To the Graduate Council:

I am submitting herewith a thesis written by Rebecca Anne Murray entitled "Factors Contributing to the Decision of Former 4-H Campers to Return or Not Return to the District IV Junior Camp in 1976 as Seen by Their Parents." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert S. Dotson, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

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FACTORS CONTRIBUTING TO THE DECISION OF FORMER 4-H CAMPERS TO RETURN OR NOT RETURN TO THE DISTRICT IV JUNIOR CAMP IN 1976 AS SEEN BY THEIR PARENTS

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Rebecca Anne Murray

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ABSTRACT

The purpose of this survey-type study was to determine what factors, as seen by parents, influenced Junior 4-H'ers decisions to return or not to return to 4-H camp in Tennessee's Extension Supervisory District IV in 1976. A total of 111 parents of former 4-H campers responded to a mail questionnaire designed to determine parental attitudes, preferences, expectations, and suggestions regarding junior camp. Seventy-one were parents of returners (i.e. 20 of boys and 51 of girls) and 40 were parents of non-returners (i.e. 16 of boys and 24 of girls).

Characteristically, the members themselves:

1. Were 11.49 years of age
2. Had attended camp an average of 1.62 times
3. Had made decision to attend or not attend camp was made jointly with their parents.

Other major camp findings included the following:

1. To have fun was the major reason for returning to 4-H camp
2. To make new friends and because their friends were going were other reasons for returning to camp
3. Miscellaneous reasons including other camps, ball teams and vacation constituted an additional major reason for those not returning to camp.

Expectations of what parents wanted their children to get out of camp were:

1. A sense of responsibility and independence
2. New and worthwhile learning
3. Fun or a good time
4. New friends
5. Learning to get along with others.

Parents expected their children to participate in various activities including:

1. Everything offered
2. Sports of all kinds
3. Crafts
4. Classes.

Purposes for having camp were expressed by parents as, (1) to learn to assume responsibility, (2) to learn to get along with people, and (3) to develop individual personality and character.

Favorable responses implied parental support of the camping program. Other implications and recommendations for use of findings and further research were included.

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CHAPTER I

INTRODUCTION

A. THE PROBLEM AND ITS SETTING

Farmer's Cooperative Demonstration Work began in Tennessee in the fall of 1909, when W. W. Campbell, a representative of the United States Department of Agriculture was stationed at Jackson to stimulate interest in the movement. A major portion of his time was devoted to the establishment of Boy's Corn Club work. On November 16, 1910, Thomas A. Early was appointed the first professional worker to give primary attention to Boy's Corn Club work. The first Girl's Canning Club in Tennessee was organized in Benton County in 1911 by Miss Virginia Moore. Miss Moore was the first appointed state agent in Tennessee to work with women and girls in developing canning clubs (2:1).*

In 1912, the Tennessee State Fair sponsored a farm boy's encampment. This first account of a camp being held was during the State Fair and each county in the state was encouraged to send one boy. Seventy counties took advantage of this week long encampment.

By 1920, a more definite club program of rallies, regular meetings, camps, educational trips and other interesting events was developed.

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*Numbers in parentheses refer to alphabetically listed items in the Bibliography; while numbers after the colon are page numbers.

Camps were held on a county basis in 30 counties. This was about the time that the name "4-H Club Work" was first used in Tennessee. From this time the purpose has been to give a broader training and not confine itself to totally increasing crop yields.

In 1923, the first State Camp was held at The University of Tennessee in Knoxville. Attendance was primarily from what is presently included in Extension Supervisory Districts III, IV, and V (see Figure 1). In 1937, the State Short Course was established instead of the State Camp. The purpose was to give training in leadership, recreation, and community development to boys and girls 16 and over.

The Crossville camp was built during World War II as a German prisoner of war camp. After the war this facility was secured by the University as a camp for 4-H members in District IV.

From 1965 until this date segregated camps have been held in each of the five districts for 4-H members in fourth, fifth, and sixth grades.

In our constantly changing world, it is generally accepted that professional Extension workers should be trained to recognize the potential role of camping in helping boys and girls develop as citizens. Their development into effective citizens is the overall aim of 4-H. Therefore, those responsible for 4-H camps should have a good understanding of the planning, promotion, supervision, staffing and management of the camps. They should be well-informed of the needs of the campers and how these needs may be adequately fulfilled.

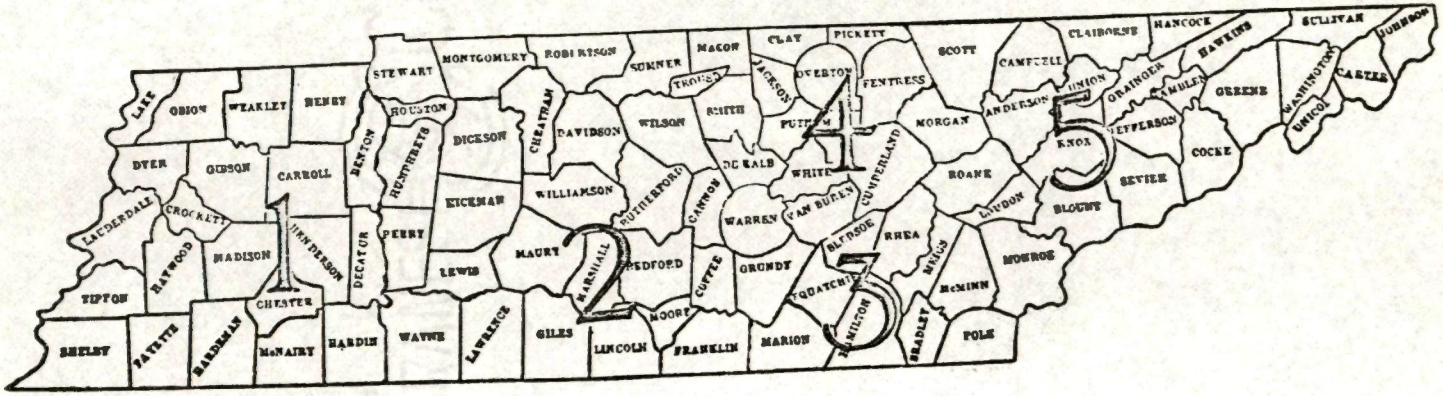


Figure 1. Locations of Tennessee Agricultural Extension Supervisory Districts.

The present study was designed to identify strengths and weaknesses of the present camps conducted at the Clyde M. York 4-H Training Center, Crossville, Tennessee. It was purposed that thought should be given to applying study findings to the planning of future camps. The study dealt with some particular factors which influence the decision to return, or the decision not to return, to camp at the Crossville facility in the Summer of 1976.

B. STATEMENT OF THE PROBLEM

Prior to the present study, the reasons for returning or not returning to the Crossville camp from one summer to the next had not been clearly defined. The increasing number of campers attending for the first time and the number of campers not returning for a second time suggested the value of studying the 4-H camps being offered at Crossville.

C. PURPOSE OF THE STUDY

The overall purpose of this study was to ascertain which factors studied, as seen by parents, influenced former District IV Junior 4-H campers to return or not return to the Crossville 4-H camp in the Summer of 1976.

In order to give additional direction to the study, the following specific objectives were formulated:

1. To determine why some Junior 4-H members, boys and girls, returned to the Clyde M. York 4-H Training Center for the second or more times.

