

To the Graduate Council:

I am submitting herewith a thesis written by Katherine M. Hartsfield entitled "The Status of Multicultural Education for Camp Staff Members in American Camping Association Accredited Resident Girl Scout Camps in the United States". I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science with a major in Recreation, Tourism, and Hospitality Management.


Dr. Mary Dale Blanton, Major Professor

We have read this thesis and
recommend its acceptance:




Accepted for the Council:


Associate Vice Chancellor and
Dean of the Graduate School

THE STATUS OF MULTICULTURAL EDUCATION
FOR CAMP STAFF MEMBERS
IN AMERICAN CAMPING ASSOCIATION ACCREDITED
RESIDENT GIRL SCOUT CAMPS
IN THE UNITED STATES

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Katherine McLendon Hartsfield

May 2000

THIS PROJECT IS DEDICATED IN LOVING MEMORY TO MY GRANDFATHER,

JOHN P. ROPER

HE HAS GIVEN ME SO MUCH THROUGH HIS GENEROSITY, HIS LOVE, AND HIS
SUPPORT. ALTHOUGH HE IS NOT HERE TO SEE THE FINISHED PROJECT, I KNOW HE IS
PROUD OF WHAT I HAVE ACCOMPLISHED.

I EMBRACE THE MEMORIES WITH ALL MY HEART.

I WILL LOVE YOU ALWAYS.

ACKNOWLEDGEMENTS

I would like to begin by expressing my appreciation to Dr. Mary Dale Blanton. Throughout the past few years you have guided me, supported me, fought for me, looked out for me, and laughed with me. This was a team effort, and I would never have completed it without you by my side. I have learned not only from your leadership but also from your unbelievable spirit. I hope after all this time some of your greatness has rubbed off on me.

I would also like to extend my thanks and appreciation to Dr. Susan Smith and Dr. Joy DeSensi who have served on my thesis committee. Thank you for your patience, your criticism, and your wisdom on this project. I think I put together a fantastic team, and I appreciate all the positive reinforcement and support you have given me.

I would like to thank Kate Shattuck for being my rock, my sanity, my joy, my fun, my challenger, and my best friend throughout this project. My graduate school adventures would mean nothing without you, you have made them special for me and I appreciate and adore you more than you know.

Finally, I would like to thank my family for their constant love and support. To Althea, my littlest sister, I express thanks for being by my side night after night while completing this project. As silly as it seems, I could not have done this without your unconditional love. I would like to extend a special thank you to both my mother and father for their very different, but very special contributions. Thank you dad for giving me this opportunity, your generosity and commitment

to me has been an incredible gift. Also, thank you mom for playing such a huge part in determining the person I am today. I have not only grown from your wisdom, but I have learned from your example and I could not imagine being here without you.

ABSTRACT

Our nation's population is growing more diverse. Several industries have already turned to multicultural education as a method of preparing for these demographic changes. Many park and recreation professionals believe camp programs to be environments that can encourage appreciation for diversity. In order to ensure that organized camp programs foster multiculturalism, it is essential that we prepare the camp personnel to accept, understand, and appreciate diversity themselves. This can be accomplished by implementing multicultural education into staff training. Although we have seen an increase in multicultural education in many workplaces, it has not been determined how prevalent it is within organized camps.

It was the purpose of this study to determine the status of multicultural education training for staff members in American Camping Association accredited resident Girl Scout camps in the United States. Research questions included:

1. Have residential camp programs implemented multicultural education into staff training for camp personnel?
2. Who prepares and leads the multicultural education training for camp personnel and when does it take place?
3. What are camps including in their multicultural education training and what aspects are the most effective for staff in a residential camp environment?

4. What are the camp director self-reported benefits camp personnel receive from multicultural education training?
5. Is the racial/ethnic make up of the resident camper population associated with whether or not multicultural education training is implemented?
6. Is the racial/ethnic make up of the camp staff population associated with whether or not multicultural education training is implemented?
7. Is there a significant difference in the status of multicultural education training between the four regions of the United States?

The participant population included camp directors of American Camping Association accredited, resident Girl Scout camps throughout the United States, representing 194 camps total. The participants completed a questionnaire developed by the researcher specifically for this study.

The results of the study indicated that a majority of the camps, 95.5% had already implemented multicultural education training for their staff members. Only 4.5% of the participating camps did not. Camp administrators led the training during pre-camp staff training, and reiterated the training when an issue involving diversity arose.

Acceptance of differences and cultural awareness were identified as the most commonly implemented aspects of multicultural education training. Understanding of cultural differences and identifying differences as an asset were noted as the most effective areas stressed during diversity training. Finally, cultural awareness and group cohesion were recognized as the greatest benefits received by staff from this type of training. The number of camps that

had not yet implemented multicultural education training was too small to conduct any statistical testing.

Recommendations based on the results of this study include further research with the Girl Scout organization to develop more in depth diversity training, to extend multicultural education programming to the campers, and to actively recruit campers and camp staff representing a more racially diverse population. Further research is recommended targeting other forms of diversity as well as non-Girl Scout resident camps (YMCA, Campfire Boys and Girls, church camps, private camps, etc...). It is recommended that the American Camping Association create an additional accreditation standard requiring implementation of diversity training. The ACA should develop trainings and/or materials to assist camp administrators in implementing multicultural education training, and also to devise an evaluation tool for current multicultural education trainings to verify their level of effectiveness.

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CHAPTER 1

INTRODUCTION

"...I say, clap hands and let's come together in this meeting ground,
I say, clap hands and let's deal with each other with love,
I say, clap hands and let us get from the low road of indifference,
Clap hands, let us come together and reveal our hearts,
Let us come together and revise our spirits,
Let us come together and cleanse our souls..."

(Maya Angelou, 1998)

The United States is growing more culturally diverse with each year. In fact, Hollister and Hodgson (1996) reported that by the year 2000, half of the children born in the U.S. will be of African American, Latino or Asian decent. As our nation's demographics change, our society must also change. Park and recreation professionals have noted significant differences in leisure preferences across racially diverse populations (Stamps and Stamps, 1985; Hutchinson, 1988; Washburn, 1978; and McMillen, 1983). With this in mind, many have begun to alter the recreational programming currently offered to better accommodate our nation's increase in diversity.

Organized camping has been celebrated for the benefits it can bring to its participants. The research presents consistent findings and a positive outlook on today's camping organizations (Chenery, 1994; O'Brien, Pavlicin, Lister, and Schultz, 1995; Thomas, 1996; Cordes, 1991; and Johnson, 1991). Expression of creativity, development of leadership skills, increase in self-confidence, emotional stability, and opportunity for hands-on learning are among some of

the documented benefits of camping (O'Brien, Pavcillin, Lister, and Schlutz, 1995; Cordes, 1991; Johnson, 1991; and Thomas, 1996).

Organized camping acts as a preparation for living in a diverse society by providing participants with the opportunity "...to address the challenges that occur because of cultural differences" (Hollister and Hodgson, 1996, p.24). By modeling an appreciation for multicultural, camps can help to socialize children to broaden their experiences and level of acceptance. A study conducted by Clore, Bray, Itkin, and Murphy (1978) showed that the camping experience had a significant positive effect on changing children's interracial attitudes. Several other attempts to bring a multiculturalism focus to the camp environment have also produced successful outcomes. (Edginton and Martin, 1998; Kennison, 1991; and Weber and Walker-Thoth, 1990).

The Girl Scout organization was founded in 1912 and was built on the fundamental belief of acceptance. The Girl Scouts of the United States is a major provider of organized camping for girls and they continue to be dedicated to pluralism. "...strengthening self esteem through building a positive sense of racial, ethnic, and cultural identity and developing accepting understanding attitudes toward different racial, ethnic, and cultural groups" (Girl Scouts, 1990, p.5), remains a central goal within the Girl Scout organization.

It is imperative that we learn to see the importance of diversity, and the value of a true multicultural environment. "Diversity adds richness and dimensions to settings, situations, or people that sameness cannot" (Jordan, 1994, p.14). Differences exist in appearance, thoughts, behavior, and attitude,

we must learn to detect the strength, value, and benefits of differences. "In reality, diversity is an attribute to every group" (Miller, 1998, p. 151).

Multiculturalism increases the total energy available in a group. Sameness limits a group in all directions, the possibilities that are opened by diversity are endless. With diversity comes a broader range of skills, perspectives, ideas, and energies. Sharing these differences, and learning to understand the differences of those around you can only enhance one's opportunities and insights. "Differences make us strong as a people, as a camp, and as an association" (Jordan, 1994, p.17).

Due to personal experiences, multiculturalism has also become an ongoing process for the author as well. This level of understanding will not occur overnight, by simply adopting an affirmative action plan, or after one diversity training session. True multiculturalism is a continuous process, one the researcher hopes to spark in others. An individual's feelings and attitude towards diversity can fall anywhere on the continuum. The author believes that there are a variety of steps on the road to true pluralism; awareness, tolerance, acceptance, appreciation, and value, all which can be seen as growth towards multiculturalism. Ultimately, the author believes, diversity should be celebrated.

In order to ensure that organized camp programs foster multiculturalism, it is essential that we prepare the camp personnel to accept, understand, and appreciate diversity themselves. This can be accomplished by implementing multicultural education into staff training. Although we have seen an increase in multicultural education in many workplaces, it has not been determined how

prevalent it is within organized camps. Due to the benefits diversity education can bring to a camp environment, this training should be a goal of all camps serving our multicultural nation.

Purpose Statement

The purpose of this study was to determine the status of multicultural education training for staff members in American Camping Association accredited resident Girl Scout camps in the United States.

Research Questions

The following research questions will also be examined in this study:

1. Have residential camp programs implemented multicultural education into staff training for camp personnel?
2. Who prepares and leads the multicultural education training for camp personnel and when does it take place?
3. What are camps including in their multicultural education training and what aspects are the most effective for staff in a residential camp environment?
4. What are the camp director self-reported benefits camp personnel receive from multicultural education training?
5. Is the racial/ethnic make up of the resident camper population associated with whether or not multicultural education training is implemented?

6. Is the racial/ethnic make up of the camp staff population associated with whether or not multicultural education training is implemented?
7. Is there a significant difference in the status of multicultural education training between the four regions of the United States?

Definition of Terms

For the purposes of this study, the following terms were defined:

American Camping Association (ACA): the organization responsible for setting the accreditation standards and for issuing accreditation to organized camps.

Camp Administration: any employee of a particular camp whose responsibilities include managing camp activities, organization of camp staff, or supervision over other camp employees.

Camp Personnel: any employee or volunteer representing a particular camp whose responsibilities include interactions with the campers.

Diversity: "Differences among people or peoples reflected in a variety of forms, such as race, culture, perspective, talent, interest, age, or religion." (Girl Scouts, 1990, p. 25). Diversity may also include a variety of other variables including but limited to: disability, gender, sexuality, body type, socioeconomic class, marital status, and parental status.

Diversity Training: training used to raise awareness about individual differences, reduce stereotypes and prejudice, and to develop strategies for working with a diverse population.

