



YOUTH AND THE ENVIRONMENT

AN EVALUATION OF THE 1971 YOUTH CONSERVATION CORPS

**ROBERT W. MARANS
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JOHN C. SCOTT**

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PREFACE

This report presents the results of a study of young people who participated in the Youth Conservation Corps in the summer of 1971. Its intent is to assess the program from the point of view of these young people and to evaluate its effectiveness with respect to specific program objectives. The study was conducted for the U. S. Departments of Agriculture and the Interior by the authors who are affiliated with the Institute for Social Research and the School of Natural Resources at The University of Michigan.

We believe this report will provide useful material for the program's policy planners as they endeavor to build and improve upon its present operation. At the same time, we think the report can be read with interest by the young people who either were fortunate enough to participate in 1971 or who hope to participate in the program in coming years. The report should also be useful to individuals interested in the process of evaluating programs, environmental issues and their relationship to American youth.

Our primary method of inquiry has been the group-administered questionnaire given to all corps members during their first and final weeks in camp. Data are based on responses of 2310 corps members during the first week and 2245 members during the final week. Questionnaires also were given to the sixty-four camp directors while supplemental information was derived from site visits to a sample of camps.

A study such as this one is the work of many people whose names do not appear on the title page. We wish to acknowledge at least some of the individuals by name. The work was an effort of the Survey Research Center. The Center is part of The University of Michigan's Institute for Social Research, which is directed by Angus Campbell. The director of the Center is Robert L. Kahn. The task of distributing and receiving questionnaires was carried out by the Center's field section under the supervision of

John C. Scott. Tracy Berckmans assumed major responsibility for this task. Coding was under the direction of Joan Scheffler with code development and supervision ably handled by Steve Pinney and Georgina Rice. Special mention should be made of the entire coding section's efforts in accurately handling the large number of questionnaires in record time. Janet Keller had the delicate and critical task of nursing the data to a stage where they were suitable for computation. Others at the Institute for Social Research who assisted in the Youth Conservation Corps evaluation during the conceptual and analytical phases include: John Antill, Jerald Bachman, Terrance Davidson, John R. P. French, Martin Gold, Aviva Kempner, John Robinson, Kathryn Sager, and Alicia Szuman. The editorial work of Douglas Truax greatly improved the readability of the report. The cooperation and assistance provided us by Duane Lloyd, David Olexer and Walter Hopkins of the U. S. Forest Service and Peter Mowitt of the U. S. Department of the Interior has been greatly appreciated. LaVerne Thornton Dickerson of the Forest Service deserves special mention for her devotion to the project and her efforts in developing the work on self-concept. The manuscript was calmly typed by Margaret A. Hinz.

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SUMMARY

The evaluation of the 1971 Youth Conservation Corps program is based on questionnaires given to all corps members and camp directors and on visits to a representative number of camps. Questionnaires were administered to corps members at the beginning and end of each camp session to observe changes in their responses. Information from camp directors concerned the camp environments and programs and was considered in relation to the corps members' responses.

Overall satisfaction with the program was high. Eighty-six percent of the youth said they liked their experience, while 94 percent said it was worthwhile. The most favorable responses were given by girls in coed-nonresidential camps. When asked what program attributes were most worthwhile, corps members' answers most often related to work. Of all the specific responses, learning to live with and accept other people was mentioned most often.

Corps members generally gave high ratings to specific attributes of the camp program. Highest ratings were given to the quantity and quality of the work accomplished. Less favorable ratings were given to coordination efforts between work assignments and environmental education and the education they received while working.

Corps members entered and left the program with high levels of concern about the environment and environmental problems. Their understanding of environmental matters, however, was not great on entering the program and showed only slight improvement after the Youth Conservation Corps experience. Nevertheless, the number of corps members who said they understood natural resources management and planning increased. At the beginning of camp 27 percent said their understanding was above average compared with 46 percent at the end of the program.

Increases in environmental knowledge were found in camps which emphasized education more than work or where the work and environmental education programs were well-coordinated. Corps members in camps where they

were allowed to participate in governance and where staff-corps member relations were open and friendly increased more in their level of environmental understanding compared to youths in camps lacking these characteristics.

At the beginning of camp, corps members were very willing to accept persons of different racial and ethnic backgrounds. At the end of camp, increases in the degree of acceptance occurred only for white and Spanish American youths.

Corps members developed a number of work skills as a result of their participation in the program, particularly the use of tools associated with the outdoor environment.

As a result of the program, the youth participated in a number of recreational activities which they had not previously experienced. The number of leisure-time activities they enjoyed increased substantially between the first and final week in camp.

Self-image or self-concept of the youth did not change during the period of their participation in the program. After their camp experience, however, corps members did place greater importance on the Corps as a way to find out about themselves.

The extent to which camp staffs were open, friendly and allowed corps members to participate in planning and governing the program influenced a number of corps members' responses. This camp characteristic was strongly related to overall satisfaction and, to a lesser extent, improvements in environmental knowledge, social attitudes and corps members' assessment of the importance of the program in finding out about themselves.

The results of the data analysis together with information derived from the site visits suggest a number of problems as well as opportunities for the improvement of the Youth Conservation Corps program in the future.

The Congress finds that the gainful employment during the summer months of American youth, representing all segments of society, in the healthful outdoor atmosphere afforded in the national park system, the national forest system, the national wildlife refuge system, and other public land and water areas administered by the Secretary of the Interior and the Secretary of Agriculture creates the opportunity for understanding and appreciation of the Nation's natural environment and heritage. Accordingly, it is the purpose of this Act to further the development and maintenance of the natural resources of the United States by the youth, upon whom will fall the ultimate responsibility for maintaining and managing these resources for American people.

Section 1, Public Law 91-378
creating the Youth Conserva-
tion Corps Program

I. INTRODUCTION

This report presents the results of a study of approximately 2400 young people who, in the summer of 1971, participated in the first of a three-year Youth Conservation Corps pilot program. It is intended to evaluate the impact of the program on the young people in terms of several of the program objectives. These objectives originate in Section 1 of Public Law 91-378 and were made operational by the U. S. Departments of Agriculture and the Interior.¹ In a memorandum of understanding by these two administering agencies, the following objectives were stated:²

To accomplish the purpose of the Law, we will seek the best ways to provide the youth enrolled in the corps opportunities to simultaneously:

1. Learn about the natural environment including the natural resources.
2. Learn about the meaningful use, management, and protection of the natural resources.
3. Be gainfully employed in outdoor activities directly relating to the use, management and protection of the natural resources.
4. Accomplish needed conservation work which improves, maintains, and/or enhances one or more of the natural resources.
5. Acquire increased self-dignity.
6. Acquire increased self-discipline.
7. Better work with and relate with peers and superiors.
8. Build lasting cultural and communication bridges between youth from various social, ethnic, racial, and economic backgrounds.

¹Public Law 91-378, 91st Congress S. 1076, Approved August 13, 1970. See preceding page for the original statement of purpose.

²For a complete statement of program objectives and content, see the "Supplement to the Interior-Agriculture Memorandum of Understanding Concerning Youth Conservation Corps", March, 1971.

The evaluation which follows addresses itself primarily to objectives 1, 2, 5, 6 and 7. Specifically it considers young people's responses to their summer experience in terms of:

1. Their attitudes toward and evaluation of the Youth Conservation Corps program and various attributes of it,
2. changes in their understanding of and concern for environmental and ecological issues and problems,
3. changes in their attitudes toward and relationships with peers and adults,
4. changes in recreational and work skills, and,
5. changes in their self-concept or perceptions of self.

A. Research Design

Before an evaluation of the effectiveness of the pilot year of the Youth Conservation Corps program could be made, several basic questions related to the research design had to be answered. These concerned which corps member attributes and changes were to be studied and the types of measurements and instruments that would be used. The questions are addressed in the following explanation of our approach to the research.

