School. Those who scored below the median on the pretest showed a greater self-concept increase than those who scored above the median although the latter did display a positive self-concept change.

The test results revealed that nine subjects considered to have a lower total self-concept displayed a significant and positive change at the completion of the outdoor survival course. The other half of the sample, those exhibiting a more positive self esteem, demonstrated a positive, but not a significant change in self-concept during the same period. It is difficult with any degree of accuracy to explain the reason or reasons for this result other than offering the hypothesis that success achieved in the program produced a more noticeable impact upon those with a lower self-concept. By achieving success the subjects may have become more sure of themselves in relation to their peers and in their ability to handle new and challenging situations. If this process had not occurred, it is questionable whether the group would have demonstrated such a dramatic self-esteem change.

This study appeared to detect self-concept change among the sample. Yet, it is practically impossible to determine what it is about
this form of outdoor survival that influences self-concept change. The training schedule reveals that the subjects were involved in intensive activities away from the base camp for only short periods of time. Other survival schools such as the National Outdoor Leadership School and Outward Bound require a great deal more exposure in the natural environment. In fact, the students at Rainbow Camp participated in passive leisure activities such as fishing and horseback riding near the base camp several times during the four-week training session. It would seem that stress and stress related activities did not occupy the same position as they do with Outward Bound. As an alternative, can it be stated that relationships among students and staff, combined with a twenty-four hour living arrangement for four weeks serve as the medium for self-concept change to occur? Unfortunately, conjecture of this nature can not be resolved within the scope of this study.

During the course of this study a discernible pattern has emerged regarding an outdoor survival experience. With few reservations, an outdoor survival course of sufficient duration does appear to have a measurable effect upon the personality.

Programs of this nature should continue and perhaps be expanded so that more people can take advantage of this unique experience. This suggestion is tempered by the fact a demonstrated concern for the natural environment must be implicit in the program. Preliminary studies have indicated that abusive practices have occurred in the conduct of some outdoor survival programs. It appears that some of these programs have tended to portray the natural environment as a foe which must be conquered by the student, simply as a matter of survival. As a philosophy
living in harmony with nature appears to have served a secondary function. Such practices must be abolished considering the limited supply of wilderness and quasi-wilderness areas in this country. 13

In conjunction with this suggestion is a call for the development of an urban survival program. Instead of using the natural environment, a limited resource, a survival program could use the city as a learning laboratory. This would allow greater numbers to participate at a reduced cost in an environment that is already familiar.

A program such as this has been implemented in Leeds, England. This program placed students on a rotating basis in the geriatric wards of a hospital, a mental institution for abnormal children and adults, and a hospital occupied by destitutes. City-wide projects such as the refurbishment of a historical monument, vacant lot, and the homes of the less fortunate were undertaken. Coupled with this was an emphasis on physical activities such as judo, drown-proofing, and rock-climbing. Finally, group seminars were conducted in a manner where personal prejudices were examined and discussed. 14

The results of this program are unknown. However, it does show that an outdoor survival program can be shaped in such a fashion as to meet the needs of society and the participant in an urban environment.

---


Summary

**Purpose of study.** The purpose of this study was to determine if a private, commercially-operated, outdoor survival school could influence a self-concept change among selected participants. Other related aspects of the outdoor survival course affecting possible self-concept change included: the role of the individual solo and the advance solo, as well as the importance of prior organized camping experience. In addition, the differences of two groups, those considered to have a low self-concept and those who exhibited a high self-concept, were compared in relation to self-concept change resulting from outdoor survival training.

**Sample.** The sample was self-selective and consisted of nineteen boys and five girls, ages fifteen to nineteen, who attended the 1973 Rainbow Wilderness Outdoor Survival Camp, Southern Cross, Montana. Selection was determined by the school director, Mr. Gerret Ouldhouse, who investigated references supplied by the applicant, evaluated physical health records, and ascertained the ability of the individual to pay the tuition. All of the subjects were Caucasian and they resided geographically in the eastern, midwestern, and western parts of the
country. Seven of the subjects lived in California and one lived abroad in Burma. The remainder resided in midwestern and eastern states. At the completion of the training course, four weeks later, sixteen boys and three girls had finished the program successfully.

Program. The Rainbow Wilderness Outdoor Survival School program focused upon the teaching of outdoor survival skills such as plant identification, outdoor cooking, riflery, fishing, backpacking, white-water rafting, shelter construction, map and compass reading, and learning to live in a remote area alone, and in a small group with a minimum of equipment. The basic philosophy of the school was to develop through training and guidance, the full capability of each individual to meet and overcome any obstacle encountered in a wilderness setting.

Measuring instrument. The Tennessee Self Concept Scale was utilized to measure nineteen aspects of self-concept and change in it, if any, as a result of an outdoor survival training course. The instrument was chosen because of its high test-retest reliability and the fact that it was self-administering. In addition, the instrument exhibited a high correlation with other personality tests such as the Taylor Manifest Anxiety Scale, the Cornell Medical Index, and the Minnesota Multi Phasic Inventory. Finally, the instrument was standardized on 626 subjects, with Caucasians, college students, and individuals in the twelve to thirty year age bracket which were over-represented in the norm. This fact was important since the sample in this study was Caucasian and ranged from fifteen to nineteen years of age.
Additional information was obtained with the use of a question-naire which was developed by the researcher. Information such as pre-vious organized camping experience, how the subjects learned of Rainbow Outdoor Survival School, and the reasons for attending the school were sought.

Statistical treatment. This study was concerned with whether there was a definite self-concept change among the participants after the completion of an outdoor survival training course. This was accomplished by comparing the pretest, posttest, and final test scores by the use of t test of correlated mean differences.

Findings

A positive and significant change in self-concept occurred among the participants during a four-week outdoor survival experience. The sample exhibited significant change on six categories of the Tennessee Self Concept Scale, one of which was the total positive score, the most important score of the test.

A three-month period separated the posttest from the final test which was mailed to each of the nineteen subjects. Even though only seventeen subjects completed and returned the test, a positive and significant change between the posttest and the final test occurred on four categories of the instrument. Fourteen categories indicated a positive gain and only one displayed a negative movement. A three-month interval did not demonstrate any appreciable reduction in positive self-concept change which had occurred during the four-week outdoor survival training period.
Since the entire sample participated in the individual solo, and seven from that group completed successfully the advance solo, it is difficult, if not impossible, to say that the advance solo or the individual solo played a key role influencing self-concept change in an outdoor survival training course. However, it can be said that those who completed the advance solo had a higher overall level of self-concept as measured by the total positive score than those who had participated only in the individual solo part of the course. At the same time, there was a positive and significant change in the total positive score of those twelve subjects who completed the individual solo.

Prior organized camping experience was considered not a factor related to positive self-concept change. The data suggested just the opposite. However, a great deal of reliability can not be placed on these results. Procedural difficulties occurred when deciding who should qualify or should not qualify as having sufficient prior organized camping experience within the previous three years. The replies to that portion of the questionnaire dealing with this topic were often incomplete, blank, or unusable. The researcher was left with the choice in several cases of arbitrarily categorizing the subjects into the two groups. The result was that a great deal of inaccuracy was introduced into this aspect of the study.

Those subjects from the sample who scored below the median on the TSCS pretest demonstrated a positive and significant self-concept change at the .01 level of confidence. Those who scored above the median exhibited a positive self-concept change although it was not
significant. It would seem that there is a comparative difference between the two groups. Those with a lower self-concept initially seem to be influenced more by an outdoor survival training course than those already possessing a high self-concept.

Weakness of Study

The TSCS is a superb measuring instrument. However, an additional personality measuring instrument used in conjunction with the TSCS could have provided additional evidence that a self-concept change did, in fact, occur at the Rainbow Wilderness Survival School.

The study was impaired by the fact that a control group was not utilized in the research. A control group, ideally, should come from the same population as the experimental sample. In this case a control group should consist of adolescents who had applied for admission to the Rainbow Wilderness Outdoor Survival School. Unfortunately, such a pool of applicants did not exist.

The technique for investigating the role of prior camping experience as it relates to self-concept change was inadequate. Reliance on a definition of prior organized camping experience as the criteria appeared to be too narrow in assessing previous camping situations. Improvement could have been obtained by presenting a questionnaire which would have sought information regarding the intensity and duration of a greater variety of outdoor living situations.

The research was hampered by the fact that a small sample was involved. Non-compliance by only two subjects on the final test could possibly have influenced the test results. A larger sample would have been much more desirable as far as data reliability is concerned.
Recommendations

Recommendations for further study are as follows:

1. Future research should attempt to isolate the variables that may influence self-concept change during an outdoor survival training experience. In particular, attention should be focused on the solo aspect of such a program.