Ethnicity: refers to the cultural tradition, ancestry, national origin, history, religion, or value structure of a human being (Girl Scouts, 1990; and Mitchell and Salsbury, 1999). For the purposes of this study, this term will often be coupled with "race" due to the researchers interest in focusing on the combined characteristics of the two terms.

Multicultural Education: the training process through which one is introduced to diversity. It is designed to provide initial awareness of diverse cultures and may also include strategies to promote communication and understanding between diverse groups of people (Sparks, 1994). Although it is not racial or ethnic specific, for purposes of this study this term refers primarily to racial and ethnic diversity issues

Multiculturalism: The practice and promotion of diversity including active recruitment of diversity, working to end discrimination, and celebration and appreciation of various cultures. The goal is not tolerance, but acceptance.

Organized Camping: "a sustained experience which provides a creative, recreational, and educational opportunity in group living in the outdoors. It utilizes trained leadership and the resources of the natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth" (American Camping Association, 1998).

Pluralism: "A system that holds within it individuals or groups differing in basic background experiences and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritage" (Girl Scouts, 1990, p.26).

Race: refers to physical characteristics of a human being, such as skin color and facial features (Mitchell and Salsbury, 1999). For the purposes of this study, this term will often be coupled with "ethnicity" due to the researchers interest in focusing on the combined characteristics of the two terms.

Residential Camp: a form of organized camping in which the camp provides sleeping arrangements for the campers, and the campers stay overnight on the campgrounds.

Assumptions of the Study

The basic assumptions of the study included:

1. The participants will provide honest answers when completing the survey instrument.
2. The survey questions are valid instruments for determining the status of multicultural education training.
3. The data received from the survey instrument is sufficient.

Limitations of the Study

This study was limited to the following:

1. The identification of American Camping Association accredited residential Girl Scout camps in the United States.

2. The willingness of these ACA accredited Girl Scout camp directors to participate in the study by honestly completing and returning the survey instrument.

Delimitations of the Study

The delimitations of the study included:

1. The use of residential camps in the United States.
2. The use of ACA accredited Girl Scout camps.
3. The focus specific to race/ethnicity and not on other forms of diversity.

Significance of the Study

This study is being conducted to determine the status of multicultural education training for staff members in accredited Girl Scout camps in the United States. The findings will help determine how extensive multiculturalism is in camps located in the regions throughout the United States. The results will also help determine the possible benefits multicultural education training will bring to camp personnel.

The information gathered in this study will provide camp professionals and researchers with the current status of multicultural education training in the United States. This research will serve as a valuable tool for residential camps that wish to implement multicultural education into their staff training. These findings

may also help to bring awareness of the importance of multicultural education training to camps that have not yet implemented such training. The results found in this study will help spread the importance of multicultural education, spark experts to begin developing multicultural education training programs, and give recreation and leisure researchers a starting point for further research in this area of study.

The researcher hopes this study can serve as a springboard to further research and development of multicultural education training programs designed specifically for resident camps. So many possibilities exist and so many doors are open to explore in this area. Now that we are aware, it is time to take action.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this review is to present the impact of a more diverse population on the field of recreation, more specifically organized camp programs and to identify the need for multicultural education training for camp staff. The review of literature is organized in the following manner: (a) Benefits of Organized Camping; (b) Multiculturalism and Diversity Training; (c) Multiculturalism and Diversity Training in Recreation and Leisure; and (d) Diversity Training in Residential Camps.

Benefits of Organized Camping

Organized camping has become a tradition for many youth in our society. The positive programming and the caring environment presents children with opportunities to grow and to experience learning outside of the traditional classroom setting. Camping has proven to be beneficial for children and can enlighten their lives in a variety of fashions. Marjorie Markarian (1995, p.310) summed it up fairly well when she wrote:

"Camp helps keep children active, involved and entertained through a variety of fun and recreational programs. On a deeper level, it teaches them cooperation, instills independence, and builds self-esteem and

confidence. It also helps kids build lasting friendships and gain an appreciation of nature."

Many camp alumni still remember songs they sung, some still are in contact with the friends they made at camp, and some attend alumni celebrations each year. The value of these camp experiences is priceless to many. Dr. Mary Faeth Chenery, the coordinator of research and graduate studies in the Department of Outdoor Education at La Trobe University in Australia and a member of the American Camping Association National Standards Board, encourages others to "celebrate" camping (Chenery, 1994, p.25).

Chenery (1994) suggested that the theory of how organized camp programs work involves many key ideas. First of all, camp provides an all new environment for its campers. The absence of parents and television require a major adjustment. The daily activities, the learning styles, and the value system are all different in a camp setting. Secondly, camps put emphasis on "having fun" (Chenery, 1994, p.23). Camps can provide a positive, supportive atmosphere for everyone. Activities are designed with pleasure in mind. Campers are also treated as individuals. The structure that camp programming provides gives campers the security they need to feel comfortable in a different environment. In addition, caring counselors and other camp administration act as role models on an on going basis.

Camp programs encourage growth and change in young people. The environment fosters learning and understanding. For these reasons, organized camps have been turned to to help in the development of today's youth. The

environment is ideal for teaching values of teamwork, courage, and hope.

Camping is celebrated by many of those who have participated, and continues to be a celebrated experience for today's youth (Chenery, 1994).

The American Camping Association operates under the theme, "Camp gives kids a world of good" (O'Brien, Pavlicin, Lister, and Schlutz, 1995, p.19).

Organized camping has been praised by many for creating a positive environment for kids and for fostering the development needed to make them successful in today's world. Laurie O'Brien, a professional in the camping field for 15 years; Karen Pavlicin, the editor of Camping Magazine; Ruth Lister, ACA's director of communications; and Bob Schlutz, the director of public relations for the ACA collaborate to present several ways camping meets children's developmental needs (O'Brien, Pavlicin, Lister, and Schlutz, 1995).

O'Brien, et al., (1995) explored seven main developmental needs that were originally presented by Peter Scales. Peter Scales also concluded that it would be possible for a successful camp program to meet all seven of these needs.

Positive social interaction with both peers and adults was the first developmental need explored. Camp counselors and administration serve as positive adult role models to young campers. In addition, campers learn to live, and work closely with several other children from different backgrounds. Diverse groups of campers present youth with an opportunity to learn about other cultures (O'Brien, et al., 1995). Structure and clear limits outline the appropriate boundaries for the campers to follow. This framework serves as a guideline for

the campers, but does not confine them or restrict their individual potential.

Physical activity is missing from many of our children's daily lives. O'Brien, Pavlicin, Lister, and Schlutz (1995) suggest that camp encourages many physical activities that all campers can succeed in, at some level. The varieties of activities that are offered are designed to accommodate the different skill levels and interests of the campers. Camp can also foster the creative expression of today's youth. Songs, skits, drama class, arts and crafts, and cabin spirit activities all are used to unleash the campers' creativity. This creates a nice balance with the physical activities offered.

The positive atmosphere camp radiates helps campers to believe in themselves. Each camper arrives at camp with different hesitations and fears. Camp can help each camper overcome their individual fears and strive to tackle new challenges. Many of the camp activities are unfamiliar to the children, this gives them a chance to learn something new, to accomplish something new. The camp community depends on a group effort and cooperation from each camper. O'Brien, Pavlicin, Lister, and Schlutz (1995) believe teamwork is taught and nurtured throughout the camp program. Each camper is given the opportunity to experience meaningful participation in the camp community. Self-definition is the final developmental need provided for in a camp setting. Camp provides a new environment for most of the campers to explore who they are. They aren't expected to live up to any stereotype or image, and they can feel comfortable with their true self. Also with the exposure

to the diverse group of individuals, many youth grow through awareness and acceptance of other children (O'Brien, et al., 1995).

Thomas (1996), the vice president for youth development at the National Urban League, president of Camp Atwater, and a member of the American Camping Association's Public Awareness Committee, has devoted a great deal of his time to help ensure today's youth develop the skills they need to succeed. Thomas also indicated that camps can play a vital role in the development of youth, especially in the area of youth leadership skills. He suggested camps are "fertile ground" for development in leadership areas such as "self-awareness, communication skills, interpersonal skills, and ethics and responsibilities" (Thomas, 1996, p.25).

The educational aspect of organized camping has been presented by Cordes (1991), a professional in special education. Camp programming encourages cooperative learning, requiring students to work together to achieve similar goals. Individual instruction, which "involves structuring the learning experience so that the individual can succeed", is similar to techniques used in camp programs (Cordes, 1991, p.22). Camping also offers "hands-on" learning. This method of teaching is becoming more popular and has been beneficial to many children (Cordes, 1991, p.22).

Rebecca Cowan Johnson, Ph.D., CCD, a former member of the faculty at Biola University in the recreation and camp administration program, a current member of the American Camping Association Editorial Advisory Board and a licensed clinical psychologist, wrote on the emotional benefits of camping. She

concluded that camp fosters the expression of feelings, self-acceptance, the acceptance of others, and emotional stability. Meaningful relations are also developed through camp environments, including peer relationships as well as positive adult relationships (Johnson, 1991).

Rawson and McIntosh conducted a study to determine the effects of a camping program on children's self-esteem. This qualitative study used a sample of 111 boys and 16 girls ages 6-12 as subjects at a camp based on behavior modification. The campers were tested at the beginning of camp and again at the end of camp using a reliable instrument to measure a child's self esteem level. The results showed a significant increase in self-esteem in the children upon completing the camp program ($p < .01$) (Rawson and McIntosh, 1991).

Multiculturalism and Diversity Training

Diversity education is a popular topic in today's society. Many professional organizations as well as many educators have begun to incorporate multicultural education into their fields. The corporate world has embraced diversity training as one of the most widely offered types of training (Allison, 1999). Large corporations such as Xerox, General Electric, and American Express have all implemented strategic changes to combat difficulties stemming from diversity in the workplace (Jackson, 1992). As we enter into the 21st century and as our population grows in diversity, a variety of other industries are turning to multicultural training to prepare them to accommodate the differences.

The human services industry, including health care and social services, has begun to comply with the demographic changes in their clientele (Lecca, Quervalu, Nunes, & Gonzales, 1998). Due to these changes it has become imperative that agencies become competent in working within a multicultural environment. Lecca, et al. (1998) advocated that human and social service organizations "must change attitudes, initiate policies, and open up options to the vast majority of ethnic origin who will be part of their future workforce and clientele" (p.8). Therefore, diversity training has been adopted by many human service agencies to combat the changing population's needs.

DeSensi (1994) indicated that multicultural education is critical for future sport leaders and managers. Although efforts have been made towards multiculturalism, sport has also fallen victim to discrimination. To some extent we are all influenced by stereotypes and prejudices of minority populations. "Multicultural education is about knowing about others, but more about knowing about yourself" (DeSensi, 1994, p.65). Multicultural education programs should attempt to encourage acceptance as well as understanding of cultural differences, raise awareness of one's individual attitude and feelings toward diversity, present diversity as an asset to the environment, and promote positive relations between diverse groups (DeSensi, 1994).