2. To determine why some Junior 4-H members, boys and girls, did not return to the Clyde M. York 4-H Training Center after the first time.
3. To determine if certain attitudes, feelings, preferences, and expectations of parents influenced the decision of 4-H members, boys and girls, to return or not to return to 4-H camp.
4. To characterize Junior 4-H members, boys and girls, returners, and non-returners, whose parents responded.

D. SIGNIFICANCE OF THE STUDY

At the time of this study, there had been no formal attempt to identify the weaknesses and strengths of the District IV camp as seen by parents in the fifteen counties. Thus, it was generally agreed that there was need for an investigation of this kind. Those responsible for planning of 4-H camp felt that an effective educational program could best be formed by planning the camp program based on the needs of District IV 4-H members, including consideration of feelings.

The results of this study should be useful in helping to plan future District IV camps. The findings also should be valuable to district supervisors as they counsel with individual agents regarding their specific camp responsibilities.

E. DEFINITION OF TERMS

Four-H Camp. This term refers to a recreational experience in the out-of-doors, usually one week in the summer, which provides special opportunity for education and for social adjustment through group living. The primary focus of the 4-H camp is on the camper and the utilization of all facilities of the camp, both personal and physical, for the pleasure, growth and welfare of the camper in terms of his interests and needs. The camp is designed to utilize the resources of natural surroundings to contribute significantly to the mental, physical, social and spiritual growth of 4-H age boys and girls.

Junior 4-H Member. This is a boy or girl 4-H member that is enrolled in the fifth or sixth grades.

Clyde M. York 4-H Training Center, District IV Camp. This will refer to the 4-H camping facility located in Crossville, Tennessee and operated and administered by The University of Tennessee Agricultural Extension Service each summer for the use of District IV 4-H age boys and girls. Though this camp also is used for District III 4-H'ers and others purposes, only District IV Junior camp is included in the present study.

Returners. Those Junior 4-H members attending camp for two or more times and returning in 1976. Some may have attended Junior 4-H camp as fourth graders (i.e. Explorers).

Non-Returners. Those Junior 4-H members who attended Junior 4-H camp for at least one time, but did not attend in the Summer of 1976.

F. METHODS OF PROCEDURE

Population and Collection of Data

The population in this study consisted of parents of 300 4-H members who had attended 4-H camp and were either returning (i.e. 150) or not returning (i.e. 150) to camp in District IV in the Summer of 1976.

The data collection instrument was developed with the cooperation of The University of Tennessee Agricultural Extension Education Department in collaboration with the State 4-H Section. The data were collected by mail questionnaire sent in the Summer of 1976 to selected parents in the fifteen counties of District IV. A copy of the questionnaire is included in the Appendix. The questionnaire was completed and returned by parents of a total of 111 4-H'ers of which 71 were returners (i.e. 20 boys and 51 girls) and 40 were non-returners (i.e. 16 boys and 24 girls). Thus, 47 percent of the parents of returners and 27 percent of non-returners responded and were included in the study.

Questionnaires were sent to agents responsible for youth work in each of the fifteen counties. Along with the questionnaires were letters to the agents and parents explaining the purpose of the survey, and self-addressed envelopes for parents to use in returning completed questionnaires to the agents. Each agent was asked to obtain completed questionnaires from parents of five campers returning for the second or more times and five campers who had attended but were not returning in

the Summer of 1976. Parents of both boys and girls were surveyed. The questionnaire was designed to find out what the parents felt influenced camping decisions, the purposes for camp and what should be offered at camp as well as what they expected their children to gain from camp. Effort also was made to gain direction for planning future camp.

CHAPTER II

REVIEW OF THE LITERATURE

This literature and research review was limited to material related directly to the purpose of the study; that is, to determine the factors affecting the returning or not returning of Junior 4-H campers to the 1976 camp at Crossville. No attempt was made to summarize all of the research dealing with the identification of camp needs in general or factors influencing these needs in other areas. Research reported here pertains directly to the present study.

Four main sections are included in this review, namely:

1. Reasons for attending camp
2. Major purposes for having 4-H camp
3. Opportunities provided by camps
4. Principles of successful camps

A. REASONS FOR ATTENDING CAMP

In 1964, to aid in planning more effective camps on a statewide and district basis, persons responsible for planning Tennessee 4-H camps identified four basic reasons for camp attendance, those reasons included the following:

1. Four-H camping is an experience in group living.
2. Four-H camping is a weaning time.

3. Four-H camping provides a good learning climate.

4. Four-H camping contributes to total growth (5).

In setting forth these reasons for camping the 4-H Staff felt that, in the group living situation, the individual camper could develop independence, self-control, and self-reliance, as he helped to plan and accepted responsibility for his own way of life throughout each day of camp.

B. MAJOR PURPOSES FOR HAVING 4-H CAMP

The Agriculture Extension Service, University of Arkansas, conducted an informal study with agents having responsibility for youth work. In developing the camp programs, the Arkansas group stated that personal and group relationships should be kept uppermost in mind. In the area of personal relationships, four basic needs were identified, namely: (1) the need for 4-H'ers to have new experiences; (2) the need for 4-H'ers to give response to the program; (3) the need for the 4-H'er to feel a sense of security, and (4) the need for the 4-H'er to receive due recognition (6).

C. OPPORTUNITIES PROVIDED BY CAMPS

An unpublished study was conducted by Charlene H. Powell in cooperation with the District II Extension Supervisory Staff and some selected agents in District II. The purpose was to identify opportunities that camps should provide campers. The opportunities listed were:

1. To provide campers the opportunity to learn how to get along with people
2. To provide campers the opportunity to make new friends
3. To develop leadership
4. To develop individual personality and character
5. To provide the camper with opportunities for developing an understanding and an appreciation of nature
6. To provide opportunities for learning new skills
7. To provide opportunities for growing spiritually
8. To provide the opportunity for worthy use of leisure time and wholesome fellowship
9. To provide the opportunity for gaining tolerance (3).

All of these objectives of camp are set up to enable campers to get the greatest benefit and receive the most satisfaction in out-of-door living.

D. PRINCIPLES OF SUCCESSFUL CAMPS

Research conducted by various groups within the United States Department of Agriculture have established principles of successful camping. These principles show that camping should be made up of people, leadership and outdoor living, focusing on the social, spiritual, and mental as well as physical development of the individual. It should be a process of living out-of-doors, a shared experience, learning to live together with the opportunity for individual development in a natural environment (4).

The artists and practitioners agree that camps should be planned so that the environment for the development of children and young people will be fulfilled to its fullest (1). In the planning of any camp program, they believe the camper should be taken into consideration. This happens since, in the first place, attendance is voluntary, and in the second place, there is a control over the total environment that cannot be obtained to the same degree in any other free environment. The camp is small enough that the tempo of life can be adjusted to the needs of campers. Therefore, the camp should be rich in offering activities that children like.

Other literature specific to the purpose of the present study was not available.

CHAPTER III

FINDINGS OF THE STUDY

The findings of the present study relate to specific objectives mentioned earlier. Tabled findings and discussion are presented below under convenient headings including the following: A. Characteristics of the Junior 4-H Campers; B. Reasons for Returning or Not Returning to 4-H Camp; C. Parental Expectations Regarding Camp; D. Camp Purposes Selected by Parents; E. Comparison of Parental Expectations and Purposes; F. Feelings of Parents Regarding 4-H Camp; G. Strengths and Weaknesses of 4-H Camp; H. Suggested Improvements. Returners and non-returners, boys and girls, are compared where appropriate.