2. The realm of an urban survival training program has yet to be explored in depth. Can such a program influence a positive self-concept change?

3. Further investigation should be directed towards the long term effects of an outdoor survival program upon participants. A study of this nature might concentrate on the effect of time and environment in relation to the type and duration of an outdoor survival course. Such research might require a one or two year commitment on the part of the investigator.
APPENDIX A

TENNESSEE SELF CONCEPT SCALE
TENNESSEE
(Department of Mental Health)
SELF CONCEPT SCALE

by

William H. Fitts, PhD.

Published by
Counselor Recordings and Tests
Box 6184 - Acklen Station    Nashville, Tennessee    37212
1. I have a healthy body ................................................................. 1
3. I am an attractive person ............................................................... 3
5. I consider myself a sloppy person .................................................... 5
19. I am a decent sort of person ........................................................... 19
21. I am an honest person ................................................................. 21
23. I am a bad person ........................................................................ 23
37. I am a cheerful person ................................................................. 37
39. I am a calm and easy going person ................................................. 39
41. I am a nobody ............................................................................. 41
55. I have a family that would always help me in any kind of trouble .......... 55
57. I am a member of a happy family ................................................... 57
59. My friends have no confidence in me ............................................. 59
73. I am a friendly person ................................................................. 73
75. I am popular with men ................................................................. 75
77. I am not interested in what other people do .................................... 77
91. I do not always tell the truth ......................................................... 91
93. I get angry sometimes .................................................................. 93

Responses— Completely Mostly Partly Mostly Completely
false false false and true true true

1 2 3 4 5
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I like to look nice and neat all the time</td>
</tr>
<tr>
<td>4</td>
<td>I am full of aches and pains</td>
</tr>
<tr>
<td>6</td>
<td>I am a sick person</td>
</tr>
<tr>
<td>20</td>
<td>I am a religious person</td>
</tr>
<tr>
<td>22</td>
<td>I am a moral failure</td>
</tr>
<tr>
<td>24</td>
<td>I am a morally weak person</td>
</tr>
<tr>
<td>38</td>
<td>I have a lot of self-control</td>
</tr>
<tr>
<td>40</td>
<td>I am a hateful person</td>
</tr>
<tr>
<td>42</td>
<td>I am losing my mind</td>
</tr>
<tr>
<td>56</td>
<td>I am an important person to my friends and family</td>
</tr>
<tr>
<td>58</td>
<td>I am not loved by my family</td>
</tr>
<tr>
<td>60</td>
<td>I feel that my family doesn't trust me</td>
</tr>
<tr>
<td>74</td>
<td>I am popular with women</td>
</tr>
<tr>
<td>76</td>
<td>I am mad at the whole world</td>
</tr>
<tr>
<td>78</td>
<td>I am hard to be friendly with</td>
</tr>
<tr>
<td>92</td>
<td>Once in a while I think of things too bad to talk about</td>
</tr>
<tr>
<td>94</td>
<td>Sometimes, when I am not feeling well, I am cross</td>
</tr>
</tbody>
</table>

Responses—

- Completely false
- Mostly false
- Partly false and partly true
- Mostly true
- Completely true
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I am neither too fat nor too thin</td>
</tr>
<tr>
<td>9</td>
<td>I like my looks just the way they are</td>
</tr>
<tr>
<td>11</td>
<td>I would like to change some parts of my body</td>
</tr>
<tr>
<td>25</td>
<td>I am satisfied with my moral behavior</td>
</tr>
<tr>
<td>27</td>
<td>I am satisfied with my relationship to God</td>
</tr>
<tr>
<td>29</td>
<td>I ought to go to church more</td>
</tr>
<tr>
<td>43</td>
<td>I am satisfied to be just what I am</td>
</tr>
<tr>
<td>45</td>
<td>I am just as nice as I should be</td>
</tr>
<tr>
<td>47</td>
<td>I despise myself</td>
</tr>
<tr>
<td>61</td>
<td>I am satisfied with my family relationships</td>
</tr>
<tr>
<td>63</td>
<td>I understand my family as well as I should</td>
</tr>
<tr>
<td>65</td>
<td>I should trust my family more</td>
</tr>
<tr>
<td>79</td>
<td>I am as sociable as I want to be</td>
</tr>
<tr>
<td>81</td>
<td>I try to please others, but I don't overdo it</td>
</tr>
<tr>
<td>83</td>
<td>I am no good at all from a social standpoint</td>
</tr>
<tr>
<td>95</td>
<td>I do not like everyone I know</td>
</tr>
<tr>
<td>97</td>
<td>Once in a while, I laugh at a dirty joke</td>
</tr>
</tbody>
</table>

**Responses:**

1. Completely false
2. Mostly false
3. Partly false and partly true
4. Mostly true
5. Completely true
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I am neither too tall nor too short.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I don't feel as well as I should.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I should have more sex appeal.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I am as religious as I want to be.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I wish I could be more trustworthy.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I shouldn't tell so many lies.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>I am as smart as I want to be.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>I am not the person I would like to be.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>I wish I didn't give up as easily as I do.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>I treat my parents as well as I should (Use past tense if parents are not living).</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>I am too sensitive to things my family say.</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>I should love my family more.</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>I am satisfied with the way I treat other people.</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>I should be more polite to others.</td>
<td></td>
</tr>
<tr>
<td>84</td>
<td>I ought to get along better with other people.</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>I gossip a little at times.</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>At times I feel like swearing.</td>
<td></td>
</tr>
</tbody>
</table>

**Responses**

- Completely false (1)
- Mostly false (2)
- Partly false and partly true (3)
- Mostly true (4)
- Completely true (5)
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I take good care of myself physically.</td>
</tr>
<tr>
<td>15</td>
<td>I try to be careful about my appearance.</td>
</tr>
<tr>
<td>17</td>
<td>I often act like I am &quot;all thumbs&quot;.</td>
</tr>
<tr>
<td>31</td>
<td>I am true to my religion in my everyday life.</td>
</tr>
<tr>
<td>33</td>
<td>I try to change when I know I'm doing things that are wrong.</td>
</tr>
<tr>
<td>35</td>
<td>I sometimes do very bad things.</td>
</tr>
<tr>
<td>49</td>
<td>I can always take care of myself in any situation.</td>
</tr>
<tr>
<td>51</td>
<td>I take the blame for things without getting mad.</td>
</tr>
<tr>
<td>53</td>
<td>I do things without thinking about them first.</td>
</tr>
<tr>
<td>67</td>
<td>I try to play fair with my friends and family.</td>
</tr>
<tr>
<td>69</td>
<td>I take a real interest in my family.</td>
</tr>
<tr>
<td>71</td>
<td>I give in to my parents. (Use past tense if parents are not living).</td>
</tr>
<tr>
<td>85</td>
<td>I try to understand the other fellow's point of view.</td>
</tr>
<tr>
<td>87</td>
<td>I get along well with other people.</td>
</tr>
<tr>
<td>89</td>
<td>I do not forgive others easily.</td>
</tr>
<tr>
<td>99</td>
<td>I would rather win than lose in a game.</td>
</tr>
</tbody>
</table>

Responses -

<table>
<thead>
<tr>
<th>Completely false</th>
<th>Mostly false</th>
<th>Partly false and partly true</th>
<th>Mostly true</th>
<th>Completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
14. I feel good most of the time ................................................................. 14
16. I do poorly in sports and games ............................................................ 16
18. I am a poor sleeper ............................................................................. 18
32. I do what is right most of the time ..................................................... 32
34. I sometimes use unfair means to get ahead ...................................... 34
36. I have trouble doing the things that are right .................................. 36
50. I solve my problems quite easily ...................................................... 50
52. I change my mind a lot ....................................................................... 52
54. I try to run away from my problems ................................................. 54
68. I do my share of work at home ......................................................... 68
70. I quarrel with my family ..................................................................... 70
72. I do not act like my family thinks I should ....................................... 72
86. I see good points in all the people I meet .......................................... 86
88. I do not feel at ease with other people ............................................. 88
90. I find it hard to talk with strangers .................................................. 90
100. Once in a while I put off until tomorrow what I ought to do today 100

Responses— Completely Mostly Partly Mostlly Completely
false false and true true true
APPENDIX B

RAINBOW COED WILDERNESS SURVIVAL SCHOOL BROCHURE
Gerret Ouldhouse is considered one of the most outstanding men in the Northwest for his knowledge of outdoor living and recreation as well as his ability to "bring out the best" in young people. Having lived in this area all his life, his knowledge of big game hunting, fishing, hiking, packing and camping, rates him as one of the best in the field.