"Schools have a crucial role to play in helping to create a society that includes everyone, one that not only tolerates but celebrates diversity" (Siccone, 1995, p.xiii). As a result of our changing population, educational systems have become a large supporter of multicultural education. Siccone (1995) pointed

out the importance of training our educators in multiculturalism. "You can't teach what you don't know, and you can't give what you don't have" (p.65). He encouraged diversity training as a necessity for teachers who in turn will teach our youth to accept and to appreciate multiculturalism. James A. Banks (1993), a leader in the field of multicultural education, expressed the severity of the enormous demographic changes on our educational system. He stated that a strong comprehension of racial and ethnic diversity is essential for all teachers and administrators.

A variety of organizations and fields have turned to diversity training to help prepare their employees for working in a multicultural society. Recreation and leisure professionals are also in tune with the changing demographics and their affects on recreational activities. They have recently begun to follow in the footsteps of other industries.

Multiculturalism and Diversity Training in Recreation and Leisure

Past research has produced several findings supporting a relationship between racial and ethnic orientation and differences in leisure preferences. Stamps and Stamps (1985) conducted a study to determine the relationship between race and class to preferred leisure activities. A random sample of 750 urban residents was chosen to be interviewed for this study. Students trained in the interview process conducted interviews with the entire sample population. Once the data collection was completed, the frequency in which leisure

activities were mentioned were recorded and organized. The results indicated a relationship between both race and social class and leisure preferences ($p < .001$). In conclusion, although race was indicated as a better predictor of leisure participation, both variables (race and social class) could be used to help determine leisure preferences. (Stamps and Stamps, 1985).

Hutchinson (1987) studied white, black, and Hispanic groups through field observation in Chicago's public parks to determine variations in leisure activities. Observation forms were created to collect the same detailed information from each field observation. This form included the park name, age, sex, race, and social grouping of the participant. 3,072 observations were collected over the course of the study. The recreational activities observed were then divided into one of three categories: mobile, stationary, or sports activities. The results of this study produced significant differences ($p < .01$) in recreation activities between the races observed. The relationship between the Hispanic and white users were the most extreme. The black users differed from both the white and Hispanic users to some degree. In conclusion, differences were noted in the leisure activities and use of public parks amongst white, black, and Hispanic groups (Hutchinson, 1987).

The results mentioned above both support race and ethnicity as factors in leisure differences. Many similar studies have been conducted and have produced comparable results. As a result, these findings have encouraged recent recreation and leisure professionals to consider implementing multicultural education training to better accommodate culturally diverse groups.

Dr. John F. Dwyer and Dr. Paul H. Gobster, both working with the USDA Forest Service in Chicago, IL, indicated changing demographics and past research findings have left recreation managers uncertain of what to do. Altering programming to serve diverse clientele is a common goal for most leisure professionals. Dwyer and Gobster (1992) suggested that leisure activities "may serve as a means of maintaining the 'traditional' culture" (p. 28). Programming for multiculturalism will preserve such activities (Dwyer and Gobster, 1992).

Dr. Jearold Holland, an assistant professor in the department of Recreation Management and Therapeutic Recreation at the University of Wisconsin, La Crosse, emphasized the importance of multicultural education in higher education (1997). Although not all critics are in support of implementing diversity training into the academic curriculum, the change in our nation's demographics are forcing us to adapt current academic training to fit the needs of future recreation professionals (Holland, 1997).

The lack of attention that higher education has given to multicultural education has also been pointed out by Dieser, a doctoral student of Natural Resources and Environmental Sciences at the University of Northern British Columbia and Peregoy, an assistant professor of Educational Psychology at the University of Utah. Together, Dieser and Peregoy (1998) investigated to determine whether current education programs include diversity education within their course of study.

Dieser and Peregoy (1998) conducted a telephone survey of several graduate level programs across the country to gain a better understanding of the curriculum they were teaching. Forty schools were randomly chosen from the "National Recreation and Park Association Curriculum Catalog 1996-1997". The results indicated that only 13 of the 40 programs, 32.5%, had required course work concerning ethnic and cultural backgrounds. These results support Dieser and Peregoy's hypothesis, park and recreation education programs are not addressing multicultural education and today's professionals are in need of that type of training (1998).

Researchers have determined "that by the year 2000, one-third of the United States' population will be people of color" (Henderson, 1997, p.24). Therefore, multiculturalism has become an issue that we as a society and a nation will be forced to address. Dr. Karla Henderson, currently a professor and chair in leisure studies and recreation administration at the University of North Carolina at Chapel Hill, has dedicated many years to researching and teaching the praises of diversity.

Henderson (1997) suggested that little has been done to alter our country's recreation programs to better accommodate our diverse population. As a leader in the area of diversity and leisure studies, Henderson (1997) presented some common principles that recreation professionals should consider while working on improving existing recreation programs.

The first principle is education and training. This education process should begin with higher education. Thus, providing the future recreation professionals

with the skills needed to successfully deal with diverse populations. Secondly, our leisure programs must integrate social inclusion and choice. It is left up to the recreation professionals to develop programming that will provide equal opportunity for leisure to different groups and cultures. Henderson (1997) also indicated that cooperation and advocacy are a must if we are going to create programs to meet our culture's needs. The best way to understand the needs of a diverse group is to listen to their concerns and to cooperate in the planning of new programs. Establishing committees with a representative sample of the community could help to strengthen recreation programs (Henderson, 1997).

Washington (1996) targeted professionals in the parks and recreation field as candidates for diversity education. Business and management leaders agree that it is wise to learn to understand and to appreciate diversity. There are three dimensions that the recreation field needs to develop to better accommodate our diverse society. These dimensions are diversity knowledge, social justice awareness, and cross-cultural skills (Washington, 1996).

Diversity knowledge refers to awareness of a specific culture's lifestyles. Becoming familiar with the norms and values of a culture will enable recreation professionals to adjust programming to better accommodate their needs. Social justice awareness is becoming knowledgeable of present society's discrimination, stereotypes, and other inequities. Through multicultural training we can educate others to eliminate stereotypes and other negative judgements about specific groups. The third dimension is the development of cross-cultural skills. We must learn to interact in a positive manner, communicate effectively

with different cultures, and work in cooperation with team members of diverse backgrounds. (Washington, 1996).

Washington (1996) also presented several suggestions on how to educate others in multicultural issues. Workshops, structured discussion groups, community experiences, resource centers, guest speakers, and professional practice are all strategies used to bring diversity training to our society. Leaders whom have already been familiarized with diversity education should remember that positive modeling is the best form of education.

Kennison (1991) outlined five areas in which diversity training can help develop a multicultural competent camp staff: awareness and acceptance of diversity and differences, self-awareness, understanding differences, knowledge of cultural differences, and adaptation of behavior and programming.

Teaching camp employees to be aware and appreciative of the differences of others is an important goal of diversity education. Self-awareness involves examining one's individual attitudes and biases before attempting to change any behaviors. Understanding and becoming knowledgeable of cultural differences are important in eliminating misinterpretation. Finally, diversity training should also include ideas for adapting behavior and camp programming to serve diverse populations (Kennison, 1991).

The previous research suggested that although the leisure industry has begun to notice the demographic changes that are taking place, there is still a need to implement multicultural training for recreational staff and administrators as well as into the higher education curriculum. The research completed thus far

all points recreation professionals in the direction of multicultural education training. As part of the recreation industry, camp professionals have also taken an interest in such training.

Diversity Training in Residential Camps

Henderson indicated that although camp programs strive to create an environment that accepts everyone, prejudices and discrimination can still occur. Campers arrive at camp with stereotypes and prejudices already instilled in their belief system. This presents camp programming with the challenge of overcoming these negative beliefs and, at a minimum, teaching cultural awareness (Henderson, 1994).

Debra Jordan, an associate professor in the Leisure Services Division at the University of Northern Iowa, suggested that people respond in different ways to diversity. Some recognize the learning possibilities, some view it as an obstacle, and still others view differences as inferior. Our attitudes toward diversity are determined by the attitudes of those around us. Our family, friends, authority figures, and community all help to shape children's attitudes towards differences and diversity. Jordan concluded with "camp can make a difference in addressing and helping to combat prejudice of all types" (Jordan, 1994, p.17).

Patrick S. McFarlane, MSW, MA (1996) the founder of ICARE/Chataqua Programs in Ann Arbor, Michigan and current developer of year round camp programs working with the Navajo Nation, explained that camps are striving to

provide more diverse programming. McFarlane presented several basic steps to fostering diversity in a camp environment (1996). One of them being that awareness of diversity and cultural differences is a crucial part of uniting campers of various up bringing. It is important that campers learn to understand these differences, with out labeling them as negative or wrong. It is crucial to limit these prejudices and stereotypes, and to open the young camper's minds to learn to appreciate diversity (McFarlane, 1996).

McFarlane (1992) indicated although diverse cultures have many obvious differences, there are many similarities as well. If we learn to focus on these similarities we can establish some common ground and we may be more likely to open ourselves up to the understanding of other cultures. As the population becomes more diverse, it becomes an obligation of society to help develop our children's mind to be open and appreciative toward diversity. Therefore programming through out the summer needs to be adjusted to bring diverse campers even closer together (McFarlane, 1996).

The effects of a summer camp experience on children's interracial attitudes and preferences were examined in a quantitative study over the course of several weeklong camp sessions (Clore, Bray, Itkin, and Murphy, 1978). A randomly selected group of 196 children acted as subjects. Clore, Bray, Itkin, and Murphy hypothesized that the camp experience would ensure intimate interactions between the subjects, require the subjects of different race to cooperate on many tasks, and would alter racial attitudes in a positive manner (1978).

Clore, et al., (1978) used questionnaires at the beginning and end of camp, and activities that required the subjects to make interpersonal choices amongst the campers of opposite race as dependent variables in this study. A third dependent variable, an analysis of photographs taken by the subjects, were calculated to determine the number of black children and the number of white children appearing in the photographs. The results of this study concluded that the camp experience produced significant positive change in the children's interracial attitudes and preferences.

Bruce E. Matthews (1994), director of the New York Sportfishing and Aquatics Resources Education Program, described multicultural education with importance on "shared values" (p. 29). Residential camps offer an environment that can foster these shared values, therefore providing camp professionals the opportunity to design programs that incorporate multicultural education. Camping already provides an atmosphere of learning with an emphasis on acceptance of others and teamwork. Multicultural education could easily be implemented to existing programs to help teach appreciation for diversity (Matthews, 1994).

Christopher R. Edginton, professor and director of Physical Education and Leisure Services at the University of Northern Iowa; and Curtis E. Martin, a professor and chairman of the Department of Health and Physical Education at Fort Valley State College, described a joint effort between their two schools to foster diversity in a camp environment (1998). The two schools formed a partnership in order to adapt the University of Northern Iowa's Camp Adventure

to better serve a diverse population. Fort Valley State College, as a predominantly black college, presented many new program ideas to enhance Camp Adventure. The diversity amongst the camp staff brought many benefits to the camp. The staff served as role models for the campers to identify with, they modeled positive group interactions, and through these interactions they encouraged the acceptance of different cultures and values. Overall, campers and staff alike viewed Camp Adventure as a success (Edginton and Martin, 1998).