A. CHARACTERISTICS OF JUNIOR 4-H CAMPERS

Table I includes information regarding some characteristics of both Junior 4-H boys and girls who returned, and those who did not return to the District IV 4-H camp in the summer of 1976 after having attended at least one prior time, as reported by their parents, and totals.

Ages of Campers

Combined. When all campers, returners and non-returners, boys and girls, were combined, it was found that the average age was 11.49 years, and the range was from 9 through 13 years of age. Little difference was noted between boys and girls.

TABLE I

SOME CHARACTERISTICS OF SELECTED TENNESSEE EXTENSION SUPERVISORY DISTRICT IV JUNIOR 4-H CAMPERS, RETURNERS AND NON-RETURNERS, BOYS AND GIRLS, BY PERCENTS AND AVERAGES

Characteristics	Total			Parents of Returners			Parents of Non-Returners		
	Combined (N=111)	Boys (N=36)	Girls (N=75)	Combined (N=71)	Boys (N=20)	Girls (N=51)	Combined (N=40)	Boys (N=16)	Girls (N=24)
					Percents				
1. Age (years)									
9	3	0	5	6	0	8	0	0	0
10	12	14	9	8	5	10	15	25	8
11	31	30	31	32	40	29	28	19	33
12	42	42	43	37	35	37	52	50	54
13	12	14	12	17	20	16	5	6	5
Average age in years	11.49	11.55	11.46	11.50	11.70	11.43	11.47	11.37	11.54
2. Number times previously attended									
1	47	50	45	35	35	35	68	69	67
2	44	42	45	52	50	53	30	31	29
3	9	8	10	13	15	12	2	0	4
Average number times attended	1.62	1.58	1.64	1.77	1.80	1.76	1.35	1.31	1.37
3. Actual year(s) at District IV Camp*									
1973	17	14	19	20	20	20	13	6	17
1974	52	50	53	56	60	55	45	38	50
1975	76	83	73	76	90	76	77	94	66
1976	64	55	68	100	100	100	0	0	0
4. Decision-maker Regarding 1976 Camp Attendance									
a. Child (children)	34	34	33	30	35	28	40	32	46
b. Parent(s)	7	5	8	6	5	6	10	6	13
c. Child(ren) and Parent(s)	59	61	59	64	60	66	50	62	41

*Percents do not necessarily add up to 100 percent since campers may have attended any or all years.

Returners. Junior 4-H'ers who returned to the 1976 camp averaged 11.50 years of age, the boys 11.70 years and the girls 11.43 years.

Non-Returners. Former campers not returning in the Summer of 1976 averaged 11.47 years of age, 11.37 years for the boys and 11.54 for the girls.

Number of Times Previously Attended

Combined. When all campers, returners and non-returners, boys and girls, were combined, it was found that the average number of times of previous attendance was 1.62 times and the range was 1 through 3 times. Boys averaged 1.58 times and girls 1.64 times.

Returners. Campers who returned to the 1976 camp averaged 1.77 times in attendance, the boys averaging 1.80 times, and the girls averaging 1.76 times.

Non-Returners. Campers not returning to the 1976 camp averaged having attended camp 1.35 times, 1.31 times for boys and 1.37 times for girls.

Actual Years In Attendance at District IV Camp

Combined. When returners and non-returners, boys and girls were combined relating to actual years of attendance the following was found: 17 percent had attended in 1973, 52 percent had attended in 1974, 76 percent had attended in 1975, and 64 percent, the returners only, attended in 1976.

Returners. Those 4-H'ers who were returners when combined showed 20 percent had attended in 1973, 56 percent had attended in 1974, 76 percent had attended in 1975, and 100 percent attended in 1976. Comparison of boys and girls shows 20 percent of each group attended in 1973, 60 percent boys and 55 percent girls attended in 1974, 90 percent of the boys and 76 percent of the girls attended in 1975, and 100 percent each of boys and girls attended in 1976.

Non-Returners. Former campers not returning, when combined, show 13 percent attended in 1973, 45 percent attended in 1974, 77 percent attended in 1975, and, of course, none attended in 1976. A comparison of boys and girls shows that 6 percent of the boys and 17 percent of the girls attended in 1973, 38 percent boys and 50 percent girls attended in 1974, 94 percent boys and 66 percent girls attended in 1975, and, again, none of these boys or girls attended in 1976.

Decision-Maker Regarding 1976 Camp Attendance

Combined. When all campers, returners and non-returners, boys and girls, were combined, it was found that 34 percent of the children made their own decision to return or not to return to camp as seen by parents. Seven percent of the parents felt they made the decision affecting attendance, and in 59 percent of the cases, both the child and parent together reportedly reached the decision for boys and girls to return or not to return.

Returners. When combined the decision to return to 4-H camp, in 30 percent of the cases, was made by the children, in 6 percent by the

parents, and in 64 percent by both parents and children. A comparison of boys and girls indicates that in 35 percent of the former and 28 percent of the latter cases the child made the decision, in 5 percent and 6 percent, respectively, of the cases, parents made the decision, and children and parents made the decision in 60 percent of the cases for boys and 66 percent for girls.

Non-Returners. For those 4-H'ers not returning to the District IV 4-H camp in 1976, 40 percent of the parents indicated that the children had made the decision not to return, 10 percent reported the parents had decided, and 50 percent said both children and parents together had made the decision. A comparison of boys and girls showed that parents of boys in 32 percent of the cases and parents of girls in 46 percent of the cases reported the child had made the decision, 6 percent for the boys and 13 percent for the girls said parents alone had made the decision; while 62 percent for the boys and 41 percent for the girls reported a joint decision.

In brief summary of data presented in Table I, page 14, there was little difference in the ages of all campers, or the number of times of previous camp attendance. Concerning the actual years of attendance, the difference in 1976 attendance between returners and non-returners is explained by the definition of those groups.

The decision to return or not to return to District IV 4-H camp in 1976 was made more often by both parents and children together, excepting for non-returning girls. In very few cases was the decision made strictly by the parents, indicating that the parents responding

in the majority of cases felt the family as a unit had reached the final decision affecting attendance.

B. REASONS FOR RETURNING OR NOT RETURNING

Reasons for attendance and non-attendance will be discussed below in descending order of frequency and percent mentioned in Table II.

Reason No. 1, Having Fun

As seen by the center table column, a combined 61 percent of all respondents indicated that either having fun, or not having fun was a reason for either attending of not attending District IV 4-H camp in the Summer of 1976, respectively. Seventy-eight percent of the returners indicated that to have fun was a reason for returning, while 33 percent of non-returners indicated that 4-H camp was not fun and, therefore, was a reason for not returning.

Reason No. 2, Peer Attendance

Forty-four percent of all respondents indicated that peer attendance was a reason influencing the decision of their children to return or not to return to camp in 1976. Parents felt 52 percent returned because their friends were returning, and 30 percent did not return because their friends were not returning.