The following are some of the offices he has held in different organizations: Montana Fisheries, 1935-36; Forest Service, 1949; Director, Pintlar Archery Club; Instructor, Pintlar Archery Club, 1939-63; President of the Isaac Walton Club, 1958; President of the Anaconda Sportsmen Association, 1962; Executive Officer of the Deer Lodge Rescue Association and Civilian Air Patrol, 1960; Montana Hunters' Safety Instructor, 1964; Instructor in Wilderness Survival, founder of the first Survival School for young people, 1957-69. District Director of Vigilante Council, Boy Scouts of America.

Rainbow Camp outdoor program is designed for young people with a love of nature and a desire to preserve our environment. The program is geared to fit each individual. After the extensive training under expert leadership, each student may choose his or her own challenge. Our policy is not to force but to lead our students to a most rewarding experience. Valuable training is provided in helping young people make a decision on an outdoor profession for the future. Many of our students do decide on a career in forestry, park service or wild-life biologists.

Gerret is thoroughly convinced that training young people can save many lives. He is particularly endowed to teach the beauty and generosity of nature. He can best express the pleasure and joy of outdoor living in a wilderness unspoiled by the hand of man. In this spectacular region of turbulent geography, strongly mindful of the Creator's magnificence, nature has provided us with all the necessities and many of the comforts of life.
RAINBOW WILDERNESS SURVIVAL SCHOOL

Roundup For Wilderness Students enjoy an exciting pack trip exploring the primitive wilderness.

Girls sampling eatable plants selected from the wilderness.

Boys enjoy rest after climbing Mt. Warren, tallest peak in Pintlar. Boy on left is signing the Rainbow Log.

Girls enjoy roughing it and cooking in survival shelter.
DEAR PARENTS:

I would like to teach your son or daughter the beauty of the outdoors and share with them some of the experiences I have enjoyed in this beautiful country for the past 40 years. Your children will be my children while they are with me. To give them my personal attention, I have limited each group to 15.

While with me they will be well fed and will receive closely supervised care. My aim is to provide an environment where they can develop a keener sense of resourcefulness and responsibility, which is so essential to their development.

Gerret Ouldhouse

LOCATION OF RAINBOW CAMP — Rainbow Camp is located at Southern Cross, overlooking beautiful Georgetown Lake, in the Deer Lodge National Forest, which is nestled over a mile high in the western Montana Rockies, some 20 highway miles west of Anaconda, Montana. The camp is as rustic as the towering pines and snow-capped mountains that surround it, but is equipped with the most modern conveniences. It consists of a spacious main lodge that once was the school of Southern Cross which was a thriving gold and silver mining community. It has comfortable dormitories and features modern hot water showers. The best of family-style meals are served. Such camp specialties as barbecued spare ribs, chicken or smoked fish, all cooked in an indoor Chinese oven built into a massive fireplace, are guaranteed to tempt the most particular appetites.

CHAPEL — In a nearby ghost town called Southern Cross, a beautiful all-faiths church has been built and presented as a gift to the people by the J. W. Bowman family of Sterling, Illinois. The church overlooks the breathtaking Georgetown Lake, sparkling in the mountain sun. This is where the boys and girls will be taken to worship.
FIRST WEEK . . .

The first week at Rainbow Camp is a period devoted to getting acquainted, having fun, going on hikes, fishing, boating, and basic survival training. Here are some features:

— A western riding program, under the guidance of one of the west’s leading horsewomen, awaits the horse lover.

As a participant in our riding group, you’ll have your own horse for the duration of the camp, and you’ll be riding with others with your same experience and ability.

Rainbow Camp, has 120 acres of beautiful Montana pasture, rimmed by the rugged “Pintlar Wilderness Area.” In these surroundings, the western riding training will be one of the highlights of your summer.

— Boat riding, water skiing and fishing on Georgetown Lake. Fish just waiting to be caught are Rainbow, Montana Native Cutthroat, Arctic Grayling and Brook Trout.

— Outdoor barbecue dinners.

— Nature study of trees, flowers, and wildlife.

— Closely supervised archery, riflery, and slingshot training.
SECOND WEEK . . .

Activities and subjects taken up the second week are as follows:

Compass and map study, field problems and Treasure Hunt, Firebuilding and forest-fire prevention; outdoor cookery, domestic and primitive; photography, personal, nature and landscape; ecology program; Presidential award may be earned; forestry program by Deer Lodge National Forest Rangers; Fish and Wildlife program by Montana Fish and Game personnel; lessons in fly-fishing, spinning and survival fishing methods are taught.

Shelter building, practice in sawing wood with Sweed Say and Chain Saw.

Kayaking instructions.
THIRD WEEK

WILDERNESS SURVIVAL AFTER TRAINING

One of nature's greatest challenges, wilderness survival, takes up the third week. Equipped only with the survival kit, this week is spent in the wilderness where practical lessons of the first two weeks must be applied.

Our students are first taught group survival and team work. After completing group survival they will be on double survival, learning how to survive by taking advantage of what nature has to offer; how to select and prepare edible plants and natural foods; how to control panic; how to think and plan; how to plot directions and how to conserve strength and energy are put into practical application.

Qualified campers then make their solo, if they so desire. Advanced survival is also offered to exceptional students, seeking a greater challenge.

In a remote primitive mountain area, nature becomes the laboratory. Camping, hiking, exploring, fishing, woodcraft, forest fire safety precaution and nature study become daily routine. After this third week in the rugged Pintlar Wilderness Area, Deer Lodge Nationa forest. Campers are qualified to care for themselves under almost any circumstance, whether in the backwoods, at home or at school, because they will now be endowed with a new confidence and understanding of themselves and their capabilities.

Students are graded on their leadership and ability and accomplishments as an outdoorsman. Diplomas are awarded to graduates, which are most appreciated. These will hang on the wall of their room as a memento of the challenging experiences in a wilderness environment where many a boy has become a man in the past ten years at Rainbow Survival School.

LEADERSHIP IN TRAINING

Valuable training is offered to students at no extra cost for those who desire to become leaders in the field of Outdoor Recreation.

Future staff members are carefully selected. They are chosen from outstanding students with high moral standards and outdoor leadership ability.

Graduate Leadership students meeting Rainbow School standards are kept on file for reference for those wishing to become staff members in other camps, Outdoor Recreation, or Student Exchange programs.

Our select graduates are much in demand, because of our intensive training program of Leadership, in all fields of outdoor living.
FOURTH WEEK

RIVER FLOAT

For another great adventure, the students at Rainbow Camp take a few days off to float the rugged Salmon River, known as the River of No Return. It's a trip that will never be forgotten — rapids, spectacular scenery, wild game animals and panning for gold. The float is made in safe 20-foot rubber rafts, huge durable boats that float like a gigantic cork, and they are manned by the best pilots on the river. There are over 40 rapids to shoot on the way down — a total of 80 miles. For many years there was no way to make the return trip — only on foot back across the famed "Sheepeater trail." The scenic beauty of the gorge is great since most of the entire route is within the primitive area. Fishing for trout in the ice-cold streams emptying into the Salmon is fun — so is panning for gold along the sandy banks. There's also swimming along the way, and a visit with a river hermit — Buckskin Billy, one of the last of the mountain "sourdoughs." Each camper will learn how to run the river in our two-passenger rubber canoes. It's a trip you shouldn't miss.

Time out for lunch on the river float and a chance to catch some nice trout.
GIRLS PROGRAM

GIRLS — 12 to 25

The “Big Sky Country” invites you to spend your vacation at Rainbow Camp, in the land of the shining mountains.

At Rainbow Camp, you’ll have the opportunity to enjoy many different programs. We offer a special riding program for the horse lover, and girls may take the survival training as well. Our young ladies have proven themselves as capable and Hardy as the boys in learning the art of survival in our primitive wilderness. Activities at Rainbow Camp, are co-ed, and dancing and “house-boat parties” are arranged according to interest.

Past experience has shown us that mixed groups, under adult supervision, create a healthy atmosphere and happy campers.

