



were encouraged, only that the counselor function in the role of a "big sibling." The control group was given the usual care and attention at the camp. The diets were consistent between the two groups. BG was measured four times daily (0700, 1200, 1700, 2100) by electrophotometer. BG variability, the standard deviation of daily measurements, was measured beginning day 2 of the camp. Both groups maintained BG levels within a similar range (2.2–22 mM), but the mean difference in BG variability between days 2 and 7 in the study and control populations was significantly different (–1.1 and 0.89 mM, respectively;  $P < 0.05$  by Student's  $t$  test, 1 tail).

Only two subjects in the study group showed BG variability  $>2.8$  mM, whereas, six subjects in the control group showed this degree of variance. These data should be interpreted cautiously because only a few subjects were studied,

and no attempt was made to define the specific psychological mechanisms involved. Nevertheless, the value of a close and supportive psychological relationship during periods of stress has been recommended without specific knowledge of its potential buffering effect on metabolic processes. Our findings suggest that such a relationship can have an immediate impact on the outcome of educational endeavors by limiting the disregulatory effect of stress and thereby optimizing learning objectives.

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