Hollister and Hodgson (1996) indicated that, along with other areas in the recreation field, camps "can serve as the training ground for living in a multicultural society" (Hollister and Hodgson, 1996, p.22). Effective staff training is needed to combat the challenges of working with a diverse group. Camp counselors are seen as role models to the campers. The camp staff's display of appreciation for diversity will bring cultural awareness to children who have not experienced it before. Campers also tend to model the behavior they observe. This provides camps with the opportunity to redirect campers from negative images or stereotypes about different cultures by modeling an appreciation for diversity (Hollister and Hodgson, 1996).

Dr. Judith Kennison, an associate professor in the department of recreation and leisure studies at Ithaca College, focused on training camp staff to better address multiculturalism and diversity. Camp staff become mentors and role models to many children. Therefore, when dealing with a diverse camper population, it is necessary to have a diverse staff. The hiring process

should be open to new sources of applicants to receive a diverse group of candidates. Questions pertaining to cultural awareness and diversity should be integrated into the interview process (Kennison, 1991).

A camp project entitled, *A World of Difference*, was implemented in six camps in the St. Louis area in hopes of spreading cultural awareness and reducing prejudice. Webber, the project director, and Walker-Thoth, the community coalition coordinator (1990), explained that the program offered diversity training to 300 camp counselors during staff orientation before the start of the camp season. The program that was initially developed to help combat racial problems in local schools was adapted to serve the camp environment. The project was designed to help camp staff become more comfortable with diversity and prejudice and also to present counselors with cross-cultural activities that would help bring the groups together. The training involved a video on prejudice awareness, discussion groups, and activities that encouraged the acceptance of diversity. Each participant was also given a manual filled with activities, strategies, and tips for aid in the upcoming camp sessions (Weber and Walker-Thoth, 1990).

Summary

There appear to be many consistent findings throughout recent research. Benefits of organized camping are well-documented (Chenery, 1994; O'Brien,

Pavlicin, Lister, and Schultz, 1995; Thomas, 1996; Cordes, 1991; Johnson, 1991; Rawson and McIntosh, 1991).

Our nation's population is growing more diverse. Several industries have already turned to multicultural education as a method of preparing for these demographic changes (Allison, 1999; Jackson, 1992). Still other fields have recognized a great need for education in diversity (Lecca, et al., 1998; DeSensi, 1994; Siccone, 1995; Banks, 1993).

Past research definitely reports differences in leisure preferences across varied racial and ethnic groups (Stamps and Stamps, 1985; Hutchinson, 1987). This has opened the eyes of recent park and recreation professionals to incorporate diversity training to better accommodate the change in population. Although adaptation of programming and education has begun, the need for change in favor of diversity remains a consistent goal throughout the recent literature.

Many park and recreation professionals believe camp programs to be environments that can foster appreciation for diversity (Henderson, 1994; Jordan, 1994; McFarlane, 1996; Clore, Bray, Itkin, and Murphy, 1978; Matthews, 1994; Edginton and Martin, 1998; Hollister and Hodgson, 1996). Although all sources seem to present similar opinions, several different approaches to adapting to the diversity issues are presented. Some simply focus on altering programming to better fit the needs of diverse groups (Washington, 1996; Dwyer and Gobster, 1992; Henderson, 1997; Holland, 1997; Dieser and Peregoy, 1998; Henderson, 1994; McFarlane, 1996). Others concentrate on presenting multicultural

education to actual leisure participants (Jordan, 1994; Clore, Bray, Itkin, and Murphy, 1978; Matthews, 1994; Edginton and Martin, 1998).

Due to the consistency of results in the area of multicultural education, conflicts are difficult to find. Most professionals support multiculturalism and agree training is crucial for our society to better accommodate the varied populations. However, a few argue the implementation of multicultural education into current education curriculums. Thus the traditional view point cites diversity training as unorthodox teaching which may create "inaccuracies" in current curriculums (Holland, 1997, p.45).

Research in multicultural education has just begun and many areas have not yet been explored. The emphasis of teaching multiculturalism in the home has not been addressed in recent research. Training courses to help parents teach their children to respect diversity and to prepare parents for multicultural issues could become beneficial in opening the minds of today's youth. Although multicultural education training for personnel has become a trend in the corporate community and within human services, little has been done to implement such training to camp administration and staff. If the camp environment is celebrated for its ability to help spread acceptance; it is pertinent that we train our staff to become skilled in the area of multicultural issues

In summary, although many have become aware of the more diverse populations in our country, programming to better accommodate this growth has been slow to develop. Education curriculums in recreation and leisure studies have started to introduce multiculturalism into the current course work.

Park and recreation professionals have begun to adapt programming to fit the needs of more diverse groups of people. Organized camping has been targeted as an environment that offers a positive approach to the education and socialization of children. Many camps have already begun to teach appreciation for diversity. The growth of multicultural education in our society will help to bring acceptance and understanding to future generations.

CHAPTER 3

METHODOLOGY

The purpose of this study is to determine the status of multicultural education training for staff members in American Camping Association accredited residential Girl Scout camps in the United States. Additionally, the researcher hopes to determine the benefits of multicultural education training, what is included in present multicultural education training programs, who prepares and leads multicultural education training for camp personnel, and when multicultural education training takes place. The sections in this chapter are presented in the following manner: (a) Identification of the Participants; (b) Development of the Instrument; (c) Administration of the Instrument; and (d) Analysis of the Data.

Identification of the Participants

The participants in this study consisted of camp directors obtained from a list of 209 ACA accredited resident Girl Scout camps. This list was obtained from the database provided on the official American Camping Association web page. The researcher limited the database search by searching only for resident Girl Scout camps in each of the four regions of the United States established by the American Camping Association (Mid-America, Northeast, Southern, and

Western). The entire population was used in the study to ensure accurate representation throughout all areas of the United States. Insufficient or inaccurate contact information eliminated fourteen camps from the overall population. Camp Tanasi, located in Knoxville, Tennessee was also eliminated because the camp director assisted in the development of the questionnaire. Therefore, a total of 194 camps were asked to participate in this study. All participants of this study have given informed consent, which has been verified by filling out and returning the questionnaire to the researcher (Appendix A).

Development of the Instrument

After thorough research of the available literature on multicultural education training and resident camps, it was determined that no instrument developed thus far would produce the necessary information to answer the research questions of this study. Therefore, a questionnaire was developed by the researcher to determine the status of multicultural education training for staff members in residential Girl Scout camps in the United States. Once the survey was created, the researcher established a jury of experts to review and critique the survey. This jury of experts included a professional knowledgeable in research design, a professional in multicultural education training, and a current ACA accredited resident Girl Scout camp director. Revisions and corrections suggested by the jury of experts were implemented to ensure the validity of the instrument. The make-up of the questionnaire included multiple choice

questions, open-ended questions, as well as checklist questions. This format was the most simple method of retrieving the necessary information.

Administration of the Instrument

To ensure the confidentiality of the participants of this study, no camp names or identifiers were included on the survey. The researcher coded each survey by the region of the United States in which each camp belonged. Each questionnaire was accompanied by a cover letter (Appendix B) explaining the intent of the study and instructions for contacting the researcher in case of further questions. The surveys were sent by mail to the population of camp directors. The mailing list was generated from the American Camping Association's list of accredited resident Girl Scout camps in the United States. Although 209 camps were identified by the ACA's database, surveys were only sent out to 194 camps due to insufficient or incorrect contact information. Each participant was asked to return the survey to the researcher within two weeks of receiving it in the mail. All data used in the study was received for analysis no later than six weeks after the survey was sent out. A self-addressed and stamped envelope was provided for the participants to simplify the return procedure. Of the 194 surveys sent out, 67 were returned and analyzed for the study (35%).

Analysis of the Data

The responses from the returned surveys provided the information needed to address the research questions of the study. The data was compiled and then analyzed through the statistical package for the social sciences (SPSS).

Descriptive statistics (frequencies and percentages) were used to analyze the variables related to the research questions. The data was reported in numbers and percentages.

CHAPTER 4

ANALYSIS AND DISCUSSION OF DATA

The purpose of this study was to determine the status of multicultural education training for staff members in American Camping Association accredited resident Girl Scout camps in the United States. Additional research questions were studied to identify what is included in present multicultural education training programs, to determine the benefits of multicultural education training, and to establish what variables, if any, have a significant relation to the implementation of such training.

This chapter is organized in the following manner: (a) Camp Profile; (b) Status of Multicultural Education Training for Camp Staff; (c) Preparation and Leadership of Multicultural Education Training for Camp Staff; (d) Contents and Effectiveness of Multicultural Education Training for Camp Staff; (e) Benefits of Multicultural Education Training for Camp Staff; (f) Resident Camper Racial/Ethnic Make Up; (g) Camp Personnel Racial/Ethnic Make Up; and (h) Region of the United States.

Camp Profile

As mentioned before, all camps that participated in this study were resident camps, American Camping Association accredited, and affiliated with

the Girl Scouts of the United States. The first section of the questionnaire used in this study concerned additional demographic information of the participating camps. The demographic information surveyed included: the number of counties the camp served, classification of the areas served, number of campers served each summer, grade level of the campers served, and the breakdown of racial/ethnic make up for both the camper population, and the camp staff population.

The data indicated that the counties served ranged from 1 to 31, and the mean number of counties served by each camp was nine. Classification of the area served by each camp was defined as urban, rural, both urban and rural, or other (Table 1). Table 1 shows that the majority of the participant camps, 71.6%, served both urban and rural areas. Those camps serving only rural areas totaled 11 (16.4%), only urban areas totaled 7 (10.4%). One camp classified their service area as "suburban".

The information on the number of resident campers served each summer was retrieved to indicate an approximate size of each camp, this data is displayed in Table 2. The data indicated that 19% served 401-800 campers, followed closely by 400 or less campers at 18%, and 801-1200 campers at 15%. 8% of the camps served 1201-1600 campers, while 7% served over 1600 girls each summer. A little over 50% of the participating camps served 800 or less campers over the summer.