TABLE II

REASONS GIVEN BY PARENTS OF DISTRICT IV 4-H CAMP RETURNERS AND NON-RETURNERS FOR FORMER CAMPERS RETURNING AND NOT RETURNING TO CAMP AT CLYDE M. YORK 4-H TRAINING CENTER IN 1976 BY PERCENTS

Reason Influencing Decision to Return to Camp	Parents of Returners Responses (N=71)	Item and Combined Responses (N=111)	Parents of Non Returners Responses (N=40)	Reason Influencing Decision Not to Return to Camp
		Percent		
1. To have fun	78	Having Fun--61*	33	1. Did not think 4-H camp was fun
2. Their friends were going	52	Peer Attendance--44	30	2. Their friends were not going
3. To make new friends	66	Making Friends--44	5	3. Do not like to make friends
4. To get away from home	24	Being away from home--24	25	4. Do not like to be away from home
5. To learn to swim	32	Learning to swim--23	5	5. Already knew how to swim

TABLE II (CONTINUED)

Reason Influencing Decision to Return to Camp	Parents of Returners Responses (N=71)	Item and Combined Responses (N=111)	Parents of Non Returners Responses (N=40)	Reason Influencing Decision Not to Return to Camp
		Percent		
6. To learn more about agriculture and/or home economics	28	Agriculture or Home Economics--18	0	6. Do not like agriculture and/or home economics
7. Parents wanted them to go	23	Parental Desires--15	3	7. Parents did not want them to go
8. Other	4	Miscellaneous Reasons--15	35	8. Other**

*Total percent influenced either positively and/or negatively by item.

**Other camps, ball teams, vacations, etc.

Reason No. 3, Making Friends

Forty-four percent of all respondents indicated that desire to make or not to make new friends was a reason influencing decisions regarding attendance at 4-H camp. Sixty-six percent of the parents of returners indicated their children returned because they liked to make new friends; while 5 percent of the non-returners' parents indicated their children did not like to make new friends.

Reason No. 4, Being Away From Home

Twenty-four percent of all respondents indicated that being away from home was a reason for their children returning or not returning to District IV 4-H camp. Twenty-four percent of the returners' parents responded children returned because they liked to be away from home in the summer; while 25 percent of the non-returners' parents responded that their children did not like to be away from home and that this was a reason for their not returning.

Reason No. 5, Learning to Swim

Twenty-three percent of all respondents indicated that learning to swim influenced the decision to return or not to return to District IV 4-H camp. Thirty-two percent of the returners' parents indicated this was a reason for children returning; while 5 percent of the parents of non-returners responded that their former campers already knew how to swim and that this was reason for not needing to return to camp.

Reason No. 6, Subject Matter

Twenty-eight percent of the returners' parents indicated that to learn more about agriculture and home economics was a reason for their children returning to District IV 4-H camp. None of the non-returners' parents indicated their children were not interested in agriculture and/or home economics.

Reason No. 7, Parental Desires

Fifteen percent of the respondents indicated that parent wishes constituted a reason for the decision to return or not to return to the District IV 4-H camp. Twenty-three percent of the returners did so because their parents wanted them to return; while only 3 percent of the non-returners reportedly did not return because their parents did not want them to go.

Reason No. 8, Miscellaneous Reasons

Fifteen percent of the combined respondents indicated other reasons for returning or not returning. Four percent of the returners gave other reasons, such as - the children wanted to swim everyday, parents wanted the children to participate in a well organized program, and it provided an opportunity for the children to be on their own for a period of time, for returning to the District IV camp. Thirty-five percent of the non-returners gave other reasons for not returning, such as - participation on ball teams, attendance at other camps, taking vacations, or children had had a bad experience at previous camps.

Brief summary, then, of data presented in Table II, page 19, suggests that there were consequential differences (i.e. 9 percent or more) in the following reasons for campers returning or not returning: 1. Having fun; 2. Peer attendance; 3. Making friends; 4. Learning to swim; 5. Agricultural and home economics subject matter; 6. Parental desires; and 7. Miscellaneous reasons.

Comparison of Boys and Girls

Data in Tables III and IV are presented to permit comparisons of reasons given by parents of boy and girl returners and non-returners, respectively. Consequently more parents of girl returners than boy returners, in descending order of mention, indicated to have fun, 80 percent versus 70 percent, their friends were going, 60 percent versus 49 percent, and to learn more about agriculture and home economics, 39 percent versus 25 percent, respectively, were influential reasons.

Meanwhile, the reverse was true for the reason to get away from home since 45 percent of parents of returner boys and only 16 percent of returner girls selected this reason.

Consequently higher percents of parents of non-returner girls than of boys selected all four influential reasons, namely: did not think 4-H camp was fun, 50 percent versus 21 percent; their friends were not going, 42 percent versus 13 percent; did not like to be away from home, 29 percent versus 19 percent; and other (e.g. other camps, ball teams, and vacations), 42 percent versus 25 percent.

TABLE III

REASONS GIVEN BY PARENTS OF DISTRICT IV 4-H CAMP RETURNERS THAT INFLUENCED THE DECISION FOR RETURNING TO CAMP AT CLYDE M. YORK TRAINING CENTER IN 1976 BY PERCENTS*

Reason	Combined (N=71)	Parents of Girls (N=51)	Parents of Boys (N=20)
		Percent	
1. To have fun	77	80	70
2. To make new friends	66	67	65
3. Their friends were going	52	60	49
4. To learn to swim	32	31	35
5. To learn more about agriculture and/or home economics	28	39	25
6. To get away from home	24	16	45
7. Parents wanted them to go	23	22	25
8. Other	4	6	0

*Percents do not add up to 100 since respondents could select more than one reason.

TABLE IV

REASONS GIVEN BY PARENTS OF DISTRICT IV 4-H CAMP NON-RETURNERS THAT INFLUENCED THE DECISION FOR NOT RETURNING TO CAMP AT CLYDE M. YORK TRAINING CENTER IN 1976 BY PERCENTS*

Reason	Combined (N=40)	Parents of Girls (N=24)	Parents of Boys (N=16)
		Percent	
1. Did not think 4-H camp was fun	33	50	21
2. Their friends were not going	30	42	13
3. Do not like to make friends	5	4	6
4. Do not like to be away from home	25	29	19
5. Already knew how to swim	5	4	6
6. Do not like agriculture and/or home economics	0	0	0
7. Parents did not want them to go	3	6	4
8. Others**	35	42	25

*Reasons are ordered in Table II to aid the reader. Percents do not add to 100 since respondents could give more than one reason.

**Includes other camps, ball teams, vacations, etc.

C. PARENTAL EXPECTATIONS REGARDING CAMP

Parents were asked to provide information concerning their expectations regarding their children's camping experiences.

Regarding What Children Should Get Out Of Camp

As shown in Table V, 25 percent of the total combined responses indicated the parents expected their children to develop a sense of responsibility and gain independence. Twenty percent of the parents of returning boys and 20 percent of the parents of returning girls indicated they expected their children to assume responsibility and gain independence. This compares with a consequently higher, 44 percent, of the parents of non-returning boys compared with 25 percent for the parents of non-returning girls.

Twenty-five percent of the total respondents indicated they expected their children to have new experiences and learn new things while at camp. Thirty percent of the parents of returning boys and 23 percent of the parents of returning girls indicated this as an expectation, while 25 percent each of the parents of non-returning boys and non-returning girls indicated this as an expectation for camp.