1. Attributes Evaluated. The program's objectives are directed at changing the attitudes, knowledge and behavior of the participating youth. Because of severe limitations of time, personnel and funding, we were unable to identify and measure behavior and behavioral changes that might have resulted from participation in the program. While changes in attitudes and understanding are important programmatic goals, the real benefits to society will come from the actions of the young people in future years. The omission of this important attribute from our research suggests that efforts should be made to identify and measure behavior when evaluating the program in the future. With this in mind, our report will focus on attitudes and levels of concern and understanding of corps members.

2. Period of Evaluation. Past research suggests that changes in attitudes occur slowly and often disappear once the subjects are removed from the environment in which the change has taken place. These are potential problems to the Youth Conservation Corps since the program was relatively short in duration. Most youth attended camp for an eight-week period.

Changes observed over this short period might be temporary because of the positive reinforcement received by peers who are performing the same socially accepted activities. If so, corps members would return to their original states after they leave camp. At the same time, we do not know how long it will take for individuals to differentiate among different values and experiences and to meaningfully integrate them into their behavioral and attitude repertory. Follow-up studies, therefore, are required after the camp experience to determine whether the effects of this experience are only temporary or are the basis for continued growth and change. Such studies were beyond the scope of our evaluation. Our research focused on attitudes and levels of concern and understanding during the corps members' initial and final week in camp.

3. Experimental Versus Non-experimental Designs. The above discussion of the directions of change over time raise a more fundamental question regarding the design to be used. If change is indicated, is it because of participation in the Youth Conservation Corps program or because of something else? This question led to our consideration of whether or not an experimental design should be used.³ Such an approach would compare two groups, one of which participates in the program (experimental group) while the other group does not (control group). These comparisons would occur prior to and following the experimental program. Assuming comparability of the two groups prior to initiating the program, a greater change (according to the program objectives) occurring in the experimental group than in the control group would imply a successful program. The alternative approach would compare one group at two points in time in order to observe changes that may have resulted from its participation in the experimental program.

While the first approach represents a truer experimental design than the second, its use in evaluating the Youth Conservation Corps program was considered impractical for several reasons. First, the procedures for selecting corps members among all young people who applied to the program differed considerably among the school districts which handled recruitment. In some instances participants were randomly selected from all applicants; in others they were selected by school counselors on the basis of academic

³For a complete discussion of approaches to the design of experiments, see Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research, Chicago: Rand-McNally, 1966.

achievement, leadership potential or their concern for the environment. These variations or biases in selection of program participants might produce effects confounded with the effects of participation in the program itself. It would be difficult to determine if differences in the two groups at the end of the program were a result of their participating or not participating in the program or a result of the varying criteria for selecting participants. A second and related reason was the added cost and time for setting up and following a two-group experimental design. By introducing a control group, its members would have to be identified and located well in advance of camp openings. Additional questionnaires would also have to be administered, processed and analyzed. Because of these problems it was decided to use the one-group pretest-posttest design.

4. The One-Group Pretest-Posttest Design. While this design is often used in evaluating programs, particularly in the field of education, a number of weaknesses are associated with it. Two are mentioned here.⁴ First, the maturation of the respondents between the pretest and posttest may confound the results of the program. Program participants grow older, biologically and psychologically, and this maturation process may in part influence differences found between the pretest and posttest. A second weakness is related to the testing process itself. People repeating a test often perform better than those taking the test for the first time. Questions and answers are often remembered and discussed with others following a test thereby increasing the probability of responding correctly when a question is asked the second time. It is also possible that in attempting to find out the purpose of a test, the respondent is in a better position to present himself in a more acceptable manner the second time the test is administered.

With these weaknesses in mind, it should be emphasized that the evaluation presented in this report can not say whether or not the young people would have changed had they not participated in the 1971 Youth Conservation Corps program. Rather the evaluation generalizes about young peoples' responses to the program and its attributes which in themselves are measures of program effectiveness. At the same time the evaluation can identify factors which are related to these responses.

⁴Other weaknesses are covered in Campbell and Stanley, op. cit., pp. 7-12.

5. Data Collection Procedures. The primary method of data collection using the one-group pretest-posttest design was the group administered questionnaire. Again, limitations in time and funds forced us to reject at least partial use of other techniques which are more indirect or less obtrusive and therefore less subject to some of the problems mentioned above. These techniques could include the use of games and simulations which directly involve the youth, and visual aids such as slides which help simplify questions and thus help reduce variation in question interpretation.

The pretest or initial questionnaires and instructions for administering them were sent to camp directors prior to the opening of each camp session. These questionnaires were to be administered to all corps members during the second or third day of the camp session. Similarly, the posttest or final questionnaires were sent to camp directors prior to the closing of camp sessions with instructions to administer them two or three days prior to the closing of camp sessions.⁵

Before the camps opened, an inventory was made by the Survey Research Center. The camp inventory included the scheduled opening and closing dates, the expected number of corps members and whether or not a second session was to be conducted at a camp. The inventory resulted in a total of 2600 corps members distributed among sixty-five camps, five of which were to have two consecutive four-week sessions. Based on these findings it was decided to collect data from participating corps members at all camps except the Youth Conservation Corps camp in American Samoa.⁶ A total of 2440 initial questionnaires and 2440 final questionnaires therefore were expected to be the basis for analyzing of the impact of the Youth Conservation Corps program on participating corps members. Twenty-three hundred and ten (2310) questionnaires

⁵In actual fact questionnaires were administered at varying times during the first week and final week of the camp sessions. While we have information on the precise dates when questionnaires were administered for each camp, our information on the exact opening and closing of camp sessions remains incomplete. Therefore, we are unable to determine systematically for all camps the lapse time between camp openings and the administration of the initial questionnaire and the lapse time between the administration of the final questionnaire and the closing of camp session.

⁶The decision to exclude the one hundred and sixty participants at the American Samoa camp from the evaluation was determined jointly by the Survey Research Center and the Departments of Agriculture and the Interior. It was considered inappropriate to evaluate their responses to environmental and other questions within the same context of responses for young people in camps in the continental United States.

representing 94.7 percent of the corps members were returned following the initial testing while 2245 questionnaires representing 92 percent of the corps members were returned following the final testing.⁷

In addition to responses from corps members, information was collected by mail questionnaires from camp directors on camp environments and programs. This information was used in analyzing corps members' responses to the program and attributes of it. The directors' responses also supplement information obtained by the researchers during their visits to a sample of camps. These visits by the researchers were made to approximately one-third of the camps.⁸ They were intended to provide the researchers with additional insights into camp programs and their effectiveness through discussions with camp staff and corps members and to enable them to observe first-hand the program in action and the environmental settings within which they operate.

In summary, the findings and recommendations presented throughout the remainder of this report are based on three sources of information. The first source is the group-administered questionnaire given to individual corps members at the beginning and at the end of their camp session. These questionnaires focused on their understanding of and concern for environmental issues and problems, their social attitudes and interpersonal relations, their recreational and work skills, their self-concept and their overall response to the program and attributes of it. The second source of information is the camp directors' questionnaire. These questionnaires provide objective data on camp environments, programs, and organization as well as camp director attitudes on various attributes of the program. Finally, information obtained from site visits to a sample of camps is intended to supplement the more systematically collected data from corps members and camp directors.

⁷ Missing questionnaires were attributed to corps members who did not attend the testing sessions because of illness, temporary absence or late arrival or early departure from camp. A brief discussion of corps members who were administered the initial questionnaires but who did not attend the final testing session is presented in Chapter 3.

⁸ See Appendix A for the guidelines used in collecting information while visiting camps.

B. Organization of the Report

The report consists of eight chapters. Chapter II describes the young people who participated in the Youth Conservation Corps program and characteristics of camps and programs they attended. In Chapter III we discuss corps members' satisfaction with the program and attributes of it. The next part of the report considers the impact of the program on the youth with respect to environmental education, social relations, skill development and self-concept. Chapter IV deals with their concerns about and understanding of environmental and ecological issues and problems. Chapter V considers social relations and attitudes of youth while Chapter VI focuses on recreational and work skills. In Chapter VII we discuss corps members' self-concept or their perceptions of themselves at the beginning and at the end of camp. Finally, Chapter VIII summarizes the results of the systematic data analysis and uses these results together with the other sources of information as a basis for making recommendations about the future of the program. Suggestions for future research are also presented.