The Girl Scouts of the United States classifies its participants by grade level, not age level. The data displayed in Table 3 indicated that the majority of the

Table 1. Classification of the Area Serviced

		Frequency	Percent
Valid	Both Urban and Rural	48	71.6
	Rural	11	16.4
	Urban	7	10.4
	Suburban	1	1.5
	Total	67	100.0

Table 2. Approximate Number of Campers Served

		Frequency	Percent	Cumulative Percent
Valid	400 or less	18	26.9	26.9
	401-800	19	28.4	55.2
	801-1200	15	22.4	77.6
	1201-1600	8	11.9	89.6
	1600 or more	7	10.4	100.0
	Total	67	100.0	

Table 3. Grade Level of Campers Served

	Grade Level Served
	Percent
Kindergarten - 2nd Grade	(77.6%)
3rd Grade - 5th Grade	(98.5%)
6th Grade - 8th Grade	(97.0%)
8th Grade - 12th Grade	(92.5%)

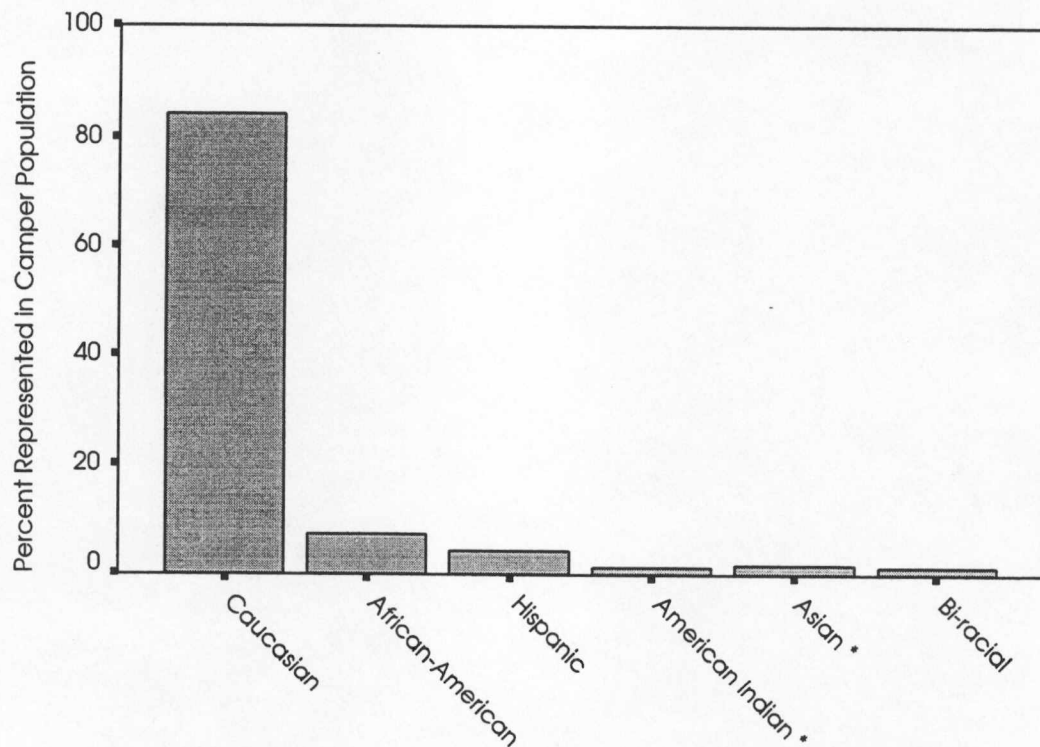
participating resident camps served girls in 3rd - 12th grades. Additionally, 77.6% of the camps served girls in Kindergarten – 2nd grade.

Unfortunately, not much racial/ethnic diversity is found within the resident camper population (Table 4). A large majority of the girls served by ACA accredited, resident Girl Scout camps identify themselves as Caucasian (83.8%). The remaining racial/ethnic make up of the resident campers is as follows, 7.5% African American, 4.2% Hispanic, 1.1% American Indian, Eskimo, and Aleut, 1.7% Asian and Pacific Islander, and 1.2% biracial. Figure 1 displays the apparent lack of racial/ethnic diversity found within the camper population.

The racial/ethnic make up of the camp staff is similar to the findings amongst the campers (Table 5). A large 86.5% of the staff are Caucasian, 6.0% African American, 3.6% Hispanic, 0.8% American Indian, Eskimo, and Aleut, 1.1% Asian and Pacific Islander, and 0.8% biracial. These findings can be viewed distinctively in Figure 2.

Table 4. Racial/Ethnic Make Up of the Resident Campers

	N	Minimum	Maximum	Mean	Std. Deviation
Caucasian	65	37.00	98.00	83.8477	12.9296
African-American	64	.00	38.00	7.5000	7.5173
Hispanic	64	.00	40.00	4.1633	5.9059
American Indian, Eskimo, and Aleut	64	.00	10.00	1.0914	1.9996
Asian and Pacific Islander	64	.00	10.00	1.7141	2.0159
Bi-racial	64	.00	20.00	1.2188	2.9329



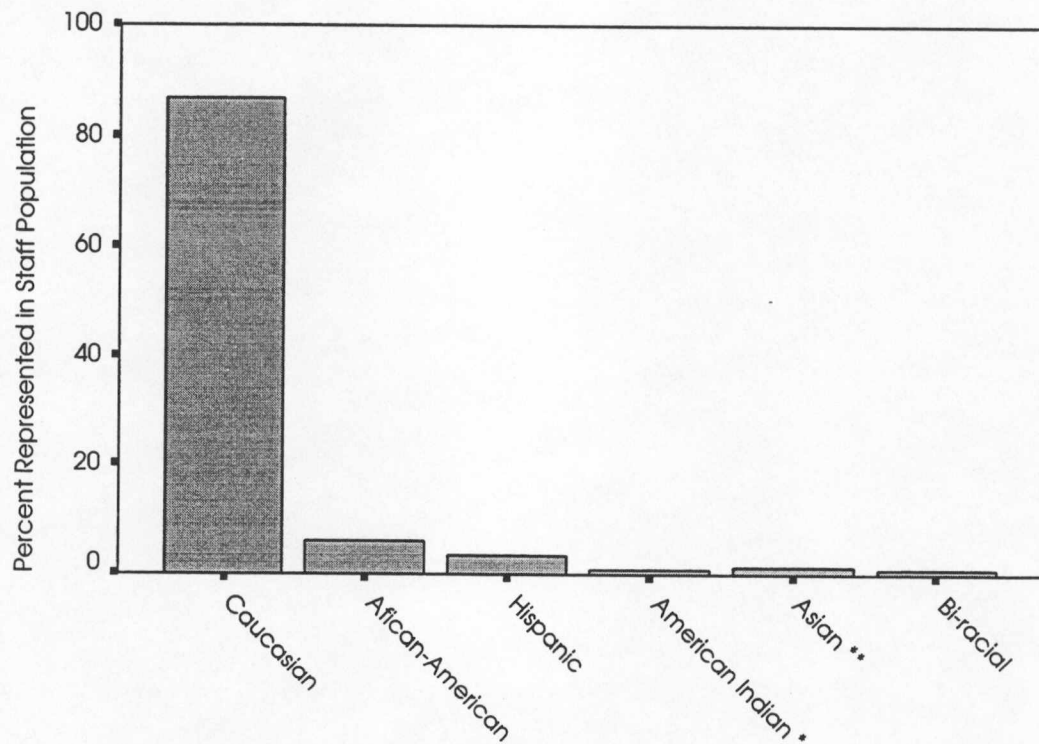
* American Indian includes Eskimo and Aleut

** Asian includes Pacific Islander

Figure 1. Racial/Ethnic Make Up of the Resident Campers

Table 5. Racial/Ethnic Make Up of the Camp Staff

	N	Minimum	Maximum	Mean	Std. Deviation
Caucasian	67	30.00	100.00	86.4731	13.6232
African-American	67	.00	45.00	6.0075	7.9042
Hispanic	67	.00	60.00	3.5567	8.2423
American Indian, Eskimo, and Aleut	67	.00	12.00	.8358	2.1974
Asian and Pacific Islander	67	.00	10.00	1.0925	2.3861
Bi-racial	67	.00	10.00	.8060	2.0169



* American Indian includes Eskimo and Aleut

** Asian includes Pacific Islander

Figure 2. Racial/Ethnic Make Up of the Camp Staff Population

In summary, the majority of the participant camps served 1200 or less girls entering kindergarten through 12th grade from an average of 9 counties in both urban and rural areas. A large majority of both the camper population and the camp staff population are Caucasian.

Status of Multicultural Education Training for Camp Staff

Page 14 of the literature review indicates that it has become popular in today's society to develop diversity training for their employees. The participating camp directors were asked simply if they offered multicultural education training to their camp staff, the results can be seen in Table 6. Of the 67 total surveys analyzed, 64 camps or 95.5% confirmed that they offered multicultural education training to some degree.

During the study, the researcher learned that the Girl Scouts of the United States mandates pluralism training for all of their programs, including camping programs. Although this is a policy created at the national level, each individual council is responsible for implementing their specific training. The following is an example of the pluralism policy from a Girl Scout Council in east Tennessee. "Tanasi Girl Scout Council holds an ongoing commitment to affirmative action in the recruitment, selection, training, and placement for both employed staff and volunteers. The concept of inclusion is fundamental to Girl Scouting and we welcome girls of all races, faiths, and walks of life" (Girl Scouts, 1990).

Table 6. Inclusion of Multicultural Education Training

		Frequency	Percent
Include Multicultural Education Training?	Yes	64	95.5
	No	3	4.5
	Total	67	100.0

The three camps that admitted to not incorporating such training have not met the organization's expectations. The three surveys returned indicating their camp did not offer multicultural education training were asked not to complete the remainder of the questionnaire and were instructed on how to return the survey to the researcher.

The large percentage of camps that offer multicultural education training reveals the Girl Scout organization's commitment to diversity. It is believed that Girl Scouts in general is a leader among recreation organizations in their dedication to multiculturalism as well as other forms of diversity, and it is apparent by this study that this devotion has spilled over into their resident camping programs specifically.

Leadership and Presentation of Multicultural Education Training for Camp Staff

There were two questions on the survey related to the delivery of multicultural education training. The first of the two related to who prepares the training sessions and who leads the staff training on multiculturalism. The latter

question related to when the training was actually presented to camp personnel.

The data retrieved and displayed in Table 7 indicated that the director of the camp developed and led the multicultural education training in the majority of the camps (77.6%). Both an outside professional in multicultural education training and a staff trainer were used quite frequently, in 40.3% of the camps surveyed. In the remaining camps this training responsibility was assigned to a program director in 25.4% of the camps, and finally to a head counselor in only 3.0% of the participant camps.

The survey asked each participant to select all choices that applied to their specific training procedures, therefore some selected more than one response to this question. This explains the large percentages in many categories, and suggests that most camps use more than one resource in developing and presenting their multicultural education training.

Nearly 60% of the camps did not utilize an outside professional for multicultural education training. This implies that the Girl Scouts of the United States already have materials for such training developed and available to camp administrators. It also suggests that camp administrators have been trained in multiculturalism themselves to enable them to in turn lead multicultural education training for the remainder of the staff.

A substantial percentage of camps (94.0%) presented multicultural education training during pre-camp training, before the campers arrived. The data also indicated 43.3% of camps offered this training throughout the summer

Table 7. Leader of Multicultural Education Training

	Leads Multicultural Education Training	
	Count	Percent
Camp Director	52	(77.6%)
Program Director	17	(25.4%)
Staff Trainer	27	(40.3%)
Head Counselor	2	(3.0%)
Outside Professional	27	(40.3%)

sessions, and 46.3% of camps offered training when issues or problems concerning diversity arose (Table 8). In addition, many camps presented multicultural education training more than one time over the course of the summer.