After a vacation at Rainbow Camp, our young guests return home as mature and contented people after a truely rewarding summer experience.
FIFTH WEEK

PACK TRIP THROUGH PINTLAR WILDERNESS AREA — OPTIONAL BACK PACK TRIP THROUGH THE WESTERN PART OF GLACIER NATIONAL PARK

An exciting pack trip through the Pintlar Wilderness Area provides a wonderful week in the Big Sky Country. Each rider is assigned a horse for the entire trip. An experienced guide carefully leads us over winding trails to crystal-clear mountain lakes, filled with hungry trout just waitin' to fill a sizzling frying pan.

From atop high mountain peaks we see spread before us the indescribable grandeur of primitive wilderness. Nights on the trail, under twinkling stars, and sitting around a cheery campfire provide an experience that will never be forgotten.

Trail rides into the Pintlar Wilderness is an exciting part of our outdoor program at Rainbow Camp. Good horses provide an easy access to the wonderful scenic beauty where elk, deer, mountain sheep and goat abound, to say nothing of fishing in placid mountain lakes and streams where fish await the well placed fly or lure.

The Pintlar Primitive Wilderness is one of the few areas in the West where one may see breathtaking beauty that has been untouched by man. The Fifth week features a never-to-be-forgotten pack trip through this majestic wonderland.

OPTIONAL — FIFTH WEEK

For the hardy back-packers who prefer roughing it. Two trips are planned for this year. One is through the Pintlar Wilderness on the Skyline Trail. The other is through the west part of Glacier Park, starting at Kittla Lake and coming out at Bowman Lake located on the West Fork of the Flathead River drainage. These are trips that are most appreciated by our past campers.
SIXTH WEEK

YELLOWSTONE NATIONAL PARK TOUR OR OPTIONAL MOUNTAIN CLIMBING TRIP

OPTIONAL — MOUNTAINEERING

STEVE CZEHURA will instruct students in Basic Mountain Climbing. When our young climbers have learned the art of the rappel and other mountain climbing techniques, they will be given a challenge of climbing the north face of Rainbow Mountain. Safety is stressed and practiced at all times.

STEVE CZEHURA—Steve will instruct basic mountaineering. Instruction will include all facets of technical climbing with emphasis on safety. Under expert supervision, each mountaineer will become proficient in the handling of ropes and hardware. Young women are also encouraged to join, since the program progresses according to ability.

Campfire discussions will include equipment selection, leadership, route finding, and safety. In addition to qualifying the young climber for our advanced programs, completion of this course will equip the adventurous neophyte to safely initiate his own climbs.

An exciting new experience is an 800 mile tour through Montana's Magicland. At Butte, we visit one of the world's largest open pit copper mines. Lewis and Clark Caverns are electrically lighted, safe and comfortable to visit. Southwest Montana is dotted with many picturesque reminders of the gold-rush days. We'll visit such old ghost towns as Bannack, Montana's first territorial capital, Virginia City, its second, Nevada City, Yellowstone Park, The Grand Teton's, Southern Cross, Jackson Hole, and the recently formed Quake Lake, which was born of the gigantic 1959 earthquake, provides graphic reminders of the awesome power of nature. Also a trip to the world famous Charlie Russell Museum in Helena.

In short, the Sixth week program is devoted to seeing some of the most beautiful scenery in the West. From a rip-roarin' rodeo to a quiet walk down the streets of a deserted old mining camp, this tour of Montana's Magicland is one that will be remembered for the rest of one's life.
FIELD COURSE IN IDENTIFICATION OF FLOWERING PLANTS

You can receive bona fide university credits for the course "Identification of Flowering Plants," offered by Montana State University, which develops fundamental taxonomic skills used by plant naturalists throughout the world. Skills of collecting, preserving, and mounting specimens for a herbarium are mastered. You will learn to recognize many families of local plants plus poison and edible plants. The capabilities developed in identifying unknown plants by use of a scientific key are valuable in many areas. The development of a personal herbarium is a source of enjoyment for many years and provides a basis for further nature studies.

Rainbow Camp will collect the tuition and book fee ($75.00), and register you at Montana State University. A transcript of the course title, 4 credits, and grades will be issued after you graduate from high school, and qualify to enter Montana State University. These credits are transferable to any other university on the same basis that credits are transferred from school to school.

All our campers are invited to enjoy this course. Campers may take the course without receiving college credits. The cost of books and materials will be $11.00.

This course is taught by qualified teachers from the Montana State University. 4 weeks period is necessary to complete the biology course.

WHO SAID HORSES CAN'T READ — Marilyn Munson teaching Biology
PARENTS and CAMPERS PLEASE READ:

A letter home is required each week.

VALUABLES: Upon arrival, all campers are requested to deposit return airline tickets (if they have them), excess money, and trunk keys at the camp office.

FOOD AND SWEETS: Please do not mail food and sweets to campers. The food here is more than adequate.

GUNS: Campers must not bring their guns to camp. The camp furnishes guns for riflery.

We strongly discourage campers being provided with extra funds. $5.00 per week is sufficient.

SMOKING: There is no smoking whatsoever for campers under the age of nineteen. Parents will be notified of a second offense. If a camper persists in smoking he or she will be dismissed from camp.

ALCOHOL: The use of alcohol is prohibited by campers. Violations of this rule is reason for dismissal.

DRUGS AND NARCOTICS: In order that there will be no misunderstanding regarding the camp’s policy regarding drugs and narcotics, please read the following statement:

It is the policy of Rainbow Camp that the involvement of any camper at any time and at any place with the possession, use, giving, supplying, purchasing or selling of illegal narcotics or drugs, including specifically marijuana, will be grounds for suspension or dismissal from camp.

HOW TO TRAVEL

If you want to get to Rainbow Camp fast, the best way is to fly. With the convenient service offered today by several airlines flying into Montana makes Rainbow Camp only hours away — and the fares are reasonable. The airlines now have a rate for students — 12 through 22 — available during the middle of the week. This fits in with Rainbow Camp schedules, since the periods begin and end in the middle of the week. Some of our guests prefer to travel by bus or train. We meet all campers upon notice of their arrival. The camp bus will be on hand at the airport or station to meet you. Guests are also taken to the airport or station for the return trip home.
APPENDIX C

RAINBOW COED WILDERNESS SURVIVAL SCHOOL INSERT
RAINBOW CAMP

There is a place way up in the mountains
In the Pintlar where mountains are high
Among the lakes and crystal blue fountains
In the land of the spacious sky.

Here a few boys are privileged to go
If they are lucky enough.
It is run by a man called Boe
And here they learn to be tough.

Here they shoot and ride and fish
To see what they can earn.
This answers their every wish
But also they will learn

They learn about moose and elk and bear
They learn to survive in wilderness
They'll be able to camp without a care
And pass any survival test.

They'll eat the thistle and kill the fool hens
And live nicely off the land
Here these boys will become men
And each boy will be a man.

They'll become strong in mind and soul
Each boy will be a champ
They can then reach any goal
All this from Rainbow Camp.

Dedicated to Boe and Bruce. I hope you stay together forever. You're a great team. Lots of luck to all of you in future years. Thanks to Wanda also for her great food and friendship. I'll remember this camp forever.

Sincerely,

Orin Onker

Las Vegas, Nevada.
<table>
<thead>
<tr>
<th>GROUP</th>
<th>AGE</th>
<th>ARRIVE</th>
<th>DEPARTS</th>
<th>NUMBER OF WEEKS</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR</td>
<td>A</td>
<td>12 to 16</td>
<td>June 20th</td>
<td>July 17th</td>
<td>4 Wks. inc River Trip $693.00</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>12 to 16</td>
<td>June 20th</td>
<td>July 24</td>
<td>5 Wks. inc River Trip $855.00</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>12 to 16</td>
<td>June 20th</td>
<td>July 31</td>
<td>6 Wks. inc River Trip $995.00</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>12 to 16</td>
<td>July 11</td>
<td>July 24</td>
<td>2 Wks.            $325.00</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>12 to 16</td>
<td>July 11</td>
<td>July 31</td>
<td>3 Wks.            $485.00</td>
</tr>
<tr>
<td>SENIOR</td>
<td>F</td>
<td>16 to 19</td>
<td>July 18</td>
<td>August 14</td>
<td>4 Wks. inc River Trip $693.00</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>16 to 19</td>
<td>July 18</td>
<td>August 21</td>
<td>5 Wks. inc River Trip $855.00</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>16 to 19</td>
<td>July 18</td>
<td>August 28</td>
<td>6 Wks. inc River Trip $995.00</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>16 to 19</td>
<td>August 8</td>
<td>August 21</td>
<td>2 Wks.            $325.00</td>
</tr>
<tr>
<td></td>
<td>J</td>
<td>16 to 19</td>
<td>August 8</td>
<td>August 28</td>
<td>3 Wks.            $485.00</td>
</tr>
<tr>
<td>JUNIOR SPECIAL GROUP</td>
<td>K</td>
<td>12 to 16</td>
<td>August 8</td>
<td>August 28</td>
<td>3 Wks.            $485.00</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>L</td>
<td>19 to 25</td>
<td>August 22</td>
<td>September 5</td>
<td>2 Wks             $325.00</td>
</tr>
</tbody>
</table>

**NOTE:** 15 year olds may go into older group if they wish, depending on individual maturity.

Campers wishing to stay longer than they had originally planned may do so if there is space available. Cost is $162.00 per week. River Float Week - $207.00.