II. CHARACTERISTICS OF CORPS MEMBERS AND CAMPS

This chapter describes a number of background characteristics of the young people who participated in the Youth Conservation Corps and the camps and programs that they attended.¹ It also provides an opportunity to determine the representativeness of the program in terms of attracting youth of all social, economic and racial backgrounds. To a large extent data in this chapter are descriptive. However, they identify a number of criterion variables which will be used in analyzing corps members' responses reported in subsequent chapters.

A. Demographic and Socioeconomic Characteristics of Corps Members

The law creating the Youth Conservation Corps states that the corps should be open to youth of both sexes and all social, economic and racial classifications. In this section, we will see if, in fact, the young people participating in the program were representative of young people throughout the United States. Table 2-1 presents a number of characteristics of the 1971 corps members.² Examination of the percentage distribution suggests that the program did attract a range of young people. Several of the panels in the table, however, warrant special mention.

¹As we shall see, a number of corps members attended non-residential programs instead of residential camps. A non-residential program was one where young people resided at home and commuted daily to the public land to conduct their work and educational activities. A residential program was one where young people stayed for a minimum of five days a week camp on or adjacent to the public lands where they conducted their work and educational activities. Rather than differentiate between non-residential program and residential camps in this report, we will refer to them as non-residential and residential camps.

²This information is based on questionnaires administered during the first week of the camp sessions. A total of 2310 corps members were given these initial questionnaires. Therefore, the percentages presented in Table 2-1 do not represent corps members who joined the program after this initial testing period.

Table 2-1

Characteristics of Corps Members - 1971
(percent distribution of corps members responding
during the first week in camp)

	Percent ¹	Number (base of percentages)
<u>Sex of Corps Members</u>		
Boys	63	1443
Girls	<u>37</u>	<u>857</u>
Total	100	2300
<u>Race and Ethnic Background</u>		
White	83	1883
Negro	9	199
American Indian	4	96
Spanish American	2	52
Other	<u>2</u>	<u>45</u>
Total	100	2275
<u>Place of Residence</u>		
<u>Large city</u> of more than 500,000 people	7	153
<u>Medium size city</u> of 100,000 to 500,000 people	10	227
<u>Suburb</u> of medium or large city	9	213
<u>Small town</u> of 25,000-100,000 people	17	377
<u>Small town</u> of less than 25,000 people	31	707
<u>Rural area</u> or Indian reservation	<u>26</u>	<u>588</u>
Total	100	2265
<u>Family Income</u>		
Under \$5,000	11	226
\$5,000-7,499	15	313
\$7,500-9,999	16	330
\$10,000-12,499	17	347
\$12,500-14,999	12	248
\$15,000-17,499	11	238
\$17,500-19,999	6	126
\$20,000 or more	9	198
Don't know	<u>3</u>	<u>72</u>
Total	100	2098

Median family income - \$11,500

Table 2-1 (continued)

Characteristics of Corps Members - 1971
(percent distribution of corps members responding
during the first week in camp)

	<u>Percent</u> ¹	<u>Number</u> (base of percentages)
<u>Father's Occupation</u>		
Professional, technical	23	439
Managers, officials	8	168
Self-employed businessmen, artisans	4	88
Clerical, sales	10	191
Craftsmen, foremen	26	503
Operative	13	245
Laborers, service workers	11	206
Farmers	3	64
Not in labor force	<u>2</u>	<u>33</u>
Total	100	1937
<u>Age (at beginning of camp)</u>		
14	1	18
15	29	675
16	34	771
17	27	627
18	<u>9</u>	<u>197</u>
Total	100	2288
<u>Schooling Completed (at beginning of camp)</u>		
7th grade	*	5
8th grade	2	33
9th grade	17	394
10th grade	34	767
11th grade	33	758
12th grade	14	320
First year of college	<u>*</u>	<u>9</u>
Total	100	2286

¹ Percentages are adjusted to exclude corps members not answering questions.
A total of 2310 corps members were administered questionnaires.

* Less than one-half of one percent.

1. Sex of Corps Members. Among the young people who participated in the program, nearly two-thirds of them were boys. Since recent population estimates for young people between 15 and 18 years old indicate that there are only slightly fewer girls than boys in the United States, girls were under-represented in the 1971 program. This is also reflected later in our consideration of camp characteristics where we identify eight all-girl camps compared to twenty-three all-boy camps. We do not know whether the preponderance of boys was a result of the number of young people of both sexes who applied to the program, the variations in criteria for selecting applicants or the kinds and availability of camps, camp facilities, work programs and staff that were planned. Subsequent analyses of these factors with respect to the sex composition would determine why the imbalance existed.

2. Race and Ethnic Background. According to current population reports, 86 percent of the population between 15 and 18 years old were white while 13 percent were Negro.³ Based on these figures the second panel of Table 2-1 suggests that Negro youth were slightly under-represented in the program. At the same time American Indian youth may have been slightly over-represented. To a large extent, we attribute this distribution to limitations placed on the sponsoring agencies with respect to areas from which they could recruit corps members. Policy and budget limited the recruitment of youth from areas near the camps themselves. Since most camps were located in national forests or national parks and away from urban areas, the majority of young people selected were from small towns and rural areas.

3. Place of Residence. As seen in the third panel of Table 2-1, only 7 percent of the corps members are from large cities while over 70 percent describe their home as either being a small town of less than 100,000 people, a rural area or an Indian reservation. Compared to the population of the United States, this distribution is skewed toward non-urban environments.⁴ The extent to which this fact influences corps member responses will be considered in subsequent chapters.

³ U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 441, U. S. Government Printing Office, Washington, D. C., March 19, 1970.

⁴ The 1970 U. S. Census of Population indicated that 46 percent of the population of the United States lived in small towns of under 25,000 people and in rural areas whereas 28 percent live in cities of more than 100,000 people. For a complete breakdown on the urban-rural places and population see Statistical Abstract of the United States: 1971, Washington, D.C. 1971

4. Family Income and Father's Occupation. Two dimensions of corps members socioeconomic background were identified - the family income and the father's occupation. For family income, corps members were asked "What do you think the total income will be this year (1971) for all members of your immediate family living at home?" We were not surprised to find that 9 percent of the young people did not respond to this question while 3 percent indicated they did not know the answer. Of those who did respond, we do not know how accurately their estimates were reported or whether the figures were based on knowledge of past family income, anticipated earnings or wishful projections. We suspect that, based on the distribution shown in Table 2-1 and the median family income, the corps members' reporting was reasonably accurate. In order to have a figure for comparative purposes and which, at the same time, could be used to gauge the reasonableness of corps member estimates, incomes for comparable families were identified using data from a recent national study conducted by the Survey Research Center.⁵ For families with children and where the head was between 35 and 64 years old (the age range where we would expect their children to be teenagers), 1970 median family income was \$12,400. While this income is somewhat higher than the \$11,500 median family income reported by corps members, we believe that young people from families in the United States with a wide range of income levels were well represented in the program.⁶

Although we have no similarly comparable data, the distribution on father's occupation presented in Table 2-1 indicates that diversity of youth in terms of this socioeconomic variable was also characteristic of the program.

B. Past Environmental Experiences of Corps Members

Besides identifying several demographic and socioeconomic background characteristics, we asked corps members about their past experiences in

⁵ Survey Research Center, A Panel Study of Income Dynamics; Study Design, Procedures, Available Data, Institute of Social Research, The University of Michigan, Ann Arbor, 1971.

⁶ The lower median family income may be attributed to wage differentials throughout the country and the prevalence of corps members coming from regions containing large quantities of public lands. These regions may have relatively lower wage structures and are located away from urban centers of greater wealth.

different kinds of environments which in part may affect their responses to the Youth Conservation Corps program. Although there is little empirical data to support the premise, a number of researchers believe that the variety of environments that a person has experienced will influence his ability to adapt to new and different environments. While we do not presume to make a substantive contribution to a theory of adaptive behavior within the context of this study, we are interested in knowing if corps members with varying environmental experiences respond differently to attributes of the Youth Conservation Corps program. At the very least, this information provides another dimension of understanding who participated in the program in 1971.