Contents and Effectiveness of Multicultural Education Training for Camp Staff

The researcher created a list of eleven items that have commonly been incorporated into multicultural education training (as well as a space for an additional original response) and asked the participants to identify not only which aspects are included in their training but which aspects do they consider to be the most effective. Table 9 displays the data findings. Ranking as the most frequent area covered, 94% of the camps stressed "Acceptance of Differences" as a part of their multicultural education training. Following close behind was a

Table 8. Presentation of Multicultural Education Training

	When Multicultural Education Training Takes Place	
	Count	Percent
Pre-camp Training	63	(94.0%)
Throughout Camp Sessions	29	(43.3%)
Whenever an Issue Involving Diversity Arises	31	(46.3%)

Table 9. Aspects Included in Multicultural Education Training

	Included in Multicultural Education Training	
	Count	Percent
Cultural Awareness	55	(82.1%)
Acceptance of Differences	63	(94.0%)
Prevention of Prejudices	36	(53.7%)
Identification of Stereotypes	43	(64.2%)
Learning Multicultural Activities	40	(59.7%)
Cross-cultural Mentoring	3	(4.5%)
Cross-cultural Verbal Communication Skills	13	(19.4%)
Understanding of Cultural Differences	41	(61.2%)
Identifying Differences as an Asset	43	(64.2%)
Strategies for Dealing with Diversity Conflicts	37	(55.2%)
Understanding Staff's Attitude Towards Diversity	36	(53.7%)

focus on "Cultural Awareness" in 82.1% of camps. Both "Identification of Stereotypes" and "Identifying Differences as an Asset" were a focus in 64.2% of camps' training, "Understanding of Cultural Differences" in 61.2%, "Learning Multicultural Activities" in 59.7%, "Strategies for Dealing with Diversity Conflicts" in 55.2%, and "Understanding Staff's Attitude Towards Diversity" in 53.7% of the camps. The aspects that were not incorporated in at least half of the camps' multicultural education trainings were "Cross-cultural Verbal Communication Skills" was touched on by 19.4% of the camps, and "Cross-cultural Mentoring" was addressed by only 4.5% of participant camps. The frequency of each area included in the camps' training can be viewed more clearly in Figure 3.

Although only 21 of the 67 participant camps answered the survey question regarding which aspect of their multicultural education training they believed to be the most effective, some consistencies were evident. As stated on page 26 within the review of literature, the purpose of the camp project, "A World of Difference", was to help staff become more comfortable with diversity. This purpose coincides with the findings of this study found in Table 10.

"Acceptance of Differences" ranked the highest with 31.3% of the camps finding this area to be effective for camp personnel. Both "Understanding Cultural Differences" and "Identifying Differences as an Asset" were identified by 20.9% of the responding participants and ranked high as effective aspects of multicultural education training for resident camps. "Cultural Awareness" was identified as effective in 17.9% of camps, followed by "Strategies for Dealing with Diversity Conflicts" "Identification of Stereotypes", and "Learning Multicultural

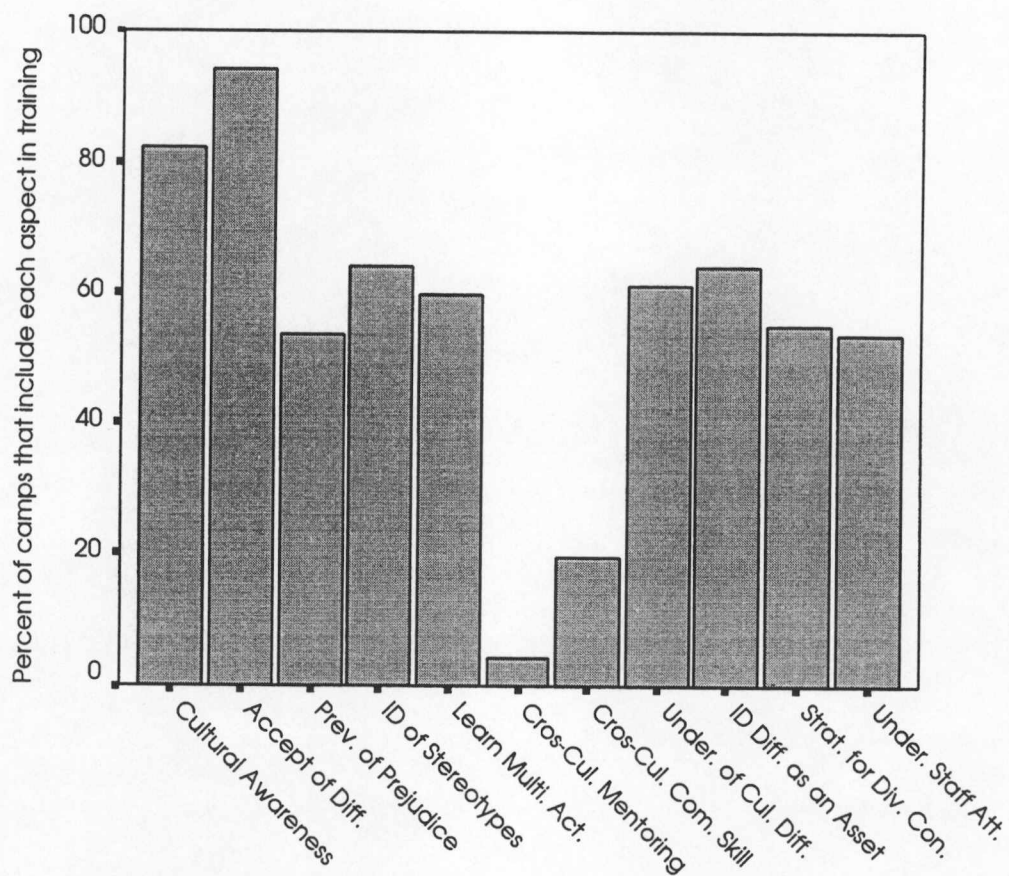


Figure 3. Aspects Included in Multicultural Education Training

Table 10. Effective Aspects of Multicultural Education Training

	Most Effective Aspects of Multicultural Education Training	
	Count	Percent
Cultural Awareness	12	(17.9%)
Acceptance of Differences	21	(31.3%)
Prevention of Prejudice	1	(1.5%)
Identification of Stereotypes	8	(11.9%)
Learning Multicultural Activities	7	(10.4%)
Cross-cultural Mentoring	0	(0%)
Cross-cultural Verbal Communication Skills	1	(1.5%)
Understanding of Cultural Differences	14	(20.9%)
Identifying Differences as an Asset	14	(20.9%)
Strategies for Dealing with Diversity Conflicts	9	(13.4%)
Understanding Staff's Attitude Toward Diversity	4	(6.0%)

Activities" believed to be effective by 13.4%, 11.9%, and 10.4% respectively. Figure 4 displays the findings in descending order from the most effective aspects to the least effective. The low number of responses to this question may imply that the camps surveyed have no method of evaluation for their multicultural education training. Therefore, they are not aware of which aspects are more effective than others, or if any prove to be effective at all. The low response rate may also be due to the lack of racial/ethnic diversity within the camper and camp staff populations. Without a diverse population, it is nearly impossible to determine the effectiveness of diversity training. Regardless of the

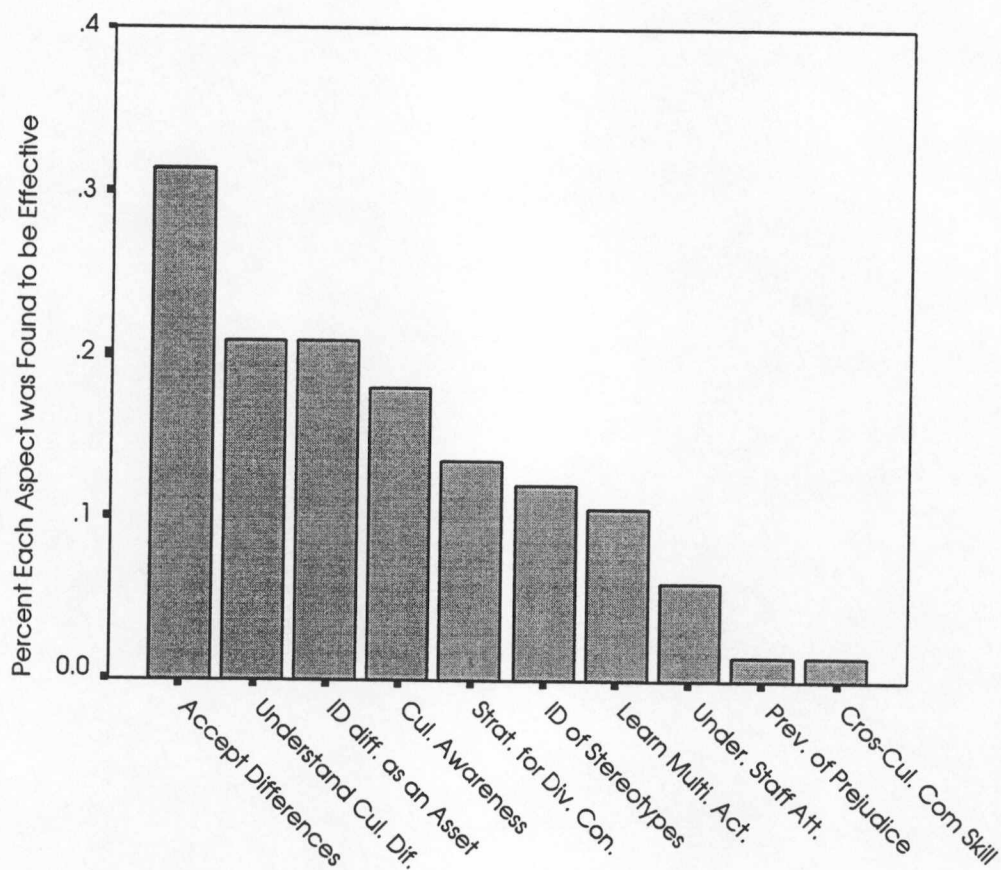


Figure 4. Effective Aspects of Multicultural Education Training

reasoning, due to the low number of participants who answered this question, the accuracy of the data can not be confirmed.

Benefits Received from Multicultural Education Training for Camp Staff

The final question of the survey asked the camp director to identify the benefits they believe their camp staff received from the multicultural education training they provide. Similar to a previous question, the researcher compiled a

list of eleven possible benefits (as well as a space for an additional original response) and asked the participants to select all that applied to their specific resident camp (Table 11).

All items were identified as benefits at least once, however "Cultural Awareness" was identified most frequently, by 80.6% of the camps. As stated on page 22, camp programming, at a minimum, should teach cultural awareness. Therefore, it appears that the camps participating in this study have benefited from multicultural education training at a minimum level, at the very least.

"Group Cohesion" was found to be beneficial by 71.6% of camps,

"Understanding of Cultural Differences" by 59.7%, "Prejudice Reduction" by 50.7%, "Identifying Differences as an Asset" by 47.8%, "Identification of Stereotypes" by 46.3%, "Understanding Staff's Attitude Towards Diversity" by 41.8%, "Strategies for Dealing with Diversity Conflicts" by 38.8%, and "Knowledge of Cross-cultural Activities" by 35.8% of camps. Once again "Cross-cultural Verbal Communication Skills" and "Cross-cultural Mentoring" ranked at the bottom, and were identified as benefits of multicultural education training by 16.4% and 6.0% of camps respectively. Figure 5 displays these findings.