Please make checks payable to Rainbow Camp:
Winter Address - P. O. Box 3633 Butte, Montana 59701
Summer Address - P. O. Box 413 Anaconda, Montana 59711
Phone 406-722-3057 Camp Telephone 406-563-7724

One hundred dollars deposit is necessary with registration, to confirm your reservation. Balance of camp fee to be paid before campers arrival date, unless other arrangements are made with Director.

Campers fifteen years old or older who are planning to fish, are required to buy a fishing license. Cost -- $16.00

**Extras** - Five dollars per week is sufficient for spending money and laundry. Other items necessary may be charged by campers with permission of parents at the camp store.
Dear Mr. Ouldhouse,

Joan had a fantastic time this summer! She gained experience she would have never gained elsewhere! I hope she has merited some qualities that you can use her on your staff next year.

Thanks again for being so nice to her.

Sincerely,

Mr. and Mrs. E. Swanson
Box 345
Grapevine, Texas
817-481-2743

Dear Boe,

Enjoyed your nice letter. We were quite pleased with the Mary who came home from camp. She seemed to have gained a great deal of confidence in herself as a person. I do feel that Mary profited greatly by the experience of being in contact with all the fellows at camp. She really felt that it helped her to relate much better to boys on a true friendship basis and she is much more comfortable and confident with them. She corresponds with a couple of the girls from camp and has the photos of that lovely Montana scenery all over her room.

As for David—he is growing up and we feel Rainbow Camp has been a very good influence on him.

Sincerely,

Carol A. Voigt
5480 Manitou Rd.
Littleton, Colo. 80123
303-798-4704

Dear Boe:

Scot certainly enjoyed his experience this summer at your camp and talks very fondly of you and the adventures he had. He admires you very much and still has your straw hat in his room.

I'm sure this opportunity has matured him greatly and given him a stronger sense of values. More that ever now, he plans to follow an out-of-doors career.

Best of luck to you in your valuable and rewarding work with our young people.

James T. Enochs M.D.
7714 Wake Robin Dr.
Cleveland, Ohio 44130
216-842-5297

Dear Boe,

Thank you so much for the lovely letter and the pictures. I was home Saturday when my folks got your letter. They think you're some guy. Boe. It was very nice. Thanks for all the compliments. Come on now, I wasn't that good of a kid. I didn't even go on my solo. I'd love to come back next year as a counselor. I know I don't have to tell you how much I enjoyed myself last summer. I'm sure it was written on my face every day. I loved every minute of it. I want to thank you for giving me such a wonderful experience. I'll say good-bye for now.

Susan Grawe
502 3rd Ave NE
Waverly, Ia.
319-352-4027

Dear Boe,

I want to thank you for your patience and I think your "follow-up" letter reporting to parents their son's attitude, etc., is an excellent idea. I appreciate knowing how Chris acted and I must say I think he had a different outlook on life when he got home. Betty and I both told him we're proud of him for his solo exploit.

Hope to see you next summer.

Sincerely,

Sidney G. Hoskins
2855 Cherryridge Rd.
Englewood, Colo. 80110
303-761-1116
Dear Mr. Oldhouse,

Just a short note to express my thanks to you for giving Bill such a wonderful time at your camp.

He continuously talks of you and thinks you are the greatest. The folks up there are so much more friendly than here in the city.

We wish you the greatest success in your new adventure and if the other boys are as enthused about it as Bill was I'm sure they will help advertise the fact.

The short time he was up there he acquired a lot of knowledge of the woods and said he'd love to go again and see you.

There's nothing like Old Mother Nature and a man who can give good advice to help build a boy's character.

Thanks a lot

Sincerely,

Mrs. Irene Barron
902 12th St.
Santa Monica, Cal.

Howdy Boe:

This is Laurie. I forgot to bring back all those dried flowers that I stuck between the green roof and wood. I'd surely appreciate it if you'd save them for me. Maybe put them in a safe place until next year. I had so much fun at home in Rainbow, and thanks for my further knowledge of the wilderness. The whole three weeks and four days are all unforgettable. I am looking forward to next year already, and I'm also looking forward to seeing you at the Cow Place. I miss everybody so much. I wish I were at Rainbow home. It's going to be hard getting used to television again. Well see you soon. I hope.

Love,

LAURIE FOLLMER
97 Greenwood Drive
Atheron, California 94025

Dear Boe:

I just wanted to thank you for the very nice fun time and profitable 5 weeks I spent at Rainbow Camp. It was everything I expected and more. I can truthfully say that I learned a lot about nature, myself, and what really matters in life. When I came back to Los Altos, it really frightened me to see all the people and all the houses and the NOISE. I have time and time again wished I was up in the Pinetar once again. It is really beautiful country up there. I think of all of the things we did at the camp, the Salmon River trip was the best for me. I really have never had so much fun in my life. It was really worth it. The horse-pack trip was another thing that I enjoyed. Cheyene was really a nice horse. Say Hello and give him a pat for me. I really wish I could have gone back-packin' in Glacier, but I couldn't do everything. I don't know if I'll be able to wait till Christmas for the pictures. I am really looking forward to seeing them. Tell Wanda that she is a very good cook and say Hello to Gary and Sully. Do you think you could send me addresses of the campers, I was there with, you see in the rush I didn't get a chance to get them and there are many that I would like to write. Thank you again.

Love,

SUE MAC LEDO
27350 A Hanont
Los Altos, California 94022

Dear Boe:

I really have missed you people at camp. It became almost like my home. I love Montana and hope to live there someday. I really learned a lot and I don't think I will ever forget it. Your camp is fantastic, we all loved it. I hope you keep it for a long, long time. The friends I made up there will probably be my life long friends. My parents, I don't think can afford to send me next year to camp, but if I save my money they will help out. I am babysitting a lot, and at Christmas time I will get a part-time job at Macy's. I know I can come. It's going to be fun and I'm looking forward to that get-together we are going to have in January. My future plans are to work with the forest service in some wilderness area. I miss you very much. Hope to see you soon.

With Love,

EILEEN MASTERS
San Bruno, California
EXCELLENT ADULT LEADERSHIP: The best possible health and medical facilities are provided, a registered nurse is on duty at all times daily and a staff physician is on call at all times. Physical development ranks high on the camp program. Counselors: We have a counselor in training program. Counselors are selected from graduates who have proven themselves to be leaders. They must be of the highest moral character and have a good sense of humor, as well as responsibility.

DIRECTOR GERRET OULDHOUSE BUTTE, MONTANA

ASSISTANT DIRECTOR STEVE CZEHURA HELENA, MONTANA

Age, 23, Bachelor of Arts in Mathematics, 1973, presently completing a Bachelor of Science in Geological Engineering, 1974; Past President of Montana Tech Mountaineering Club; Mountaineering Instructor for Rainbow Survival School, 1972; Eagle Scout and God and Country, Outdoor Skills, including Mountaineering, Survival Geology, First Aid, Camp Leadership, Physical Fitness.

NATURALIST STEVE ZACHARY SUN VALLEY, CALIFORNIA

Backpacking, outdoor survival, Conservation, Ecology and Nature Lore. Twelve years experience in camping and backpacking-Western United States and Canada. Field study in different habitats, life zones, and ecological situations.

BIOLOGY TEACHER ELIZABETH ANN DEMPSEY BOZEMAN, MONTANA

B. S. Degree in Botany, Certified Teacher in Biology and Home Economics, Backpacker, horse lover, water sports, fishing and life guard. Elizabeth is a real nature lover with a love to share her knowledge with her students.

RIDING INSTRUCTOR & GIRL SUPERVISOR MARILYN MUNSON CHINOOK, MONTANA

B. S. Degree in Botany, Teacher for Rainbow Camp in Biology in 1972; Teaching 4 grades in a country school of Bear Paw, Montana until June. Marilyn was outstanding in all fields.