Three types of environmental experiences are considered in Table 2-2 — where the corps members grew up, the number of states in which they lived and their prior visits to environments similar to the kinds they would experience while in the Youth Conservation Corps. The first panel shows the percent distribution of the types of places corps members lived most of the time during the first five years of their lives. It is not surprising to find that the distribution, for the most part, is similar to the distribution for their present place of residence. The slight shifts, which are consistent with national patterns of mobility, appear in the percentage increase in the small town category and decreases in the large city and rural area categories.

While we would expect these slight changes to reflect a limited exposure to new environmental experiences, the number of states in which corps members lived for a period of six months or more indicates otherwise.⁷ Forty percent said they had lived in at least one other state besides their present one, while a substantial number (20 percent) said they had lived in at least two other states. Indeed, 11 percent of those responding had lived in at least three other states. These figures suggest that while the 1971 corps members had been relatively stable in their environments during their early years, a significant number of them had changed their place of residence more than once during their lifetimes and consequently had experienced different environments.

⁷The question was: "How many different states have you lived in for six months or more counting the one you now live in?"

Table 2-2

Past Environmental Experiences of Corps Members
(percent distribution of corps members responding
during the first week in camp)

	<u>Percent</u> ¹	<u>Number</u>
<u>Place of Residence During First Five Years of Corps Member's Life</u> ²		
<u>Large city</u> of more than 500,000 people	11	256
<u>Medium size city</u> of 100,000 to 500,000 people	12	266
<u>Suburb</u> of a medium or large city	9	203
<u>Small city</u> of 25,000 to 100,000	16	357
<u>Small town</u> of less than 25,000 people	28	633
<u>Rural area</u> or Indian reservation	22	494
Other	<u>2</u>	<u>46</u>
Total	100	2255
<u>Number of States Lived In</u> ³		
One	60	1319
Two	20	433
Three	9	200
Four	4	86
Five or more	<u>7</u>	<u>145</u>
Total	100	2183
<u>Environments Previously Visited</u> ⁴		
State park	78	1806
National park	77	1785
Farm	77	1784
Mountains	74	1708
National or state forest	72	1661
Seashore	64	1481
Scout or summer camp	59	1358
Wildlife refuge area	59	1357

¹ Percentages are adjusted to exclude corps members not answering questions. A total of 2310 corps members were administered questionnaires.

² The question was: "In what kind of place did you live most of the time during the first five years of your life?"

³ The question was: "How many different states have you lived in for six months or more counting the one you now live in?"

⁴ The question was: "Before coming to the Youth Conservation Corps camp, have you ever visited any of the following places for a day or more?"

The third panel of Table 2-2 reveals that corps members, for the most part, had experienced a number of environments similar to those they would experience during the summer.⁸ Approximately three out of four corps members had visited a state park, a national park, a farm, a national or state forest, or the mountains. Surprisingly, more than half (59 percent) had been to a scout or other summer camp.

We conclude from these data that a substantial number of corps members participating in the program had experienced environments other than the one where they presently lived. Moreover, the typical corps member had at least a limited exposure to environments similar to the environments within which the Youth Conservation Corps camps operated.

C. Characteristics of the Camps

An important part of our evaluation of the Youth Conservation Corps is to understand the effects of different camp and program attributes on corps members' responses. Does participation in a four-week camp limit the effectiveness of the program compared to participation in an eight-week camp? To what extent does the number of corps members in a camp influence expressions of satisfaction with the summer experience? Is there a difference between residential camps and non-residential camps? These questions and others concerning the impact of the program will be considered in the following chapters.

In order to have some idea of the magnitude of differences that existed in the 1971 Youth Conservation Corps program, this section will describe a number of camp and program characteristics. The primary source of information for this description is the camp inventory form or questionnaire prepared by each camp director. Supplemental data come from the inventory of camps prepared by the Survey Research Center.

For purposes of our study a total of sixty-four camps are considered. The camp in American Samoa was excluded from our inventory. Of the five camps which held two consecutive four-week sessions, four were run at the same location while the other camp conducted its two four-week sessions in

⁸The question was: "Before coming to the Youth Conservation Corps camp, have you ever visited any of the following places for a day or more?"

two different locations. Consequently, we treated the latter camp (Olympic National Park) as two separate camps.

The data presented in Table 2-3 describe the major characteristics of the sixty-four camps. The first panel shows the distribution of camps by their sponsoring agencies. Approximately half of the camps (34) were administered by the Forest Service while the remainder (40) were under the sponsorship of agencies in the Department of the Interior. These include the Bureaus of Indian Affairs, Land Management, Reclamation, Sports, Fisheries and Wildlife and the National Park Service.

The second panel of Table 2-3 shows the sex composition of the camp. Although half of the camps were coed, each with approximately an equal number of boys and girls, three-quarters of the remaining camps were all-boy camps while only one-quarter were all-girl camps. The disproportionate number of camps composed of one sex is also reflected in Table 2-1 which presents the number of boys and girls who participated in the program.

Earlier in this chapter, we mentioned the two types of Youth Conservation Corps camps, residential and non-residential. Table 2-3 shows that, of the sixty-four camps, fifty were residential with three-quarters of them being seven-day camps. Because of the relative economies in running non-residential camps compared to residential camps, we will be interested in seeing if the responses of corps members differ substantially by type of camp.

Another important difference in camps is the number of corps members in attendance. Camp sizes varied from eight to sixty corps members at any one time.⁹ In Table 2-3, we have created five groups of camps ranging from very small to very large ones. Small camps have less than fifteen corps members while larger camps have more than forty-five members. For all camps, there was an average of thirty-five corps members in attendance during a camp session.

Two additional characteristics of the Youth Conservation Corps camps which may be important in assessing corps members' responses to the

⁹ Information collected in the spring from the Departments of Agriculture and the Interior indicated that several camps where two sessions were conducted had planned to accommodate one hundred corps members. Upon close inspection, it was determined that each of the two sessions accommodated fifty corps members.

Table 2-3

Characteristics of Youth Conservation Corps Camps - 1971

	<u>Number of Camps</u> ¹
<u>Sponsoring Agency</u>	
Bureau of Indian Affairs	3
Bureau of Land Management	2
Bureau of Reclamation	4
Bureau of Sports, Fisheries and Wildlife	12
Forest Service	34
National Park Service	9
<u>Sex Composition</u>	
Coed	33
Girls only	8
Boys only	23
<u>Type of Camp</u>	
Residential - 7-day	38
Residential - 5-day	12
Non-residential	14
<u>Number of Corps Members per Camp</u> ²	
8-14 (8, 11, 12, 14)	5
15-25 (20, 25)	19
26-36 (28, 29, 30, 35, 36)	11
37-45 (40, 42, 45)	8
46-60 (49, 50, 52, 60)	21
Average number of corps members per camp - 35	
<u>Duration of Camp Sessions</u>	
4 weeks	6
7 weeks	4
8 weeks	49
9 weeks	3
10 weeks	1
12 weeks	1

Table 2-3 (continued)

Characteristics of Youth Conservation Corps Camps - 1971

<u>Regional Location</u> ³	<u>Number of Camps</u> ¹
Northeast	6
North Central	11
Deep South	4
Other South	13
West	30

¹ The total of sixty-four (64) camps:

- a. excludes the Youth Conservation Corps camp in American Samoa.
- b. considers the Olympic National Park camp as two camps since two consecutive four-week sessions were conducted, each of which differed in location, work and education program.
- d. considers the four other camps running two consecutive four-week sessions as single camps since the camp location and facilities for each session were the same.

² Numbers in parentheses represent actual number of corps members in camp for each size class.