Twenty-four percent of the total respondents indicated they expected their children to have a good time and have fun while at camp. Five percent of the parents of returning boys and 13 percent of the parents of returning girls indicated they expected their children to have a good time at camp. Thirty-seven percent of the parents of non-returning boys and 29 percent of the parents of non-returning girls

TABLE V

PARENTAL EXPECTATIONS REGARDING WHAT THEY WANTED THEIR CHILDREN TO GET OUT OF CAMP FOR ALL RESPONDENTS, RETURNERS, NON-RETURNERS, BOYS AND GIRLS ACCORDING TO PERCENTS*

What Parent(s) Wanted Children To Get Out Of Camp	Total			Parents of Returners			Parents of Non-Returners		
	Combined (N=111)	Boys (N=36)	Girls (N=75)	Combined (N=71)	Boys (N=20)	Girls (N=51)	Combined (N=40)	Boys (N=16)	Girls (N=24)
	Percents								
1. Develop sense of responsibility and Independence	25	27	23	20	20	20	33	44	25
2. Experience and learn new things	25	27	24	29	30	23	25	25	25
3. Have a good time or fun	24	36	18	9	5	13	32	37	29
4. Make new friends	19	5	26	15	5	20	26	6	42
5. Learn to get along with others	13	8	19	17	15	18	13	0	21
6. No Response	13	14	13	13	15	15	15	12	16

*Percents do not add up to 100 percent since more than one response could be given.

indicated they expected their children to have a good time. Nineteen percent of all respondents indicated they expected their children to make new friends while at camp. Five percent of the parents of returning boys and 20 percent of the parents of returning girls, a consequential difference indicated new friendships as an expectation. This compares with 6 percent of the parents of non-returning boys and 42 percent of the parents of non-returning girls, again a consequential difference, expected their children to make new friends. It is interesting to note the large difference between responses for girl returners and non-returners on this expectation. Only 20 percent of the parents of returning girls saw this as an expectation, while 42 percent of the parents of non-returning girls saw this as an expectation.

Thirteen percent of all respondents expected their children to learn to get along with other people while at camp. Fifteen percent of the parents of returning boys and 18 percent of the parents of returning girls saw this as an expectation. Twenty-one percent of the parents of non-returning girls expected their children to learn to get along with other people, while it is interesting to note that none of the parents of non-returning boys saw this as an expectation.

Thirteen percent of the parents did not respond to this open ended question on the questionnaire.

In brief summary then, parents expected their children to develop independence and learn to assume responsibility, 25 percent; to gain new experiences and learn new skills, 25 percent; and to have a good

time, 24 percent while attending 4-H camp. Other, but of less important expectations of the parents for campers were to make new friends, 19 percent; and to learn to get along with other people, 13 percent.

Regarding What Children Should Participate In At Camp

Data in Table VI suggest that most parents, 47 percent, expected their children to participate fully in the regular camp program. No difference is noted between returners and non-returners, 47 percent each, though a consequently higher percent of parents of returner girls, 53 percent, and non-returner boys, 62 percent, felt this way, than was true for their counterparts (i.e. 35 percent for returner boys and 17 percent for non-returner girls).

"Sports," including swimming prominently among others, accounted for more than one-fourth, 27 percent, of the parents reporting what they wanted their children to participate in at camp. Consequently more in the non-returner category, 37 percent, than in the returner category, 21 percent mentioned this expectation. Also, consequently larger percents of parents of girls in both return categories wanted their children to participate in "sports" (i.e. returner girls, 24 percent, versus boys 15 percent; and non-returner girls, 42 percent, versus boys, 31 percent).

Nearly one-fifth of the parents, 19 percent, mentioned "crafts." Consequently more parents of non-returners, 25 percent, than returners, 16 percent, gave this item; and more with girls, 24 percent, than boys, 8 percent, did also.

TABLE VI

PARENTAL EXPECTATIONS REGARDING WHAT THEY WANTED THEIR CHILDREN TO PARTICIPATE IN AT CAMP FOR ALL RESPONDENTS, RETURNERS, NON-RETURNERS, BOYS AND GIRLS ACCORDING TO PERCENTS*

What Parent(s) Wanted Children To Participate In At Camp	Total			Parents of Returners			Parents of Non-Returners		
	Combined (N=111)	Boys (N=36)	Girls (N=75)	Combined (N=71)	Boys (N=20)	Girls (N=51)	Combined (N=30)	Boys (N=16)	Girls (N=24)
	Percents								
1. Whatever was offered	47	47	48	47	35	53	47	62	37
2. Sports (including swimming and others)	27	22	29	21	15	24	37	31	42
3. Crafts	19	8	24	16	10	18	25	6	37
4. Classes	5	2	6	6	5	7	2	0	4
5. No response	10	11	9	10	15	8	10	6	12

*Percents do not add up to 100 since respondents could mention more than one item.

Few, 5 percent mentioned "classes," and 10 percent did not respond.

D. CAMP PURPOSES SELECTED BY PARENTS

As seen in Table VII, more than one-half, 53 percent, of the parents selected Purpose No. 1, "To provide the camper with opportunities to assume responsibility," as their first choice among nine purposes listed. A higher percent of parents of returners, 56 percent, than of non-returners, 48 percent selected this purpose. Consequently larger percents of parents of girls, 61 percent, and non-returner boys, 63 percent, chose this purpose than their counterparts, 45 percent and 38 percent, respectively.

The second most frequently selected item was Purpose No. 2, "To provide campers with the opportunity to learn how to get along with people." Fifty-one percent of parents mentioned this item.

When parents of returners and non-returners were compared, it was found that consequently more of the latter, 58 percent, than the former, 48 percent, selected this purpose. Though little difference was noted between parental responses for returner boys, 50 percent, and girls, 47 percent, comparable percents for non-returners, respectively 50 and 63 percents, were consequential.

Purpose No. 3, "To develop individual personality and character," was chosen by 45 percent of all parents responding. A higher percent of parents of non-returners, 50 percent, than returners, 42 percent, mentioned it. Consequently more of the parents of girls for the total

TABLE VII

PURPOSES FOR HAVING 4-H CAMP RANKED BY PARENTS OF 4-H MEMBERS RETURNING AND NOT RETURNING TO DISTRICT IV 4-H CAMP AT CLYDE M. YORK 4-H TRAINING CENTER IN ORDER OF FREQUENCY MENTIONED BY PERCENTS*

Purpose for Having Camp	Total			Parents of Returners			Parents of Non-Returners		
	Combined (N=111)	Boys (N=36)	Girls (N=75)	Combined (N=71)	Boys (N=20)	Girls (N=51)	Combined (N=40)	Boys (N=16)	Girls (N=24)
	Percent								
1. To provide the camper with opportunities to assume responsibility	53	53	53	56	45	61	48	63	38
2. To provide campers with the opportunity to learn how to get along with people	51	50	52	48	50	47	58	50	63
3. To develop individual personality and character	45	25	55	42	15	53	50	38	58
4. To provide the opportunity for worthy use of leisure time and wholesome fellowship	23	19	24	21	15	24	25	25	25
5. To provide opportunities to learn new skills	22	36	15	21	40	14	23	31	17
6. To provide the camper with opportunities for developing understanding and an appreciation for nature	22	25	20	18	15	20	28	38	21
7. To develop leadership	21	19	21	21	25	20	20	13	25
8. To provide campers with the opportunity to make new friends	18	8	23	13	10	14	28	6	42
9. To provide opportunities for growing spiritually	8	17	4	8	20	4	8	13	4

*Percents do not add up to 100 since parents could list three purposes.

(i.e. 25 percent for boys and 55 percent for girls) selected the purpose as was true for both returners and non-returners alike.