CAMP DOCTOR HOWARD MIZE, M.D. ANACONDA, MONTANA

REGISTERED NURSE MAGDALENA VAN DEN HOOVEN BAARN, HOLLAND

Age 24, Magdalena came highly recommended from Baarn, Holland, through the Cultural Exchange program sponsored by Camp America. We are looking forward to having Magdalena with us this summer.

SENIOR COUNSELOR RENEE LIEFELT STEVENSVILLE, MONTANA

Renee is a ranch girl, her background is in Biology, Science, Chemistry. Bot 480 - Man & His Environment, Ecology course, outstanding in all outdoor activities. Mountaineering Class 5. Completed her American National Red Cross course and has also completed medical self help course. Renee is an all outdoor girl.

RESEARCH CONSULTANT HOWARD DICKEY MISSOULA, MONTANA

Age 32, a graduate student working on his Masters' Degree of Science in Recreation Department of Health, Physical Education and Recreation - University of Montana. Mr. Dickey will be doing research on the influence of wilderness experience on self-concept of young people.

FORESTER DAVID BERGE STRUM, WISCONSIN

B.S. Degree in Forestry, University of Montana - March 1973 - David will teach a basic field course in forestry for students interested in becoming foresters. If interested in receiving college credits for this course, write for additional information.
PARTIAL LIST OF FORMER CAMPERS WHO WERE WITH RAINBOW CAMP

Please feel free to contact any of our past campers.

ALASKA
Jim Brown
P.O. Box 431, Fairbanks, Alaska 99701

CALIFORNIA
Paul Deely
3081 Alta Mira Dr., Redlands, Calif. 92373
Colleen Tomlinson
1007 Embury Street, Pacific Palisades, Calif. 90210
Linda Clarke
1004 Wilbur St., San Diego, Calif. 92101
Thomas Colburn
445-24th St., Santa Monica, Calif. 90404
Robert Sacks
167 N. Gardner St., Los Angeles, Calif. 90028
Jeff Harcourt
2544 Breenhoff Avenue, Santa Ynez, Calif. 93460
Jennifer Lynne Miller
3838 Cedar, Long Beach, California 90808
Craig Logsdon
973 Village Pl., Monterey Park, Calif. 91755
Thomas E. Wells
31262 Paseo Olivos, San Juan Capistrano, Calif. 92675
Denis Tirado
1605 V. Celeste St., Fresno, Calif. 93701
Carl M. Sternberg
3951 Olive Avenue, Long Beach, Calif. 90807
Craig Adrian
1719 Gordon Place, Anaheim, Calif. 92805
Leslie Hayfield
3738 33rd St., San Diego, Calif. 92113
David Taylor
674 Arrowood Ct., Los Altos, Calif. 94022
Keith Burgham
1089 Tinsfora, Sunnyvale, Calif. 94086
Dwaine Christensen
3945 Woodford Drive, San Jose, Calif. 95132
Jack Powers
2001 4th Avenue, San Diego, Calif. 92101
Michelle Wilson
135 G. Street, Brawley, California 92227
Brad Montagne
497 McBride Drive, Lafayette, California 94549
Elisabeth Carter
2015 Van Karajan Drive, San Pedro, Calif. 90733
Susan McLeod
27350 448 Santa Barbara, Los Altos, Calif. 94026
Don Waldon
R. R. Box 397.9, Auburn, California 95603
Kevin Gammell
2137 Paseo Del Mar, Palos Verdes, Calif. 90274
Marie Lennon
410 Lawson Way, Sacramento, California 95814
R. R. Box 397, Auburn, California 95602
Robin Castro
3971 San Mateo Drive, Los Alamitos, Calif. 90720
Laurie Follmer
91 Greenoaks Drive, Acheron, California 90701

ILLINOIS
Kim Krueger
21 W. 620 Walnut, Roselle, Illinois 60172
Eric Johnson
1701 Livingston, Evanston, Illinois 60201
David Fairbanks
1241 State Street, Chicago, Illinois 60610
Janice Van Etten
1331 Wendy Drive, Northbrook, Illinois 60062

INDIANA
Bill Brooks
13720 Abate Center Rd., Fort Wayne, Ind. 46805
Susan Grave
502 3rd Avenue N.E., Weaverville, Iowa 52175

IOWA
John Rodgers
P. O. Box 35, Agra, Kansas 67621

KANSAS
Lynn Wiggins
203 Herdon St., Mansfield, Louisians 71052

LOUISIANA
David Voigt
2465 S. Downing Street, Denver, Colorado 80222

COLORADO
Jeff Smith
Rt. 1, Fremont, Michigan 49412
Christianna Clifford
49852 Valley Drive, Utica, Michigan 48087

MICHIGAN
Timothy C. Gormley
13101 Jingle Lane, Silver Spring, Maryland 20904
Paul Mackie
Box 263, Porden Rd., Phoenix, Md. 216-8550
Ted Krug
Masemore Road, Parkton, Md. 20904
Evelyn Jackson
4700 Argyle, Garrett Park, Md. 216-8645

NEW YORK
Robert Jordan
8 Parkway Drive, Sinclairville, New York 13466

JOHN RUNDQUIST
2760 Pershing Rd., Columbus, Nebraska 68511

NEBRASKA
Hans Brinser
37 Valley Rd., Butler, New Jersey 07403
Wende Carner
211 Irving Avenue, Closter, New Jersey 07624

NEW JERSEY
Donnie Danielson
7107 Yorkshire Dr., Dayton, Ohio 45414
Scott Enochs
7714 Wake Robin Rd., Cleveland, Ohio 44130

OHIO
Renee Walter
1641 N. W. 11th, Corvallis, Oregon 97330

OREGON
Gary Wright
264 Jefferson St., Monticello, Penn. 16335
Ship Cleomane
9908 Salion Drive, El Paso, Texas 79912

PENNSYLVANIA
John Hamilton
1500 18th Avenue, Seattle, Washington 98101

WASHINGTON
Bill Reed
1363 Big Horn Avenue, Sheridan, Wyoming 82801
REGISTRATION

Please enroll __________________;_________________ for the regular encampment group from ___________ to ___________ and/or the special session ___________.

Home Address ______________________________________________________________________

City_________________________________________ State   Zip ____________

Telephone ____________________________
(Area Code)

Father's or Guardian's name in full ____________________________________________

Birthdate ____________________________ Height ____________ Weight ____________
(Date)  (Month)  (Year)

Grade Completed ________School ____________Church Preference ________________

☐ I enclose registration deposit of $100.00
☐ I enclose tuition in full of $ ____________

____________________________  ____________________________________________

Parent's Signature

Two character references are necessary:

To the best of my knowledge the applicant is a reputable person of good character:

School Principal ______________________________;

Name Address Tel No. Zip

Family Minister or Rabbi ______________________________;

Name Address Tel No. Zip

School Counselor ______________________________;

Name Address Tel No. Zip

Relates well with people: Yes ☐ No ☐

What are you most interested in having your son (or daughter) accomplish at camp?

__________________________________________________________________________

__________________________________________________________________________

Where parents can be reached during Camp Season:

__________________________________________________________________________

Became interested in Rainbow Camp through:

__________________________________________________________________________

Mail to:  Gerrett Ouldhouse - Wilderness Survival School
          P. O. Box 3633, Butte, Montana  59701
HELP US HELP YOU TO GET THE MOST OUT OF RAINBOW CAMP

Please check interests - Double check special interests

☐ ☐ Basic Survival
☐ ☐ Advanced Survival
☐ ☐ Biology - Field Study - For College Credits Transferable - $75.00
☐ ☐ Biology - Field Study - No Credits - $11.00
☐ ☐ Geology
☐ ☐ Forestry Career
☐ ☐ Fish and Game Career
☐ ☐ President's Environmental Program — Earn the Presidential Award
☐ ☐ Horseback Riding - Western - Care of Horses
☐ ☐ Wilderness Pack Trip - Horse and Packing
☐ ☐ Wilderness Back Pack Trip
☐ ☐ Fishing - Fly - Spinning - Trolling - Bait - Survival
☐ ☐ Riflery
☐ ☐ Archery
☐ ☐ Hunting Ground Squirrels
☐ ☐ Water Skiing
☐ ☐ Sling Shot
☐ ☐ Outdoor Cooking
☐ ☐ River Floating
☐ ☐ Kayaking
☐ ☐ Man your own boats on White Water Trips.
☐ ☐ Staff in Training Program
☐ ☐ Dancing Social
☐ ☐ Animal Study
☐ ☐ Mountain Climbing - Basic
☐ ☐ Mountain Climbing - Intermediate
☐ ☐ Explore Indian Historical Sites and Ghost-Towns
☐ ☐ Tour - Yellowstone - Grand Tetons - Jackson Hole Tour
☐ ☐ Glacier Park - Flathead Tour
☐ ☐ Photography
☐ ☐ Gold Panning - Prospect with Black Lights
☐ ☐ Collecting - Antiques - Bottles - Etc.
☐ ☐ Tour - Smoke Jumpers School - Forest Service Fire Fighting Laboratory

We encourage all campers to bring along their musical instruments and a good sense of humor.