³ Camps in the northeast are located in: Maine, New Hampshire, New Jersey, New York, and Pennsylvania.
 North Central camps are located in Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio, South Dakota and Wisconsin.
 Camps in the deep south are located in Alabama, Georgia, Louisiana and Mississippi.
 Camps in other southern states are located in Arkansas, Florida, Kentucky, Maryland, North Carolina, Oklahoma, Texas, Tennessee, Virginia, West Virginia and Washington, D. C.
 Camps in the west are located in Arizona, California, Colorado, Idaho, Montana, New Mexico, Nevada, Oregon and Utah.

program are the extent to which corps members were involved in camp governance and the interpersonal relations that existed between corps members and camp staffs.¹⁰ In order to derive measures of these two characteristics corps members were asked to respond to several questions about their camps. For any question, the average response of all corps members in a camp was considered a more reliable measure than a measure based on a single response.¹¹

In the final questionnaire, a series of questions was asked about the camp administration and organization.¹² Next to each question was a line divided into ten equal parts with diametrically opposite responses appearing at the two ends (rarely-almost always, practically never- a very great extent, not well-very well). Corps members were asked to place an X at the point along the line which best described their camp according to the question. Because of the multi-dimensional nature of both camp governance and interpersonal relations, several questions on each subject were included in the series.

An analysis of the relationships between responses enabled us to identify those questions which could be used in building indices for camp governance and for camp interpersonal relations. The former is referred to as the participation index while the latter is the interpersonal relations index. Questions or items used to build the two indices follow.¹³

For each index (participation and interpersonal relations), corps members' mean scores on the six questions were calculated for each camp. Since we are not in a position to weight the relative importance of the

¹⁰ Recent research at the Institute for Social Research has shown that an organization's style of management and its attention to the personal values of its members influence their performance and satisfaction with the organization. For example, see Rensis Likert, The Human Organization: Its Management and Value, New York: McGraw-Hill Book Co., 1967.

¹¹ An alternative approach considers individual camp directors' responses to questions as a measure of a characteristic of his camp. Rather than rely on an individual response for measures of camp governance and interpersonal relations, it was decided to base our measures on responses of all corps members attending the camp.

¹² See Appendix E, Part E of the questionnaire administered during the final week.

¹³ For each index, the product-moment correlations of the questions with each other suggest that the questions are, in fact, measures of the same camp attribute. These correlations are shown in Tables D-1 and D-2 of Appendix D.

Participation Index Item Correlations

(correlations are based on a 15 percent sample of corps members responding during the final week)

- A. How often did the staff ask for and use your ideas about program matters such as work assignments and topics studied?
- B. How often did the staff ask for and use your ideas about non-program matters such as discipline and free time activities?
- C. To what extent was the staff willing to try new ways of doing things in order to improve the corps program?
- D. To what extent was the staff willing to share information with corps members about the camp and its operation?
- E. How much were you involved in making decisions about running the camp and its programs?
- F. How often did the staff and corps members meet to discuss corps problems?

Interpersonal Relations Index Item Correlations

(correlations are based on a 15 percent sample of corps members responding during the final week)

- A. How often was the behavior of the camp staff friendly and supportive?
- B. To what extent do you consider individual members of the camp staff as friends?
- C. To what extent did the staff give positive rather than negative comments or criticisms in discussing the work of corps members?
- D. To what extent did you feel free to talk to members of the staff?
- E. To what extent did the staff treat you as an individual rather than just another member of the group?
- F. How much trust and confidence was shown by the camp staff in working with corps members?

questions, the mean of the six mean scores was also calculated and identified as the camp score. The sixty-four camps were then assigned to a category for the two indices as seen in Table 2-4.¹⁴

Table 2-4

Number of Camps by Scores on Participation Index and
Interpersonal Relations Index

<u>Participation Index</u>	<u>Number of Camps</u>
High	11
Medium	45
Low	8
 <u>Interpersonal Relations Index</u>	 <u>Number of Camps</u>
High	15
Medium	38
Low	11

The camp participation index is a measure of the extent to which corps members participated in governing their camp. As indicated by the questions used to construct the index, it reflects the staffs' willingness to ask for and use corps members' ideas, their willingness to innovate, share information, openly discuss problems and involve corps members in the decision making process.¹⁵ The interpersonal relations index considers corps members' perceptions of how staff members relate to them in various

¹⁴ The process of assigning camps to an index category involved four major steps:

- 1). Calculating the mean score for all corps members in all camps on each question.
- 2). Calculating the mean of the mean scores for all camps.
- 3). Plotting the distribution of individual camp scores around the mean score for all camps.
- 4). Using the frequency distribution of camp scores, identifying three groups of camps, and designate them as high, medium and low on the index.

¹⁵ Likert has referred to organizations ranking high on this index as "participative" and those ranking low as "authoritative". See Likert, op. cit.

contexts. The questions used to construct this index consider the corps members' perceptions of the staffs' friendliness, supportiveness, and their willingness to communicate, trust and show confidence in corps members.

A number of relationships were identified among the components of each index. However, the correlations between index components were not as strong as they were within index components.¹⁶ These relationships were not surprising since we expect that corps members tend to evaluate camp staffs in a consistent pattern irrespective of the specific item being assessed. As a means of taking into account relationships between the two indices, a single index combining participation and interpersonal relations was constructed. Camps were then assigned an index score.¹⁷

The following table summarizes the number of camps for each index score.

Participation-Interpersonal Relations Index		Number of Camps
Low ↓ High	(1)	5
	(2)	14
	(3)	31
	(4)	7
	(5)	7

These camps' scores will be used in much of the subsequent analyses.

In summary, we have presented in the first part of this chapter a number of descriptive statistics indicating that the young people who participated in the 1971 Youth Conservation Corps program were for the most part representative of young people from throughout the United States. Youth with a wide range of socioeconomic and demographic backgrounds

¹⁶ See Table D-3 in Appendix D for the correlation coefficients between index components.

¹⁷ The following criteria were used in assigning camp scores:

1. Camps low on both the participation index and interpersonal relations index received a score of (1).
2. Camps low on one index and average on the other were given a score of (2).
3. Camps having average scores on both indices were given a (3) score.
4. Camps which were high on one index and average on the other received a (4).
5. Camps which were high on both indices were given a (5) score.

participated, as reflected in the distributions for race, income and place of residence. However, the number of boys in the program outnumbered the girls by two to one. Moreover, most corps members had experienced a variety of environments prior to entering the Corps.

The camps which they attended were equally varied. Besides different sponsors, camps differed considerably in size, type, sex composition, length of session, regional location and the extent to which corps members were involved in governance and interacted with the staff. Other camp differences which will be used in the analysis of specific corps member responses will be identified in subsequent chapters.

III. CORPS MEMBER SATISFACTION WITH THE PROGRAM

A major purpose of this report is to evaluate the Youth Conservation Corps from the point of view of the young people who participated in the 1971 program. In the questionnaire administered during their final week in camp, corps members were asked to assess their summer experience. Their enthusiastic responses to two questions confirmed what we had heard during our visits to a number of camps. As seen in Table 3-1 corps members indeed were highly satisfied with the program. Eighty-six percent said they liked the Youth Conservation Corps experience while ninety-four percent felt their experience was worthwhile.

This highly favorable assessment, however, was not shared by all corps members. Ten percent said they were neutral or disliked their experience while four percent did not respond to the question.¹ In an attempt to identify how various corps members evaluated their Youth Conservation Corps experience, the first section of the chapter will consider responses to the first question for different types of corps members and for corps members in different camps. The second section will discuss corps members' responses to open-ended questions about attributes of the program considered most worthwhile and least worthwhile and what things they liked best and disliked. In the third section, corps members' ratings of specific program attributes will be presented and factors related to the ratings will be identified. Finally, in an attempt to learn more about conditions of the program which are related to corps members' overall satisfaction, specific problems which bothered corps members will be identified and analyzed.

¹ Although instructions accompanying the questionnaires assured corps members of their anonymity, it is quite possible that corps members not answering this question (or indeed the entire questionnaire) disliked the program and did not want to convey their dissatisfaction in written form. While we have no evidence to support this premise, efforts nevertheless will be made to identify some of the characteristics of corps members who did not answer the question.