Purpose No. 4, "To provide the opportunity for worthy use of leisure time and wholesome fellowship," was selected by less than one-fourth, 23 percent, of the parents. This represented about one-half of those picking Purpose No. 3 mentioned above, 45 percent. A slightly higher percent of parents of non-returners, 25 percent, than returners, 21 percent, chose the item. While consequently more parents of returner girls, 24 percent, than returner boys, 15 percent mentioned this purpose, no difference was noted between non-returner boys and girls, 25 percent each.

The fifth most frequently selected item was a tie between Purpose No. 5 "To provide opportunities to learn new skills," and Purpose No. 6, "To provide the camper with opportunities for developing an understanding and an appreciation for nature." Twenty-two percent of all parents chose these purposes. While similar percents of parents of returners, 21 percent, and non-returners, 24 percent, picked Purpose No. 5; a consequently higher percent of parents of non-returners, 28 percent, than returners, 18 percent, chose Purpose No. 6. Also, while a consequently higher percent of parents of boys, 36 percent, than girls, 15 percent, selected Purpose No. 5, similar percents of boys, 25 percent, and girls, 20 percent, chose Purpose No. 6. The only exception to this trend may be noted in comparing returner boys, 15 percent, and girls, 20 percent, on Purpose No. 6.

The sixth most frequently mentioned purpose, Purpose No. 7, "To develop leadership," was chosen by 21 percent of all parents, 21 percent of returners and 20 percent of non-returners. Comparison of responses of parents of boys, 19 percent, and girls, 21 percent, show little difference, though the percent of parents of non-returner girls, 25 percent, was consequently higher than for non-returner boys, 13 percent.

The seventh ranked purpose was Purpose No. 8, "To provide campers with the opportunity to make new friends," 18 percent of all parents reporting. Consequently higher percents of parents of non-returners, 28 percent, than returners, 13 percent, and girls, 23 percent, than boys, 8 percent, reported Purpose No. 8. This was especially true for non-returner girls, 42 percent, versus, non-returner boys, 6 percent.

The eighth ranked item, Purpose No. 9, "To provide opportunities for growing spiritually," was selected by 8 percent of parents. Consequently larger percents were noted for parents of boys in the total, 17 percent, than of girls, 4 percent, as was true also for both returners (i.e. 20 percent versus 8 percent) and non-returners (i.e. 13 percent versus 4 percent).

E. COMPARISON OF PARENTAL EXPECTATIONS AND STATED DISTRICT IV 4-H CAMP PURPOSES

Reference to data in Table V, page 27, and Table VII, page 32, discloses that parents tended to mention expectations similar to the

stated 4-H camp purposes before reaching and responding to the list of purposes in the questionnaire.

Purpose No. 1 and Expectation No. 1 both have to do with developing responsibility; while Purposes No. 5 and No. 6 and Expectation No. 2 concern new understandings, skills and appreciations, to be developed. Purpose No. 4 and Expectation No. 3 deal with having fun; and Purpose No. 2 and Expectation No. 5 have to do with learning to get along with others. Purpose No. 8 and Expectation No. 4 focus on making new friends. Aspects of Purposes No. 3, No. 7, and No. 9 probably were not thought of by parents apart from Expectations previously mentioned.

F. FEELINGS OF PARENTS REGARDING 4-H CAMP

Parents were given the opportunity to express their degree of feelings concerning certain attitudes and beliefs regarding attendance at 4-H camp. The data presented here represent the feelings of parents interviewed. In the rating scheme used: 0.5 - 1.4 = Strongly disagree; 1.5 - 2.4 = Disagree; 2.5 - 3.4 = Don't know; 3.5 - 4.4 = Agree, and 4.5 - 5.0 = Strongly agree.

As shown in Table VIII, total average figures show parents tended to "agree" with items (i.e. 4.3) little difference being noted for parents of returners or non-returners, boys or girls. Statement No. 1, "A camper should feel a sense of responsibility in the camping community while working with fellow campers," Statement No. 2, "Educational values gained at camp should come through a 'learning by doing' experience,"

TABLE VIII

PARENTAL ATTITUDES AND PREFERENCES REGARDING ATTENDANCE AT DISTRICT IV JUNIOR 4-H CAMP ACCORDING TO RETURNERS AND NON-RETURNERS, BOYS AND GIRLS, BY AVERAGE AGREEMENT RATINGS*

Statement of Feeling	Total			Parents of Returners			Parents of Non-Returners		
	Combined (N=111)	Boys (N=36)	Girls (N=75)	Combined (N=71)	Boys (N=20)	Girls (N=51)	Combined (N=40)	Boys (N=16)	Girls (N=24)
	Average Agreement Rating								
1. A camper should feel a sense of responsibility in the camping community while working with fellow campers	4.6	4.5	4.6	4.6	4.6	4.6	4.6	4.5	4.7
2. Educational values gained at camp should come through a "learning by doing" experience	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
3. Camp should provide physical exercise such as hiking, boating, swimming, and sports	4.6	4.5	4.6	4.5	4.5	4.5	4.6	4.6	4.7
4. Our 4-H agents show sincere interest in young people	4.5	4.3	4.5	4.6	4.6	4.6	4.3	4.1	4.5
5. Most 4-H agents have a working knowledge of the needs and interest of youth	4.3	4.3	4.3	4.4	4.5	4.4	4.2	4.1	4.3

TABLE VIII (CONTINUED)

Statement of Feeling	Total			Parents of Returners			Parents of Non-Returners		
	Combined (N=111)	Boys (N=36)	Girls (N=75)	Combined (N=71)	Boys (N=20)	Girls (N=51)	Combined (N=40)	Boys (N=16)	Girls (N=24)
	Average Agreement Rating								
6. Our 4-H agents understand the purpose and values of camping	4.3	4.2	4.5	4.5	4.5	4.5	4.2	3.8	4.5
7. Camps should provide opportunities for pioneer camping (sleeping out, cooking out, etc.)	4.1	4.2	4.0	4.1	4.3	3.8	4.2	4.1	4.2
8. The parents of campers are informed by the agents about the objectives and activities of camp	3.9	3.7	4.1	3.9	3.7	4.1	3.8	3.7	4.0
9. Camps adequately provide inspiration programs (e.g. vespers, flag raising, grace at meals, etc.)	3.8	3.6	4.0	3.8	3.7	4.0	3.8	3.6	4.1
10. The cost of camp is too high**	1.9	2.0	1.8	2.1	2.3	1.9	1.7	1.8	1.7
TOTAL AVERAGE**	4.3	4.1	4.3	4.2	4.2	4.2	4.3	4.1	4.4

*In the rating scheme used: 0.5 - 1.4 = Strongly Disagree; 1.5 - 2.4 = Disagree; 2.5 - 3.4 = Do Not Know; 3.5 - 4.4 = Agree; and 4.5 - 5.0 = Strongly Agree.

**Statement 10 was a negative statement so low scores express favorable responses of parents. The factor is completed as a positive rating in figuring total average.

and Statement No. 3, "Camp should provide physical exercise such as hiking, boating, swimming, and sports" were the three items of ten presented that received the highest agreement from parents reporting. All groups, totals, parents of returners, non-returners, boys and girls, rated these statements "Strongly agree."

Also, parents of all groups tended to "Strongly agree" with Statement No. 4, "Our 4-H agents show sincere interest in young people," excepting those of non-returner boys, who simply "Agreed."

Statement No. 5, "Most 4-H agents have a working knowledge of the needs and interests of youth," received an average rating of "Agree" from parents; while parents of returner boys "Strongly agreed."