Will you bring your instrument?  Yes ☐ No ☐

Instrument you play________________________________________
SPORTS EQUIPMENT

LIST FOR BOYS AND GIRLS

1 Sleeping Bag -- 2# to 3# Down
1 Air Mattress - Heavy Duty - Cloth Covered
   Air Mattress also used on the Salmon River
1 Ground Cloth - Plastic
1 Pack Sack and Aluminum Frame
1 Fly Rod or Spining Rod or combination Fly & Spinning 4 piece rod
   With aluminum case recommended
1 Flashlight - 2 cell Ray-O-Vac
1 Dozen wet flies size 8
1 Dozen dry flies assorted size 12
6 casting spoons
1 hunting knife -- 1 pocket knife a small wet stone
1 Compass - Chap stick - Bug repellent
1 Match Case
1 Pen and Pencil
1 Pocket Note Book
   Stationary and Stamps
1 50 Ft. Parachute Cord or Nylon rope
1 Canteen and Belt

Our survival kits complete.

Bring along your Camera and a good sense of humor.

PARENTS:

We do have a complete line of sporting goods and equipment at camp. This is the recommended equipment for our area. We can equip our students with the equipment they will need at camp, if you so desire. We buy this equipment in large quantities, and are happy to pass this savings on to our students.

FISHING EQUIPMENT

(Egle-Claw combination spining and Fly Rod)
4 piece pack in Rod in Aluminum case
Spining Reel
Tackle Box
One dozen flies
Six spoons
One flat fish
100 Yds. monifliment line
Casting bubbles' Swivels, sinkers, bait hook and Salmon eggs.
COMPLETE OUTFIT -----------------$55.00
SURVIVAL KIT COMPLETE---------$ 9.00

Our Best Down Mummy Sleeping Bag
2 Lb. Down Mummy bag--------------------------$45.00
2½ Lb. Down Mummy bag-------------------------$55.00
3 Lb. Down Mummy Bag-------------------------$65.00
Best Nylon Pack Sack--- Newco Brand-------------$40.00
   with sturdy aluminum frame
Good Nylon Pack Sack with Light Frame----------$28.00

SUMMER ADDRESS FOR RAINBOW CAMP IS P. O. BOX 413, ANACONDA, MONTANA 59711.
BOYS & GIRLS CLOTHING LIST

1 Pair hiking boots with heel (broken in before arriving at camp)
1 Pair western riding boots (optional)
1 Pair tennis shoes
7 Pair medium weight stockings
2 Pair heavy weight wool stocking for climbing
3 Pair jeans or slacks for girls
4 Shirts Western work shirts or blouses for the girls
7 Sets of Underwear
1 Suit Thermo or insulated underwear (optional)
1 Warm Jacket with collar or hood (down or dacron)
1 Lightweight jacket or wind breaker
6 red bandana handkerchiefs or your choice
2 burmudas or cut-offs for girls
1 set of dress clothing (for church, town & travel)
1 Water proof bag for river trips (Can be bought at camp store)
Toilet articles and personal items

Items not available at home may be purchased on arrival in Montana.

State Fishing Law - Require that any one fifteen years of age or older must have a fishing license. Cost is $1.00 a day or $15.00 for the season.

MOUNTAINEERING EQUIPMENT

1 Royal Robbins Blue Shoe Rock Climbing Brand --- GIBRALTAR (recommended)
1 Pair soft leather gloves
2 aid slings
2 carabiners
1 hammer -- chounard -- stubi -- Recounational Equip. Inc.
1 hammer holister
1 Inch tublar webing for SWIMI Belt
1 J. B. climbing helmet (optional)
1 Pair Sunglasses (Optional)

All other equipment will be furnished by the school.

The following may be purchased at camp, on arrival.

$12.00
30' (1" x 1/8") soft tubular nylon webbing 4000# Test
2 Locking D Carabiners, Aluminum
1 Standard Oval Aluminum Carabiner
1 Break Bar

Women should also bring a pair of very light cotton gloves.

MAIL ORDER HOUSES

* Recreational Equipment
1525 11th Avenue
Seattle, Washington 98122

** Holubar
Box 7
Boulder, Colorado 80302
(This side to be filled in by parent before physical examination)

Name_________________________ Birth Date______ Age_____ Sex______
Parent or Guardian_________________________ Phone________________________

Home Address ______________________________ Street & Number __________
City______________ State______________

In emergency notify_________________________ Phone________________________

Address_________________________

PAST ILLNESSES: (Check — giving approximate dates) ___________

<table>
<thead>
<tr>
<th>Illness</th>
<th>DISEASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Colds</td>
<td>Kidney Trouble</td>
</tr>
<tr>
<td>Frequent Sore Throats</td>
<td>Heart Trouble</td>
</tr>
<tr>
<td>Sinusitis</td>
<td>Rheumatic Fever</td>
</tr>
<tr>
<td>Abcessed Ears</td>
<td>Convulsions</td>
</tr>
<tr>
<td>Bronchitis</td>
<td>Tuberculosis</td>
</tr>
<tr>
<td>Asthma</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Stomach Upsets</td>
<td>Whooping Cough</td>
</tr>
<tr>
<td>Serious Ivy, Oak or Sumac Poisoning</td>
<td>Athlete’s Foot</td>
</tr>
<tr>
<td>Operations or Serious Injuries</td>
<td></td>
</tr>
<tr>
<td>Penicillin or other Drug Reactions</td>
<td></td>
</tr>
<tr>
<td>Other Diseases or Details of Above</td>
<td></td>
</tr>
</tbody>
</table>

IMMUNIZATION TESTS: (Record dates of last injection only, except polio vaccine)

<table>
<thead>
<tr>
<th>Disease</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetanus Toxoid (not antitoxin)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smallpox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typhoid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whooping Cough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horse Serum Injection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio Vaccine: (1st injection)</td>
<td>(2nd)</td>
<td>(3rd)</td>
</tr>
<tr>
<td>Recent Exposure to Contagious Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep Walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bed Wetting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fainting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has girl menstruated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has girl been told about menstruation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constipation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Any Restrictions to Swimming?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Is Camper under any special medical or dietary regime to be continued?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Any Specific Activities to be encouraged?</td>
<td></td>
<td>Any Restricted?</td>
</tr>
</tbody>
</table>

Suggestions from Parents________________________________________

* If answer is "yes" to these questions attach specific directions.

IN CASE OF SURGICAL EMERGENCY, I hereby give permission to the physician selected by the camp director to hospitalize, secure proper treatment for, and to order injection, anesthesia or surgery for my child, as named above.

Signature_________________________ (Parent or Guardian)
Date________________________

(Over)
**PHYSICAL EXAMINATION** — To be filled out by a Licensed M.D.

(Within one month prior to camper's arrival at camp)

**Code:**
- ✓ —Negative
- ✗ —Not Satisfactory (Explain)

<table>
<thead>
<tr>
<th>General Condition or Appraisal</th>
<th>Throat—tonsils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>Teeth: Position</td>
</tr>
<tr>
<td>Weight</td>
<td>Caries</td>
</tr>
<tr>
<td>Posture and Spine</td>
<td>Heart</td>
</tr>
<tr>
<td>Feet</td>
<td>Murmur</td>
</tr>
<tr>
<td>Skin: Scabies</td>
<td>Blood Pressure</td>
</tr>
<tr>
<td>Athlete's Foot</td>
<td>Sys.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Lungs</td>
</tr>
<tr>
<td>Infection</td>
<td>Abdomen</td>
</tr>
<tr>
<td>Pediculosis</td>
<td>Genitals</td>
</tr>
<tr>
<td>Eyes: Vision</td>
<td>Hernia</td>
</tr>
<tr>
<td>Discharge</td>
<td>Menstruation</td>
</tr>
<tr>
<td>Glasses</td>
<td>Urine</td>
</tr>
<tr>
<td>Ears: Hearing</td>
<td>Allergy: Animals</td>
</tr>
<tr>
<td>Discharge</td>
<td>Food</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Drugs</td>
</tr>
<tr>
<td>Blood Hemog. (desirable)</td>
<td>Horse Serum</td>
</tr>
<tr>
<td>Nose</td>
<td>Other</td>
</tr>
</tbody>
</table>

I believe this child is able to attend camp and participate in all camp activities with the following restrictions and recommendations:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Examing Physician

M.D.