Resident Camper Racial/Ethnic Make Up

The racial/ethnic make up of the resident camper population was presented in Figure 1. It is apparent that on average, ACA accredited resident Girl Scout camps do not serve an extensively racially diverse population. Also,

Table 11. Benefits Received from Multicultural Education Training

	Benefits Received from Multicultural Education Training	
	Count	Percent
Cultural Awareness	54	(80.6%)
Group Cohesion	48	(71.6%)
Prejudice Reduction	34	(50.7%)
Identification of Stereotypes	31	(46.3%)
Identifying Differences as Assets	32	(47.8%)
Cross-cultural Mentoring	4	(6.0%)
Cross-cultural Verbal Communication Skills	11	(16.4%)
Understanding of Cultural Differences	40	(59.7%)
Knowledge of Cross-cultural Activities	24	(35.8%)
Strategies for Dealing with Diversity Conflicts	26	(38.8%)
Understanding Staff's Attitudes Towards Diversity	28	(41.8%)

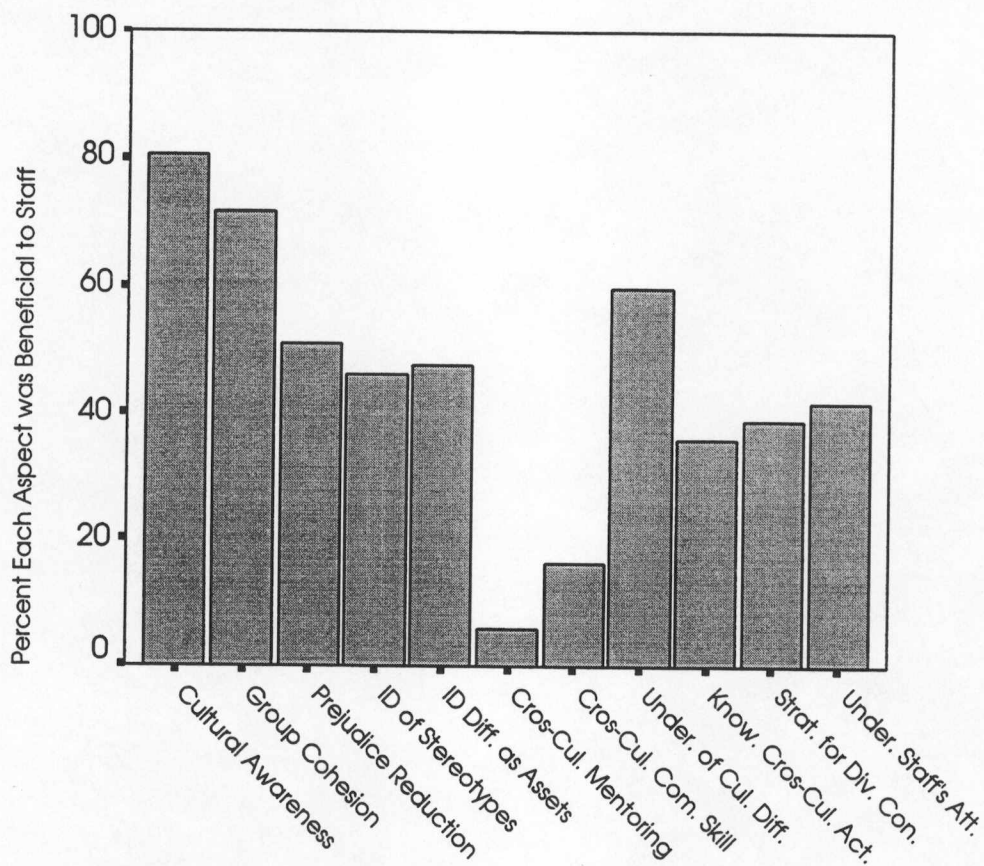


Figure 5. Benefits Received from Multicultural Education Training

almost all of the camps participating in this study (95.5%) already have multicultural education training in place for their camp staff. Taking these two findings into consideration, it can be assumed that the implementation of multicultural education training for staff within an ACA accredited, resident Girl Scout camp has no relation to the racial/ethnic make up of it's campers. Table 12 displays the racial/ethnic make up for the camps that do offer multicultural education training in addition to the make up for the camps that do not offer such training.

Table 12. Camper Make Up and Implementation of Training

Include Multicultural Education Training?		N	Mean	Std. Deviation
Yes	Caucasian	62	83.5823	13.1397
	African-American	61	7.5902	7.6886
	Hispanic	61	4.2369	6.0245
	American Indian, Eskimo, and Aleut	61	1.1451	2.0337
	Asian and Pacific Islander	61	1.7164	1.9973
	Bi-racial	61	1.2459	2.9953
No	Caucasian	3	89.3333	6.0277
	African-American	3	5.6667	1.1547
	Hispanic	3	2.6667	2.5166
	American Indian, Eskimo, and Aleut	3	0.000	0.000
	Asian and Pacific Islander	3	1.6667	2.8868
	Bi-racial	3	.6667	1.1547

Although the researcher can assume the racial/ethnic make up of the camp population has no bearing on the implementation of multicultural education training, due to the few number of camps who have not incorporated this type of training, statistical testing can not be done. The difference in the two groups (64 and 3) is too great, and statistical testing would not necessarily be accurate.

Camp Personnel Racial/Ethnic Make Up

The review of literature, on page 25, indicated that a diverse camp staff has brought many benefits to the camp environment. Figure 2 displays the

make up of racial/ethnic characteristics of camp personnel within ACA accredited, resident Girl Scout camps. As found true with the resident camper population, the camp staff population represents very little racial diversity. Therefore, the same assumptions can be made. The racial/ethnic make up of staff for camps with multicultural education training and without are presented in Table 13.

It can be presumed that the implementation of multicultural education training has no relation to the racial/ethnic make up of camp personnel. Once again, due to the small number of camps that have not included multicultural education training (3), statistical testing can not be computed.

Region of the United States

Before they were sent out, the researcher coded each survey with one of four markings depending on the region of the United States (Mid-America, Northeast, Southern, or Western) each camp belonged. A fairly evenly distributed number of surveys were returned from each of the four areas; Mid-America (37.3%), Northeast (25.4%), Southern (23.9) and Western (13.4%) (Table 14). Unfortunately, due to the low number of camps that reportedly do not offer multicultural education training to their staff no statistical tests can be run to determine if there is a significant difference in the implementation of multicultural education training between the four regions. The researcher believes the region each camp resides in does not hold bearing on whether or not this training is

Table 13. Staff Make Up and Implementation of Training

Include Multicultural Education Training?		N	Mean	Std Deviation
Yes	Caucasian	64	86.2609	13.8350
	African-American	64	6.2109	8.0155
	Hispanic	64	3.6453	8.4100
	American Indian, Eskimo, and Aleut	64	.8750	2.2414
	Asian and Pacific Islander	64	1.1438	2.4300
	Bi-racial	64	.8125	2.0538
No	Caucasian	3	91.0000	7.9373
	African-American	3	1.6667	2.8868
	Hispanic	3	1.6667	2.8868
	American Indian, Eskimo, and Aleut	3	.0000	.0000
	Asian and Pacific Islander	3	.0000	.0000
	Bi-racial	3	.6667	1.1547

Table 14. Region of the United States

		Frequency	Percent
Valid	Mid-America	25	37.3
	NorthEast	17	25.4
	Southern	16	23.9
	Western	9	13.4
	Total	67	100.0

implemented into the specific population of camps studied. The Girl Scout organization apparently mandates pluralism training, regardless of what region you belong.

Summary

In summary, the majority of American Camping Association accredited, resident Girl Scout camps have already implemented multicultural education training into their staff-training program (95.5%). Although a large percentage of multicultural education training for camps are prepared and lead by the camp director or another camp administrator, several also utilize outside professionals to train their camp staff in this area. Pre-camp training proved to be when most camps present multicultural education training to their staff, but several camps continued this training throughout the summer. Each camp emphasizes different aspects of multicultural education, but the majority of camps include training on "Cultural Awareness" and "Acceptance of Differences". Few camps focus on "Cross-cultural Verbal Communication Skills" or "Cross-cultural Mentoring". Of those camps that were able to identify the aspects of their multicultural education training that were effective, the camp directors chose both "Understanding Cultural Differences" and "Identifying Differences as an Asset" as the most effective. The camp directors also identified "Cultural Awareness" and "Group Cohesion" as the most beneficial aspects of multicultural education

training for their staff. Due to the limited number of camps that have not established staff training in multicultural education, statistical tests were not able to be run on the camper racial/ethnic make up, the staff racial/ethnic make up, or the regions of the United States in relation to implementation of multicultural education training. The researcher assumes that none of the three variables play a significant role in the implementation of this training in a resident Girl Scout camp.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study is to determine the status of multicultural education training for staff members in American Camping Association accredited resident Girl Scout camps in the United States. The following research questions were also examined in this study:

1. Have residential camp programs implemented multicultural education into staff training for camp personnel?
2. Who prepares and leads the multicultural education training for camp personnel and when does it take place?
3. What are camps including in their multicultural education training and what aspects are the most effective for staff in a residential camp environment?
4. What are the camp director self-reported benefits camp personnel receive from multicultural education training?
5. Is the racial/ethnic make up of the resident camper population associated with whether or not multicultural education training is implemented?
6. Is the racial/ethnic make up of the camp staff population associated with whether or not multicultural education training is implemented?
7. Is there a significant difference in the status of multicultural education training between the four regions of the United States?

Summary

The literature strongly supports traditional summer camp as an environment to be used to encourage and to celebrate diversity. Not only should each individual camper have the right to attend camp with no regard to their differences, but the differences between each individual camper should be cherished. From the results of this study it appears that we are on our way by implementing multicultural education first to train staff to accommodate, then to encourage, and finally to value the diversity of each and every camper.

Study results indicate that the Girl Scouts of the United States, an organization that was founded on beliefs of inclusion and pluralism, has already made strides to implement multicultural education training for their camp staff members. They are using their own resources and staff as well as those outside of the organization to provide a well-rounded approach to diversity training. The camp directors are also taking a preventive stance on diversity issues by holding the training sessions before camp begins in hopes of instilling the value of diversity in the staff members. Further training is held throughout the summer or when an issue of diversity may arise. Preparing your staff before the issues do arise acts as a preventative measure against anything occurring at all.

Several aspects of multicultural education training have been noted by camp directors to be effective and beneficial to their camp and their camp staff. It was evident by the inconsistency of response to this question that there is no evaluation method established to determine whether or not this training is

beneficial, and if so, what part in particular was the most effective. It is hard to imagine any diversity training or teaching not being effective or beneficial in some way, if only to initiate awareness or simple conscience thought. Even within a predominantly white population one can learn to appreciate the differences of the people around them.

Although this study has attempted to present the results in a positive light, there is always room to improve and room to expand. Only 32.1% of the surveys were actually returned. Therefore, the remaining camps that chose not to participate in the study may have been intimidated by the study if they did not have this type of training already in place. A simple lack of knowledge, a lack of resources, or a lack of interest could keep any resident camp from implementing multicultural education training.

In addition, although the results do appear to be positive amongst ACA accredited, resident Girl Scout camps they have no bearing on the status of multicultural education training in the thousands of other resident camps located throughout the United States. The American Camping Association accreditation does not come easy, and a great deal of dedication is needed to earn such a status. The researcher chose to limit the study to Girl Scout camps because of their commitment to pluralism. If anyone was going to have already implemented this type of training, it was most likely going to be the Girl Scout organization. Therefore, the conditions were favorable for positive results.