On Statement No. 6, "Our 4-H agents understand the purpose and values of camping," all parents, save those of non-returner boys (i.e. who "Agreed"), "Strongly agreed" that this was the case.

Statement No. 7, "Camps should provide opportunity for pioneer camping (sleeping out, cooking out, etc.)," Statement No. 8, "The parents of campers are informed by the agents about the objectives and activities of camp," and Statement No. 9, "Camps adequately provide inspirational programs (e.g. vespers, flag raising, grace at meals, etc.)" were all three rated "Agree" by parents in all categories.

Statement No. 10, "The cost of camp is too high," was rated "Disagree" by all parents in all groupings. This statement was the only negative one in the set of ten but was computed as a positive statement when figuring total averages.

In brief summary, the attitudes and feelings of parents regarding camp were very good. Little difference was noted between parents of returners and non-returners, boys or girls.

G. STRENGTHS AND WEAKNESSES OF 4-H CAMP

Parents were given space on the survey instrument to write in what they felt were strengths and weaknesses of the present 4-H camp. Data below summarize a total of only eight untabled responses given by parents of returner boys and girls, and non-returner boys and girls.

Returner Boys and Girls

Three parents of returning girls listed strengths. These three were: camp is a well organized situation for children; camp is a good situation for developing leadership; and children are made to feel worthwhile. Two parents of returning boys listed any strengths. These two were: a flexible program and cooperation of agents with leaders and 4-H members.

Weaknesses of the camp were listed by three parents of returning girls. These included: accepting more campers than the facilities could handle; parents are not informed enough about camp programs; and not enough choice in meals. Three parents of returning boys listed camp weaknesses. The three listed were: a need to upgrade citizenship activities - such as flag ceremonies; too little rest and sleep for the campers; and not enough food.

Non-Returner Boys and Girls

Only one parent of non-returning boys indicated a strength. Educational opportunities was listed as this strength. None of the parents of non-returning girls listed any strengths. Two parents of non-returning boys indicated weaknesses of the 4-H camp program. The two weaknesses were: campers need more free time and campers need more group activities. Weaknesses of the program were reported by two parents of non-returning girls. These two were: activities offered were too juvenile for the age group in attendance; and some campers felt "left-out" of all activities.

H. SUGGESTED IMPROVEMENTS

Parents also were given an opportunity to list improvements which they felt would be beneficial. Again response was very low with only seven parents suggesting any improvements. Below are listed those untabled improvements, by returners, boys and girls, and non-returners, boys and girls.

Two parents of returning girls listed more crafts, better supervision and more mature leaders as needed improvements. One parent of returning boys suggested boys and girls camping together as a needed improvement.

One parent of non-returning girls listed closer supervision by leaders as a needed improvement. Three parents of non-returning boys listed closer supervision of swimming classes, leaders need to be more

mature, and agents need to take better care of the campers, as needed improvements.

Thus, responses of parents were favorable and comments regarding strengths, weaknesses and suggested improvements were few.

CHAPTER IV

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

A. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The overall purpose of this study was to ascertain which factors studied, as seen by parents, influenced former District IV Junior 4-H campers to return or not return to the District IV camp in the Summer of 1976. Attention was given to certain factors felt to have possible influence upon the individual camper decision regarding 4-H camp attendance in 1976. Comparisons were made between: (1) Returners and Non-Returners; and (2) Boys and Girls.

Specific Objectives

The specific objectives of the study were as follows:

1. To determine why some junior 4-H members, boys and girls, returned to the Clyde M. York 4-H Training Center for the second or more times.
2. To determine why some junior 4-H members, boys and girls, did not return to the Clyde M. York 4-H Training Center after the first time.
3. To determine if certain attitudes, feelings, preferences, and expectations of parents influenced the decision of 4-H members, boys, and girls to return or not to return to 4-H camp.

4. To characterize junior 4-H members, boys and girls, returners and non-returners, whose parents responded.

Suggestions of parents regarding improvement of 4-H camp also were solicited.

B. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population in this study consisted of parents of 300 4-H members who had attended 4-H camp and were either returning or not returning to junior 4-H camp in District IV in the Summer of 1976.

The data collection instrument was developed with the cooperation of The University of Tennessee Agriculture Extension Education Department in collaboration with the State 4-H Section. The data were collected by mail questionnaire sent in the Summer of 1976, to selected parents in the fifteen counties of District IV. The questionnaire was completed and returned by parents of a total of 111 former 4-H campers, of which 71 returned to attend the 1976 camp (i.e. called returners), and 40 who were non-returners. Of the 71 returners, 51 were girls and 20 were boys. Of the 40 non-returners, 24 were girls and 16 were boys.

Questionnaires were sent to agents responsible for youth work in each of the fifteen counties. Along with the questionnaires were letters to the agents and parents explaining the purpose of the survey, and self-addressed envelopes for parents to use in returning completed questionnaires to the agents. Each agent was asked to obtain completed

questionnaires from parents of five campers returning for the second or more times and five campers who had attended but were not returning in the Summer of 1976.

The questionnaire was designed to find out what the parents felt influenced decision regarding attendance, purpose of camp and what should be offered at camp as well as what they felt their children should gain from camp. Effort also was made to provide direction for planning future camps.

For study purposes, data were tabulated in simple numbers and percents. Percents of 9 percent or more were considered consequential and were discussed in the Findings Chapter.

C. MAJOR FINDINGS

Major findings will be presented below under group headings related to areas of the questionnaire, and to specific objectives.

Reasons for Members Returning to Camp

Parents ranked these top four reasons as primary reasons for their 4-H'ers returning to camp:

Reason 1 -- To have fun

Reason 2 -- To make new friends

Reason 3 -- Their friends were going

Reason 4 -- To learn to swim.

Parents differed to some degree on the ranking of other reasons. They included:

Reason 5 -- To learn more about agriculture and/or home economics

Reason 6 -- To get away from home

Reason 7 -- Parents wanted them to go

Reason 8 -- 4-H agent wanted them to go.

Reasons for Not Returning to Camp

Parents of campers not returning differed a great deal in their ranking of reasons for their children not returning. Parents of girls not returning ranked reasons for not going as follows:

Reason 1 -- Did not think 4-H camp was fun

Reason 2 -- Their friends were not going

Reason 3 -- Miscellaneous reasons including other camps, ball teams, and vacations

Reason 4 -- Did not like to be away from home.

Parents of boys not returning ranked their reasons as follows:

Reason 1 -- Miscellaneous reasons including other camps, ball teams and vacations

Reason 2 -- Did not think 4-H camp was fun

Reason 3 -- Did not like to be away from home

Reason 4 -- Their friends were not going.

Parental Expectations Regarding What They Wanted Their Children to Get Out of Camp

Parents ranked the following five expectations regarding what they wanted their children to get out of camp attendance:

1. A sense of responsibility and independence
2. New and worthwhile learning
3. Fun or a good time
4. New friends
5. Learning to get along with others.

Parental Expectations Regarding What They Expected Their Children to Participate in at Camp

Parents ranked the following four items as the things they expected their children to participate in while at camp:

1. Whatever was offered
2. Sports (including swimming and all sports)
3. Crafts
4. Classes.

Purposes for Having Camp

All parents and those of returners ranked the first three purposes for having 4-H camp in descending order of importance. Most frequently mentioned purposes were:

Purpose 1 -- To provide the camper with opportunities to assume responsibility

Purpose 2 -- To provide campers with the opportunity to learn how to get along with people

Purpose 3 -- To develop individual personality and character

Parents of non-returners ranked the purposes above 2, 3, 1.