Table 3-1

Overall Evaluation of the Youth Conservation Corps Experience

(percent distribution of corps members who were administered questionnaires during the final week and all corps members in program)

<u>"To begin with, how do you feel about your Youth Conservation Corps experience this summer?"</u>	<u>Corps Members Responding During Final Week</u>	<u>All Corps Members in the Program¹</u>
I really liked it	55	51
I liked it	31	28
I can't say I clearly liked or disliked it (neutral)	9	9
I disliked it	1	1
I really disliked it	*	*
No response	4	11
Total	100	100
Number of cases	2245	2425
<u>"How worthwhile to you was your Youth Conservation Corps experience this summer?"</u>		
Very worthwhile	71	65
Somewhat worthwhile	23	22
Not very worthwhile	2	2
Not at all worthwhile	1	-
No response	3	11
Total	100	100
Number of cases	2245	2425

¹Includes corps members responding during final week and 180 additional corps members who took the initial questionnaire but not the final one. These additional corps members are included in the 'No Response' percentages in this and other tables in the section. For a discussion of these corps members, who we have called "dropouts," see Appendix B.

* Less than one-half of one percent.

A. Differences in Satisfaction with the Program

Most young people attending the camps responded favorably to their Youth Conservation Corps experience. Satisfaction was not universal, however, and not all corps members had the same set of experiences nor did those in different types of camps all respond in the same way. This section will consider responses for different groups of corps members and then for corps members in different types of camps.²

1. Corps Member Differences. As seen in Table 3-2, responses to the Youth Conservation Corps experience differed for a number of corps members. For the most part, girls were more enthusiastic about the experience than the boys. Indeed, 12 percent of the boys were neutral or disliked their experience, compared to only 6 percent of the girls.

Corps members with Spanish American surnames rated their experience most highly, white corps members were also favorably inclined toward the program, while Negroes and American Indians were the least satisfied with their experience. Later we shall see what role camp differences play in these assessments.

Table 3-2 also shows the relationship between corps members' place of residence and their attitude toward the Youth Conservation Corps experience.³ While ratings for those from large urban areas (including large cities, medium size cities over 100,000 and their suburbs) and rural areas (including Indian reservations) were approximately the same, ratings for corps members from towns under 100,000 were somewhat lower. It is important to note that these differences may be more meaningful than the figures imply since approximately half of all corps members came from small towns. In fact, a chi-square test indicates that the differences in frequencies are statistically significant ($\chi^2=16.66$) at the 2 percent level.

² We have included in our analyses the 180 youth who, for various reasons, did not take the questionnaire administered during the final week. They are shown in the "No Response" category along with corps members who actually did not respond to the questions. As seen in Table 3-1, this tends to present a less favorable assessment of the program than the figures excluding them. For an exploratory analysis of the 180 corps members who we have called "dropouts," see Appendix B.

³ Categories in the place of residence variable were collapsed to differentiate more clearly between urban and rural backgrounds.

III-4
Table 3-2

Relationship Between Satisfaction with the Youth Conservation Corps
Experience and Select Characteristics of the Corps Members
(percent distribution of corps members)

Corps Members Characteristics	Corps Members' Response			No Response	Total	Number of Respondents
	Really Liked it	Liked it	Neutral or Disliked it			
<u>Sex</u>						
Girls	61	23	6	10	100	856
Boys	45	31	12	12	100	1443
<u>Race and Ethnic Background</u>						
White	54	27	9	10	100	1883
Negro	38	34	12	16	100	199
American Indian	20	25	23	32	100	96
Spanish American	56	31	5	8	100	52
Other	50	32	11	7	100	44
<u>Place of Residence</u>						
Large city, medium size city over 100,000 and their suburbs	57	24	8	11	100	593
Town of less than 100,000	47	31	10	12	100	1084
Rural areas and Indian reserva- tions	53	27	9	11	100	588
<u>Family Income</u>						
Under \$7,500	45	28	12	15	100	539
\$7,500-12,499	54	26	10	10	100	749
\$12,500-17,499	55	27	9	9	100	486
\$17,500 or more	51	31	8	10	100	324
<u>Age</u>						
14	22	44	17	17	100	18
15	49	28	12	11	100	675
16	51	28	9	12	100	771
17	54	28	9	9	100	627
18	52	27	7	14	100	197
<u>Prior Camp Experience</u>						
Yes	55	26	9	10	100	1358
No	46	29	12	13	100	895

When we consider responses for corps members from families with different income levels, the percentage distributions are approximately the same.⁴ The exception is found for youth in the under \$7,500 income range. While most liked their experience, these young people were less enthusiastic than the others. They also were more inclined to avoid answering the question. Since a larger proportion of Negro and Indian youth tend to be from families with incomes below \$7,500 as seen in Table 3-3, these findings are consistent with earlier data relating racial and ethnic background to satisfaction with the program.

Table 3-3

Relationship Between Satisfaction with the Youth Conservation
Corps Experience and Corps Members Income and Race
 (percent distribution of corps members)

	Corps Members' Response					
	Really Liked It	Liked It	Neutral or Disliked It	No Response	Total	Number or Respondents
<u>White</u>						
Under \$7500	51	28	10	11	100	374
\$7500-12,499	55	27	9	9	100	580
\$12,500 and over	55	28	8	9	100	729
<u>Negro</u>						
Under \$7500	34	30	14	22	100	71
\$7500-12,499	41	35	13	11	100	46
\$12,500 and over	38	38	9	15	100	47
<u>American Indian</u>						
Under \$7500	19	24	23	34	100	48
\$7500-12,400	18	24	29	29	100	17
\$12,500 and over	27	37	9	27	100	11

⁴In order to simplify the table, the original eight categories on the family income variable were collapsed to four. Corps members who responded "Don't Know" on the family income question were placed in the modal category (\$7,500-\$12,499) for this analysis.

While there is a tendency for younger corps members to be less satisfied than older corps members, the relationship between age and satisfaction with the Youth Conservation Corps experience is not strong. The relatively unfavorable percentage distribution of 14-year old corps members should be viewed cautiously since only 18 of them were involved in the program when it opened. On the other hand, 15-year olds were slightly less impressed with their experience than were 18-year olds with 12 percent of the former group and 7 percent of the latter group responding neutrally or unfavorably.

In Chapter 2 we suggested that corps members with different past environmental experiences may respond differently to the Youth Conservation Corps program. In order to learn about one dimension of corps members past experiences, we asked them whether they had previously visited a number of environments similar to those within which the Youth Conservation Corps camps operated. One such environment was a scout or summer camp to which 59 percent of the corps members responding during the first week answered affirmatively. This prior experience is related slightly to corps members' ratings of their Youth Conservation Corps experience. The last panel in Table 3-2 shows that corps members who had prior camp experience tended to rate their Youth Conservation Corps experience somewhat higher than those who had not been to a scout or summer camp. While subsequent analyses of the data could reveal interesting relationships between a number of corps member responses and the environmental characteristics of their camp and their past experience in similar environments, such analysis is beyond the scope of this report. Nevertheless, such analyses should be encouraged since the results may influence criteria for selecting future corps members as well as enable sponsoring agencies to predict more accurately how corps members will respond to the overall program and its attributes.

2. Camp Differences. The second part of this section deals with corps members' assessments of their experience under different camp and program conditions. Table 3-4 shows relationships between corps members' ratings and four camp characteristics identified in Table 2-3.⁵

⁵The analyses presented in this report will not investigate differences between camps under the six sponsoring agencies. Four remaining characteristics identified in Table 2-3 will be considered, however. As the need arises, subsequent analyses will be made of additional characteristics which have been identified with the aid of the camp directors' forms or constructed from information provided by the corps members.