Phone ___________________________ Address ____________________________

Date ____________________________

(OVER)
APPENDIX D

REQUEST LETTER FOR FINAL TEST
Dear Student:

Rainbow Camp is perhaps a dim memory now that you are involved in activities at home and school. Yet I'm sure that Rainbow Camp will always have a special meaning to you.

Your cooperation in my research has been most gratifying. Without it, the project could not have been conducted at all. As I indicated to you when you completed the test for the second time, I would require your cooperation in taking it one more time. I will be mailing the test with a stamped return envelope to you on November 12, 1973. I would like you to complete the test as soon as possible and return it to me. It is extremely important that you, as well as the other campers, complete and return the test at the earliest possible date.

Again, I thank you for your cooperation.

Yours truly,

Howard L. Dickey
APPENDIX E

LETTER OF INSTRUCTIONS
Dear Student:

Please read and follow the instructions listed on the inside of the front cover of the test booklet. Answer all of the questions and return the test and the test booklet to me as soon as possible in the enclosed envelope.

Again, I want to thank you for your help in this research.

Howard Dickey
APPENDIX F

SELF-CONCEPT CATEGORIES
Physical Self
Moral-Ethical Self
Personal Self
Family Self
Social Self
Identity - "What I Am"
Self Satisfaction
Behavior - "How I Act"
Overall Level of Self Esteem
Self Criticism
Row Total Variability
Column Total Variability
Total Variability
Distribution Score (5 choices)
5 Completely False
4 Mostly False
3 Partly False and Partly True
2 Mostly True
1 Completely True
APPENDIX G

QUESTIONNAIRE
1. If you have participated in any previous camping experiences, please indicate so by writing a brief summary describing the experience under the appropriate heading.

a. Have you experienced overnight camping prior to attending Rainbow Camp?

b. YMCA or YWCA summer camps
   date, month, and year
   location
   camp setting and activities

c. Boy Scout or Girl Scout camps
   date
   location
   camp setting and activities

d. Church camps
   date
   location
   camp setting and activities

e. School camps
   date
   location
   camp setting and activities
f. Sport camps
   date
   location
   camp setting and activities

g. Camping with family or friends
   date
   location
   camp setting and activities

h. Previous attendance at Rainbow Camp
   date
   activities

i. Previous attendance at other outdoor survival schools such as Outward Bound or the National Outdoor Leadership School.
   date
   location
   camp setting and activities

j. Other camping situations not mentioned
   date
   location
   camp setting and activities

2. How did you find out about Rainbow Camp?

3. Why did you attend Rainbow Camp?

4. Did you complete the double solo? Answer yes or no.
5. Did you complete the individual solo? Answer yes or no.

6. Did you complete the advance solo? Answer yes or no.

7. Do you or your parents belong to an outdoor recreation or conservation clubs? If so, please list the organizations.
APPENDIX H

NORMATIVE DATA

TENNESSEE SELF CONCEPT SCALE.
Means, Standard Deviations, and Reliability Coefficients, Tennessee Self Concept Scale*

<table>
<thead>
<tr>
<th>Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Reliability**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Self</td>
<td>71.78</td>
<td>7.67</td>
<td>.87</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>70.33</td>
<td>8.70</td>
<td>.80</td>
</tr>
<tr>
<td>Personal Self</td>
<td>64.55</td>
<td>7.41</td>
<td>.85</td>
</tr>
<tr>
<td>Family Self</td>
<td>70.83</td>
<td>8.43</td>
<td>.89</td>
</tr>
<tr>
<td>Social Self</td>
<td>68.14</td>
<td>7.86</td>
<td>.90</td>
</tr>
<tr>
<td>Identity &quot;What I am&quot;</td>
<td>127.10</td>
<td>9.96</td>
<td>.91</td>
</tr>
<tr>
<td>Self Satisfaction</td>
<td>103.67</td>
<td>13.79</td>
<td>.88</td>
</tr>
<tr>
<td>Behavior &quot;How I act&quot;</td>
<td>115.01</td>
<td>11.22</td>
<td>.88</td>
</tr>
<tr>
<td>Total P Score</td>
<td>345.57</td>
<td>30.70</td>
<td>.92</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>35.54</td>
<td>6.70</td>
<td>.75</td>
</tr>
<tr>
<td>Row Total Variability</td>
<td>19.60</td>
<td>5.76</td>
<td>.60</td>
</tr>
<tr>
<td>Column Total Variability</td>
<td>29.03</td>
<td>29.03</td>
<td>.73</td>
</tr>
<tr>
<td>Total Variability</td>
<td>18.53</td>
<td>12.12</td>
<td>.67</td>
</tr>
<tr>
<td>Distribution Score</td>
<td>120.14</td>
<td>21.10</td>
<td>.89</td>
</tr>
<tr>
<td>5 s</td>
<td>18.11</td>
<td>9.24</td>
<td>.88</td>
</tr>
<tr>
<td>4 s</td>
<td>24.36</td>
<td>7.55</td>
<td>.79</td>
</tr>
<tr>
<td>3 s</td>
<td>18.03</td>
<td>8.80</td>
<td>.77</td>
</tr>
<tr>
<td>2 s</td>
<td>18.85</td>
<td>7.99</td>
<td>.71</td>
</tr>
<tr>
<td>1 s</td>
<td>20.63</td>
<td>9.01</td>
<td>.88</td>
</tr>
</tbody>
</table>


**Reliability data based on test-retest with 60 college students over a two-week period.
APPENDIX I

RAINBOW WILDERNESS SURVIVAL SCHOOL

TRAINING SCHEDULE
The survival training program was divided into segments. The training schedule follows:

First Week

The initial week of training was devoted to getting acquainted with the other students. All of the activities were on a large group basis, and involved going on hikes, boating, fishing, and basic survival skills.

Wednesday, July 18. Twenty-four students arrived at the school.

Thursday, July 19. Welcome and introductory remarks made by the camp director and the pretest administered. The students used the remainder of the morning to purchase fishing licenses and personal items. The camp director conducted the group on a hike in the afternoon. Identification, location, and the life cycle of edible plants were stressed as well as the historical feature of Southern Cross since it is a mining ghost town.

Friday, July 20. Intensive instruction continued regarding the identification and preparation of edible plants, and various fire building techniques. The afternoon was devoted to free time activities such as swimming, fishing, and hiking. Each student was allowed to choose an activity.

Saturday, July 21. Free time activities were continued. Many of the students fished from the school houseboat on Georgetown Lake or engaged in hikes in the vicinity.
Sunday, July 22. Church services and free time activities continued.

Monday, July 23. Firearm safety, firing, maintenance, and hunting instruction were conducted with .22 caliber rifles. Practical experience was obtained in the afternoon hunting gophers.

Tuesday, July 24. The naturalist conducted the group on a nature hike. Special emphasis was placed on the many biotic communities and their interdependence in the ecosystem. Instruction was provided on the care and grooming of horses as well as various riding techniques during the afternoon.

Wednesday, July 25. The morning session was devoted to the erection of various types of shelters using natural and man-made materials. The afternoon session consisted of compass and map training followed by a compass and map interpretation course.

Thursday, July 26. Firebuilding techniques were reviewed and then put into practice with special emphasis on safety. The remainder of the morning dealt with the use of the slingshot. During the afternoon the group learned various sawing techniques and the proper felling of trees.

Second Week

The second week of training, July 27 to August 1, consisted of a five-day float trip down the Salmon River. This phase of the training course dealt with the handling of two-man rubber kayaks and four-man rubber rafts in various white-water stretches of the Salmon River. The
services of a commercial river float guide were utilized during the trip.

Third Week

Equipped with individual survival kits, the group was split into teams consisting of three and four persons. Each team spent three days and two nights on a group survival trip near the Anaconda-Pintlar Wilderness, August 2 to August 5. Emphasis was placed on the identification and use of edible and nonedible plants, firebuilding techniques, and shelter construction. At the completion of the field training, the groups returned to the base camp and engaged in horseback riding and fishing trips for the next several days. Basic astronomy was conducted during the evenings.
SELECTED BIBLIOGRAPHY


Rainbow Coed Wilderness Survival School Brochure.