Consequently higher percents of parents of girls than boys mentioned Purpose 3 and Purpose 8 -- "To provide campers with the opportunity to make new friends"; while the reverse was true for Purpose 5 -- "To provide opportunities to learn new skills," and Purpose 9 -- "To provide opportunities for growing spiritually."

Feelings of Parents Regarding 4-H Camp

Parents responded to ten items relating to attitudes and preferences regarding 4-H camp attendance.

Parents strongly agreed with the following statements:

Statement 1 -- A camper should feel a sense of responsibility in the camping community while working with fellow campers.

Statement 2 -- Educational values gained at camp should come through a "learning by doing" experience.

Statement 3 -- Camp should provide physical exercise such as hiking, boating, swimming and sports.

Statement 4 -- Our 4-H agents show sincere interest in young people.

They disagreed with Statement 10 -- The cost of camp is too high.

Parents agreed with five other statements of attitudes and preferences.

General Characteristics of the 4-H Camper

Four-H members whose parents were polled in this study were similar in many respects. The average age of all campers was 11.49 years of age. The average number of times of camp attendance was 1.62 times. The majority of 4-H members had attended camp during the Summer of 1975, while some members had attended in 1974 and 1973. Because of the method of investigation, all of the returners and none of the non-returners had attended in 1976.

In over 50 percent of all cases, the decision to return or not to return was made by both parents and child together. In other instances, more often for non-returners than returners, the decision was made by the child or parent alone.

Strengths and Weaknesses of 4-H Camp

Few, eight of 111, parents mentioned any strengths or weaknesses. Strengths identified had to do mainly with camp organization and educational and leadership opportunities.

Weaknesses mentioned included, among others, a need to upgrade citizenship activities (e.g. flag ceremonies and grace at meals) and some campers feeling left out of activities.

Suggested Improvements

Of the seven parents who suggested any improvements, most mentioned the need for better supervision and more mature leaders.

D. IMPLICATIONS

Since the favorable responses of both parents of returners and non-returners to District IV Junior 4-H Camp in 1976 made it clear that they saw camp as a desirable experience, it is implied that the factors they identified as being influential in attendance decision making did not have to do with the values and benefits of camp but related to the following:

1. Whether or not the campers had had fun the year before.
2. Whether or not their friends were going back.
3. Whether or not the campers had conflicting activities scheduled, including things like other camps, ball teams, and vacations.

While Extension workers can plan to try to make camping more fun, it seems obvious that the agent ultimately has relatively little control over the factors identified above.

E. RECOMMENDATIONS

In order to plan future camps for District IV, some specific recommendations are set forth below.

1. An effort should be made, by persons responsible for planning camps, to have instruction in and practice of citizenship activities, such as flag ceremonies, grace before meals, etc. Also findings and implications of this study should be considered as camping plans are made.

2. Persons responsible for securing leaders for camp should strive to recruit mature leaders who can and will provide campers with an enjoyable and worthwhile camping experience.

3. Volunteer leaders and Extension agents should provide close and competent supervision of campers at all times and make special efforts to see that all children are included in every possible phase of camp life and activity.

Additional study areas suggested by the present investigation might include:

1. A study comparing the relative effectiveness of junior, teen, and adult leaders for junior camp.

2. A study similar to the present one in other camping areas in Tennessee.

3. An analysis of data from the present study and additional information comparing characteristics of campers and parents from the following decision making groups, regarding camp attendance.

a. parent(s)

b. child(ren)

c. child and parent(s)

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APPENDIX

UNIVERSITY OF TENNESSEE

AGRICULTURE EXTENSION SERVICE

PARENT QUESTIONNAIRE

Junior 4-H Camping Programs at Clyde M. York 4-H Training Center
Crossville, Tennessee

Dear Parent,

We need your opinion regarding various aspects of the Junior 4-H Camp program offered your children each summer at Crossville. Please take a few minutes to give us your answers to the important questions listed below. Your answers will be kept confidential and will be used with others to help us improve the Junior 4-H camping program in a fifteen county area.

1. Sex of child (children) going to camp in 1976.
   Male_____ Female _____

2. Age(s) child (children) going to camp in 1976.
   Male_____years Female_____years

3. Number of years child (children) previously attended Junior 4-H camp at Crossville.
   Male_____years Female_____years

4. Please check the years this child (these children) attended previous camp.
   1975_____ 1974_____ 1973_____

5. Who made the decision whether or not this child (these children) would attend Junior camp this year?
   _____a. child (children)
   _____b. parent(s)
   _____c. child (children) and parent(s)
   _____d. Other Please explain _____

6. Please give your reasons for your decision. _____
   _____

7. Did any of the following reasons influence the decision? Check as many as apply.

_____a. to learn more about agriculture and/or home economics

_____b. their friends are going

_____c. to learn to swim

_____d. 4-H agent wanted them to go

_____e. parents wanted them to go

_____f. to have fun

_____g. to make new friends

_____h. to get away from home

_____i. other Please list _____

8. What do you expect your child (children) to get out of camp?

_____

_____

9. What do you expect your child (children) to participate in?

_____

_____

10. Listed below are several purposes for having 4-H camp. Please rank the top three according to your opinion, by placing 1, 2, and 3 on the line in front.

_____a. To provide campers with the opportunity to learn how to get along with people.

_____b. To provide campers with the opportunity to make new friends.

_____c. To develop leadership.

_____d. To develop individual personality and character.

_____e. To provide the camper with opportunities for developing an understanding and an appreciation for nature.

_____f. To provide the camper with opportunities to assume responsibility.

_____g. To provide opportunities to learn new skills.

_____h. To provide opportunities for growing spiritually.

_____i. To provide the opportunity for worthy use of leisure time and wholesome fellowship.

Please check your degree of feeling about the following statements about 4-H camp.

	Strongly Agree	Agree	Don't Know	Dis-agree	Strongly Disagree
A camper should feel a sense of responsibility in the camping community while work with fellow campers	____	____	____	____	____
Educational values gained at camp should come through a "learning by doing" experience	____	____	____	____	____
Camps should provide opportunities for pioneer camping (sleeping out, cooking out, etc.)	____	____	____	____	____
Camp should provide physical exercise such as hiking, boating, swimming, and sports.	____	____	____	____	____
Our 4-H agent show sincere interest in young people.	____	____	____	____	____
Our 4-H agents understand the purpose and values of camp.	____	____	____	____	____
Most 4-H agents have a working knowledge of the needs and interest of youth.	____	____	____	____	____
The parents of campers are informed by the agents about the objectives and activities of camp.	____	____	____	____	____

	Strongly Agree	Agree	Don't Know	Dis-agree	Strongly Disagree
The cost of camp is too high.	____	____	____	____	____
Camps adequately provides inspiration programs (e.g. vespers, flag raising, grace at meals, etc.)	____	____	____	____	____

Please make any additional comments about strengths, weaknesses, and improvement suggestions for future camps.

Strengths

Weaknesses

Improvements

VITA

Rebecca Anne Murray, daughter of Ruth and Jack Murray was born in Greeneville, Tennessee, on April 7, 1948. She attended elementary school at McDonald and was graduated from McDonald High School in May 1966. She received her Bachelor of Science degree in Home Economics in March of 1970 from The University of Tennessee, Knoxville.

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