Table 3-4

Relationship Between Satisfaction with the YCC Experience
and Select Characteristics of Camps-I

(percent distribution of corps members)

<u>Camp Characteristics</u>	<u>Corps Members' Response</u>			<u>No re- sponse</u>	<u>Total</u>	<u>Number of Respondents</u>	<u>Number of Camps</u>
	<u>Really Liked It</u>	<u>Liked It</u>	<u>Neutral or Disliked It</u>				
<u>Sex Composition</u>							
Coed	56	25	9	10	100	1355	33
Girls only	61	23	5	11	100	268	8
Boys only	38	36	14	12	100	802	23
<u>Type</u>							
Residential	50	28	11	11	100	2058	38
Non-residential	57	28	5	10	100	367	26
<u>Size of Camp</u>							
8-14	78	9	2	11	100	54	5
15-25	51	32	7	10	100	455	19
26-36	39	33	19	9	100	364	11
37-45	36	35	15	14	100	338	8
46-60	57	25	7	11	100	1214	21
<u>Duration of Camp Session</u>							
4 weeks	74	15	3	8	100	378	6
7-9 weeks	46	31	12	11	100	1972	56
10-12 weeks	45	27	8	20	100	75	2

The first panel of Table 3-4 shows that corps members in all-girl camps rated their experience more highly than corps members in other camps. As we have seen earlier, boys, in general, rated their experience lower than girls. Nevertheless, in camps occupied by only boys, corps members tended to give lower ratings than boys in the coed camps. In subsequent sections of this chapter we will consider other factors which may explain the relatively lower ratings found in the all-boy camps.

Another difference in the distributions of responses to the Youth Conservation Corps experience is observed between residential and non-residential camps. Corps members in non-residential camps tended to rate their experience more highly than those at residential camps where 11 percent or about 220 corps members said they were neutral or disliked the Youth Conservation Corps. Specific ratings of camp attributes will be presented later and may contribute to our understanding of these differences.

In order to ascertain additional information on the types of camps where responses differed, an analysis was made of the levels of satisfaction for boys and girls at camps with the above characteristics -- the type of camp (residential and non-residential) and its sex composition. Table 3-5 shows that the most favorable responses to the Youth Conservation Corps were given by girls at non-residential-coed camps where three out of four said they really liked the experience. At the same time, lowest ratings were given by boys at all-boy residential camps.

Another characteristic of the camps which may be related to corps member satisfaction is the number of young people who attend any single camp. In Chapter 2, we showed that the number of corps members per camp did not vary greatly for the entire program. Camp size ranged from eight to sixty with the average camp containing thirty-five corps members. Based on the distribution of corps members per camp, we classified camps into five groups ranging from small camps (less than 15) to large camps (46 or more). The distributions for ratings of the camp experience for these five groups are shown in Table 3-4. The relationship of camp size to satisfaction is curvilinear with the small camp and the large camps showing the highest ratings. Corps members in camps ranging in size from 26 to 45 people had the largest proportion who were less than satisfied with their experience.

Table 3-5

Relationship Between Satisfaction with the Youth Conservation Corps Experience, Respondents' Sex and the Type of Camp Attended
(percent distribution of corps members responding during final week)

	<u>Really Liked It</u>	<u>Liked It</u>	<u>Neutral or Disliked It</u>	<u>Total</u>	<u>Number Respondents</u>
<u>Residential Camps</u>					
Boys in coed camps	61	25	14	100	442
Boys in all boy camps	45	41	14	100	650
Girls in coed camps	64	27	9	100	448
Girls in all girl camps	70	25	5	100	217
<u>Non-Residential Camps¹</u>					
Boys in coed camps	55	39	6	100	172
Girls in coed camps	75	21	4	100	137

¹Figures for the eight girls attending the all-girl non-residential camp are not reported.

The extent to which the length of the camp session was related to satisfaction also has been considered. While the majority of camps were eight weeks in length, several lasted four weeks, two had longer sessions of ten and twelve weeks, and a number of camps lasted seven and nine weeks. Since we do not expect differences between the seven, eight and nine-week camps, we have combined them for our analysis. Similarly, we combined the camps of a ten and twelve-week duration. Table 3-4 shows that, while little difference exists between the ratings of corps members in the seven to nine-week and ten to twelve-week categories, a substantially larger proportion of corps members in the four-week camps really liked their Youth Conservation Corps experience. Furthermore, only 3 percent, or twelve people, in these camps were indifferent or disliked it. A number of program attributes and other corps member responses that may be related to the highly favorable ratings of corps members who participated in the program for only four weeks should be considered in subsequent analyses of the data.

In addition to observing corps members ratings by the camp characteristics shown in Table 2-3, other characteristics which may influence their

assessment of the program have been considered.⁶ These include the average size of the work group, the racial composition, the type of housing provided in residential camps and the camps' score on the participation-interpersonal relations index.⁷

One factor which may influence corps members' attitudes toward the program is the size of their work group. For the most part, corps members were divided into work groups, each of which was under the supervision of a single staff member. The work groups were the basic units within which corps members operated during the day. In addition to working as a unit, corps members often participated in educational and leisure-time activities and ate meals together. While the qualitative relationships between corps members in groups are difficult to assess, the size of the work group can be considered with respect to corps member responses. Work group size also can be adjusted with relative ease when planning and modifying the program.

The first panel in Table 3-6 shows the relationship between corps members' ratings of their Youth Conservation Corps experience and the average size of the work group in their camp.⁸ For camps where the average size of a work group was four to seven corps members, the assessment of the experience was somewhat higher than for corps members who were in camps with larger work groups. While our analysis indicates that this relationship is not a strong one, the effects of work group size on other corps members' attitudes when other camp and corps member characteristics are taken into account should be considered in subsequent analysis of the data.

The suggestion that the mix of corps members within a camp may be important to corps members' attitudes and their evaluation of the Youth Conservation Corps experience has also been investigated. Two types of mix within camps were considered - the distribution of youth from families of different income levels and the distribution of youth of different racial and ethnic backgrounds. When we considered the income distribution

⁶ Although Table 2-3 shows the distribution of camps by region of the country, this characteristic has not been considered important to the analysis and consequently has been excluded.

⁷ See Chapter 2 for a discussion of the components of the index and its construction.

⁸ In the camp inventory form, we asked camp directors for the average number of corps members assigned to a group leader or person in charge of a work group.

Table 3-6

Relationship Between Satisfaction with the Youth Conservation Corps
Experience and Select Characteristics of Camp - II

(percent distribution of corps members)

	Corps Members' Response						
	<u>Really Liked It</u>	<u>Liked it</u>	<u>Neutral or Disliked It</u>	<u>No Re- sponse</u>	<u>Total</u>	<u>Number of Respondents</u>	<u>Number of Camps</u>
Number of Corps Members per Work Group Leader							
4- 7	60	23	7	10	100	728	24
8-10	46	31	11	12	100	1192	31
11-15	48	30	12	10	100	505	9
Percent of White Corps Members							
Less than 60	28	34	20	18	100	196	4
60-69.9	45	28	11	16	100	238	6
70-79.9	55	25	8	12	100	362	11
80-89.9	48	32	9	11	100	491	14
90 or more	57	27	8	8	100	1098	29
Type of Housing in Residential Camps							
Tents	52	29	9	10	100	201	7
Cabins, dormitories, trailers and other structures	50	28	11	11	100	1882	43

for each of the sixty-four camps, we found that, with few exceptions, corps members were represented from every income level. Although income distributions were seldom identical to the income distribution for all corps members in the program, the median family income and its standard deviation within nearly all camps were similar. Few camps deviated from the overall pattern. With little variability between camps with respect to corps members' family income, we considered that further analysis of this camp characteristic would be unnecessary.

Major variations in the racial mix within each of the sixty-four camps were observed.⁹ The major difference between camps was the proportion of white youth which ranged from 35 percent to 100 percent in camps. Using five classes to cover this range, camps were classified accordingly.

<u>Percent of White Corps Members</u>	<u>Number of Camps</u>
Less than 60	4
60-69.9	6
70-79.9	11
80-89.9	14
90 or more	29

The second panel of Table 3-6 shows the relation between corps members' ratings of their Youth Conservation Corps experience by the percent of white corps members in their camp. While the differences in distributions are not great for most camps, corps members in the four camps where less than 60 percent were white give relatively low ratings. In checking these camps, two had a large number of Negro youth while two had a large American Indian contingency. We note that these two groups were identified earlier as being the least satisfied with their summer experience. With this exception, the racial and ethnic mix of camps does not appear to be related to corps members' overall satisfaction.