Conclusions

The following conclusions were made based on the results of the study. Each conclusion corresponds with the research question of the same number listed at the beginning of this chapter.

1. The majority of camps responding to the survey have already implemented multicultural education training for their camp staff. Only 3 camps of the 67 returned surveys have not incorporated such training. The researcher was notified that the Girl Scout organization mandates pluralism or diversity training for all of their program areas, including resident camping.
2. In most camps (77.6%), the camp director prepares and leads the multicultural education training for staff. Several camps have selected to bring in an outside professional (40.3%), while other camps rely on other camp administration, camp staff, or council staff to lead their training in this area. In addition, a large percentage (94%) begin multicultural education training during pre-camp training. Several camps continue this training throughout the summer.
3. The top five aspects of multicultural education training covered by ACA accredited, resident Girl Scout camps are "Acceptance of Differences" (94.0%), "Cultural Awareness" (82.1%), "Identification of Stereotypes" (64.2%), "Identifying Differences as an Asset" (64.2%), and "Understanding of Cultural Differences" (61.2%). However, "Identifying Differences as an Asset" and

"Understanding of Cultural Differences" were identified as the most effective areas included in the training.

4. ACA accredited, resident Girl Scout camp directors identified "Cultural Awareness" (80.6%) and "Group Cohesion" (71.6%) as the most widely recognized benefits of multicultural education training in their camps.
5. Although it appears that in the examination of Girl Scout resident camps the racial/ethnic make up of the campers is not a factor contributing to the implementation of multicultural education training, this can not be said to be true for youth camps operating under other affiliations. Due to the inadequate amount of camps without diversity training, statistical tests were not conducted. It is believed that the Girl Scouts are at the forefront of this type of training for summer camping.
6. There appears to be no significant relation between the racial/ethnic make up of the camp staff and the implementation of multicultural education training. Due to the inadequate amount of camps without diversity training, statistical tests were not conducted.
7. Once again, due to the limited number of camps without multicultural education training, statistical tests were not run. However, it appears that there is no significant difference in the status of diversity training between the four selected regions of the United States.

Recommendations

The following recommendations are made based on the results of this study.

1. Further research should be conducted with the same population to answer some of the questions this study has developed. The study should determine if the national Girl Scout organization actually mandates pluralism training for its resident camping programs, what materials are available for such training, does the camp director feel there is a need for such training, and would they have implemented such training if it was not mandated at the national level.
2. An evaluation tool should be created to determine what aspects of multicultural education training are actually effective and beneficial as well as what training methods are the most productive.
3. A similar study should be conducted to determine the status of multicultural education training in camps not affiliated with the Girl Scout organization. Resident camps operated by the YMCA, YWCA, Campfire Boys and Girls, 4-H, Boy Scouts of America, Younglife, church camps, and private camps should all be studied.
4. Additional research should be conducted targeting other variables of diversity such as religion, disability, gender, sexuality, body type, socioeconomic class and others. Traditional resident camps are superb places to celebrate all forms of diversity, not just racial/ethnic diversity.

5. The Girl Scout organization and other operators of resident camps should make valiant attempts to increase the diversity in both the resident campers and the camp staff population. Camps need to recruit diverse staff, market the camp in diverse areas, and add or adjust programming to meet the needs of a more diverse population.
6. Since this study has determined that Girl Scout camps have already implemented multicultural education training for their staff, the organization should strive to take this training to the next level. Training should consist of more than awareness and acceptance, cross-cultural sharing and mentoring should be incorporated.
7. An additional study should be conducted to determine if resident camps are offering multicultural education to the campers. Either by focusing on it directly or by integrating it into everyday programming.
8. Due to the respect the American Camping Association receives in the camping industry, they should develop special trainings and materials to help camp administrators to pass multicultural education training onto their staff and campers.
9. In addition, the American Camping Association should create a new section of standards for accreditation mandating each camp to implement multicultural education training before accreditation can be earned.

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APPENDICES

Appendix A

CAMP STAFF TRAINING SURVEY

The completion of this questionnaire is voluntary and should take you approximately ten minutes to complete. The purpose of this study is to determine the status of multicultural education training in American Camping Association accredited residential Girl Scout camps in the United States. Your responses to these questions will be treated confidentially and will not be associated with your name or agency. They will be analyzed with the responses of all the subjects in the study. Please be accurate and truthful in answering the following questions. Your informed consent will be verified by the completed, returned survey.

I. CAMP DEMOGRAPHICS

1. What is the approximate number of counties serviced by your Girl Scout council?

2. How would you classify the majority of the area serviced by your council?

CHECK ONE:

() Urban

() Rural

() Both Urban and Rural

() Other: _____

3. What is the approximate number of resident campers you serve each summer?

CHECK ONE:

() 400 or less

() 401-800

() 801-1200

() 1201-1600

() 1600 or more

4. What is the grade level of the resident campers you serve?

CHECK ALL THAT APPLY:

() kindergarten - 2nd grade

() 3rd grade - 5th grade

() 6th grade - 8th grade

() 8th grade - 12th grade

() Other: _____

5. Identify the racial/ethnic groups your resident campers represent. Also list the approximate percentage each diverse group represents of the entire camper population (equaling 100%).

CHECK ALL THAT APPLY:

- () Caucasian: _____ (%)
() African-American: _____ (%)
() Hispanic: _____ (%)
() American Indian, Eskimo, and Aleut: _____ (%)
() Asian, and Pacific Islander: _____ (%)
() Bi-racial: _____ (%)
() Other: _____: _____ (%)

6. Identify the racial/ethnic groups your resident camp staff represents, also list an approximate percentage each diverse group represents of the entire staff population (equaling 100%).

CHECK ALL THAT APPLY:

- () Caucasian: _____ (%)
() African-American: _____ (%)
() Hispanic: _____ (%)
() American Indian, Eskimo, and Aleut: _____ (%)
() Asian, and Pacific Islander: _____ (%)
() Bi-racial: _____ (%)
() Other: _____: _____ (%)

II. MULTICULTURAL EDUCATION TRAINING

Multicultural Education Training: the training process through which one is introduced to diversity. It is designed to provide initial awareness of diverse cultures and may also include strategies to promote communication and understanding between diverse groups of people.

7. Do you include multicultural education training as a part of your resident camp staff training? *
- () Yes
() No

*IF YOU ANSWERED "NO" TO THE PREVIOUS QUESTION YOU SHOULD NOT COMPLETE THE REST OF THE QUESTIONNAIRE PLEASE TURN TO THE LAST PAGE FOR INSTRUCTIONS ON RETURNING THIS SURVEY.

8. Who prepares and leads the multicultural education training for your resident camp staff?

CHECK ALL THAT APPLY:

- ☐ Camp Director
☐ Program Director
☐ Staff Trainer
☐ Head Counselor
☐ Outside Professional
☐ Other: _____

9. When does multicultural education training for your resident camp staff take place?

CHECK ALL THAT APPLY:

- ☐ Pre-camp training
☐ Throughout camp sessions
☐ Whenever a problem involving diversity arises
☐ Other: _____

10. What aspects of multicultural education training addressing race/ethnicity were included in your resident camp staff education training?

CHECK ALL THAT APPLY:

- | | |
|--|---|
| ☐ Cultural Awareness | ☐ Cross-cultural Verbal Communication Skills |
| ☐ Acceptance of Differences | ☐ Understanding of Cultural Differences |
| ☐ Prevention of Prejudice | ☐ Identifying differences as an asset |
| ☐ Identification of Stereotypes | ☐ Strategies for dealing with diversity conflicts |
| ☐ Learning Multicultural Activities | ☐ Understanding staff's attitude towards diversity |
| ☐ Cross-cultural Mentoring | ☐ Other: _____ |

11. Of those listed in #10, which aspects of multicultural education training do you consider to be the most effective?

12. What benefits do you believe your resident camp staff has received from multicultural education training?

CHECK ALL THAT APPLY:

- | | |
|--|---|
| ☐ Cultural Awareness | ☐ Cross-cultural Verbal Communication Skills |
| ☐ Group Cohesion | ☐ Understanding of Cultural Differences |
| ☐ Prejudice Reduction | ☐ Knowledge of Cross-cultural Activities |
| ☐ Identification of Stereotypes | ☐ Strategies for dealing with diversity conflicts |
| ☐ Identifying differences as assets | ☐ Understanding staff's attitude towards diversity |
| ☐ Cross-cultural Mentoring | ☐ Other: _____ |

Additional Comments:

PLEASE RETURN COMPLETED SURVEY TO: Katie Hartsfield
3700 Sutherland Ave. #H11
Knoxville, TN 37919

If you would like to be notified of the results of this study, please include your name and address below. Results will be sent to you.

Name: _____

Address: _____

THANK YOU FOR YOUR PARTICIPATION.

Appendix B

DATE _____

Dear ACA accredited Girl Scout Camp Director:

I am a graduate student at the University of Tennessee in Knoxville, TN. With the cooperation of the American Camping Association (ACA), I am presently conducting a study to determine the status of multicultural education in residential Girl Scout camps in the United States. My research study involves completing a questionnaire about your camp's demographics, camp personnel, and status on multicultural education training. With your permission, I would like for you to participate in my study. Your participation in this study is completely voluntary and there are no penalties for not participating in the study. You also may withdrawal from the study at any time.

In order to determine the current status of multicultural education in organized residential camps, you will be asked to complete the attached questionnaire, which should take approximately five minutes. If you would like to participate in this study, simply complete the questionnaire and return it to me using the self-addressed envelope I have enclosed. Your completion and return of the questionnaire will verify your informed consent.

Your responses to the questions will be treated confidentially and will not be associated with your name or camp in any way. I will be happy to answer any further questions you may have regarding the study, your participation in the study, or the future results of the study. I can be reached at (423) 946-4902.

Thank you for your help and cooperation.

Sincerely,

Katie Hartsfield
Graduate Student/Researcher

VITA

Katherine McLendon Hartsfield was born in Durham, North Carolina on December 16th, 1974. Her childhood was spent in Pensacola, Florida where she graduated from Booker T. Washington High School in 1992. She attended the University of Central Florida in Orlando, Florida where she received a Bachelor of Science Degree in 1996 with a major in Psychology and a minor in Sociology.

Upon graduation, Katherine was employed by Boys Town, USA where she worked for two years as a senior youth care worker with "at-risk" youth. In the fall of 1998, she accepted a position as a graduate teaching assistant at the University of Tennessee, Knoxville. She began study toward a Master of Science Degree in Recreation and Tourism Management with a concentration in Recreation Administration. This degree was awarded in the spring of 2000.

Katherine is currently active in the Girl Scout organization in Knoxville, Tennessee. She continues to work with "at-risk" youth as a Girl Scout troop leader within the vision outreach program. She also serves as the Assistant Director at a Girl Scout resident camp located in Pelham, New Hampshire. She has spent her lifetime participating in traditional summer camp programs and continues to love what camp has to offer everyone.