The possible dissatisfaction of young people living in tents as opposed to more permanent structures has also been considered. The last panel in Table 3-6 shows that virtually no difference exists in the assessment

⁹ Using our racial and ethnic background variable, the non-white classes included Negro, American Indian, Spanish American and other (Puerto Rican, Oriental, etc.).

of their Youth Conservation Corps experience between corps members in residential camps using tents and those in camps with other forms of housing. Later, we will see that relatively low ratings given to living accommodations in residential camps also is not related to type of housing.

In Chapter 2 we suggested that the extent to which a camp staff was friendly and allowed corps members to participate in running the camp might influence a number of corps members' responses. Using the participation-interpersonal relations index consisting of these camp attributes, relationships with corps members' ratings of their experience were identified. As seen in Table 3-7, a strong relationship exists between the camp index score and how well corps members rated their summer experience. As the camp score increases, corps members in those camps are more likely to evaluate their experience highly. It should also be noted that the proportion of corps members who did not respond to the question decreases as their camp score increases. This suggests that our earlier suspicions relating corps member dissatisfaction and non-response may be correct.

The relationship of the camp participation-interpersonal relations index and how worthwhile the Youth Conservation Corps experience was to corps members is seen in the second panel of Table 3-7. Again, responses are directly related to camp scores. For camps with high scores on the index, 94 percent of these corps members rated their experience as being worthwhile. For camps with the low score, only 75 percent said the experience was worthwhile. The importance of the camp participation-interpersonal relations score in corps members' overall evaluation of their Youth Conservation Corps experience suggests that it be considered when assessing other corps member responses.

B. Components of Corps Member Satisfaction with the Program

In the previous section we presented a highly favorable assessment of the Youth Conservation Corps program based on overall ratings of the corps members' experience. We also showed how these ratings varied for different youth in different types of camps. In this section, we will consider some of the specific attributes of the program which corps members felt were most worthwhile and least worthwhile and things they liked best and disliked.

Table 3-7

Relationships Between Overall Evaluation of the Youth Conservation
Corps Experience and Camp Participation-Interpersonal Relations Score

(percent distribution of corps members)

"To begin with, how do you feel about your Youth Conservation
Corps experience this summer?"

		<u>Corps Members' Response</u>				<u>Total</u>	<u>Number of Respondents</u>	<u>Number of Camps</u>
		<u>Really Liked It</u>	<u>Liked It</u>	<u>Neutral or Disliked It</u>	<u>No re- sponse</u>			
<u>Participation- Interpersonal Relations Score</u>								
Low	(1)	28	35	20	15	100	158	5
	(2)	35	34	17	14	100	524	13
	(3)	52	28	9	11	100	1216	31
	(4)	63	27	6	4	100	206	8
High	(5)	76	18	1	5	100	291	7

"How worthwhile to you was your Youth Conservation Corps
Experience this summer?"

		<u>Very Worthwhile, Somewhat Worthwhile</u>	<u>Not Very Worthwhile, Not at All Worthwhile</u>	<u>No Response</u>	<u>Total</u>	<u>Number of Respondents</u>	<u>Number of Camps</u>
Low	(1)	75	10	15	100	158	5
	(2)	82	4	14	100	524	13
	(3)	88	1	11	100	1216	31
	(4)	94	2	4	100	206	8
High	(5)	94	-	6	100	291	7

1. Attributes Corps Members Considered Most and Least Worthwhile.

Following their assessment of the Youth Conservation Corps experience, corps members were asked, "What two or three things were most worthwhile to you?" and "What things were least worthwhile or pretty much a waste of your time?" These open-ended questions (and those that followed) allowed corps members to freely express their feelings about the Youth Conservation Corps program. As seen in Tables 3-8 and 3-9, responses were coded into five broad categories -- work and research, social and recreational, learning, personal and miscellaneous. Within each category, specific mentions were coded. Fifty-four hundred and sixty-two (5462) attributes of the program were mentioned as being most worthwhile or an average of 2.8 things mentioned per corps member. Table 3-8 shows that the most frequently mentioned attributes dealt with work and research, social and recreational, and learning activities. However, the specific attributes most frequently mentioned as being most worthwhile were the opportunity to live with and accept other people, the meeting of new people and making friends, and learning about conservation and the environment.

Similarly, attributes most frequently mentioned as being least worthwhile dealt with work and research. Specifically, 9 percent of the mentions were related to general construction activities, maintenance of physical facilities and housecleaning chores. An equal proportion of attributes dealing with the compulsory, formalized after-hours educational programs also were mentioned as being least worthwhile. We note that the number of attributes mentioned as being least worthwhile was approximately half the number mentioned as being most worthwhile. Indeed, 346 corps members indicated that everything was worthwhile or nothing was least worthwhile! Fortunately, only 3 percent or 88 mentions (or people) said the questionnaire of The University of Michigan was one of the least worthwhile things.

2. Attributes Corps Members Liked Best and Disliked.

Two other questions were asked which contributed to our understanding of the corps members' overall evaluation.¹⁰ First they were asked, "Among the things you did in camp which did you like best?" This question was followed by

¹⁰ We also asked about things they would add to and omit from the program next summer. For a distribution of responses to these questions, see Tables D-4 and D-5 in Appendix D.

Table 3-8

Attributes of the Program Mentioned by Corps
Members as Being Most Worthwhile¹
 (percent of all attributes mentioned by corps members)

	<u>Percent</u>	<u>Number</u>
<u>Work and Research</u>		
Working, all the work projects	6	337
Working outdoors, in the woods, being outdoors; away from city	5	346
Chance to work, learning how to work	3	167
Planting, thinning, marking trees or plants; landscaping	2	112
Doing something to improve the environment	2	109
Other work and research attributes	<u>13</u>	<u>715</u>
Total - work and research	31	1686
<u>Social and Recreational</u>		
Learning to live with and accept other people	11	578
Meeting new people; making friends	10	542
Other social and recreational attributes	<u>6</u>	<u>379</u>
Total - social and recreational	27	1499
<u>Learning</u>		
Learning about conservation and the environment and problems of conservation	9	462
Learning conservation practices; learning to better the environment	2	98
Field trips and site visits	2	106
Other learning attributes	<u>12</u>	<u>681</u>
Total - learning	25	1347
<u>Personal</u>		
Being on own and away from home, developing independence	4	198
Other personal attributes	<u>2</u>	<u>105</u>
Total - personal	6	303
<u>Miscellaneous</u>		
Earning money	3	190
The experience	3	149
Being able to leave camp, activities outside camp, going home on weekends	2	101
Other miscellaneous attributes	<u>3</u>	<u>187</u>
Total - miscellaneous	<u>11</u>	<u>627</u>
Total	100	5462

¹The question was: "What two or three things were most worthwhile to you?"

Table 3-9

Attributes of the Program Mentioned by Corps Members
as Being Least Worthwhile¹

(percent of all attributes mentioned by corps members)

	<u>Percent</u>	<u>Number</u>
<u>Work and Research</u>		
General construction and maintenance of physical facilities; housekeeping of living quarters	9	223
Working, all projects	5	133
Doing busy work, odd jobs; tedious, repetitive, boring work	4	110
Planting, thinning, marking trees or plants; landscaping	4	103
Clearing areas, cleaning and stacking brush	3	80
Other work and research attributes	<u>15</u>	<u>377</u>
Total - work and research	40	1026
<u>Learning</u>		
Lectures and educational programs after an eight hour day, compulsory education	9	213
Formal group discussions, meetings	3	72
Other learning attributes	<u>8</u>	<u>207</u>
Total - learning	20	492
<u>Social and Recreational</u>		
Evening or campfire activities, mandatory recreation, planned and organized social activities	3	68
Other social and recreational attributes	<u>10</u>	<u>249</u>
Total - social and recreational	13	317
<u>Personal</u>		
Sitting around, wasted time, staying in camp on rainy days and weekends, having nothing to do	5	114
Other personal attributes	<u>2</u>	<u>42</u>
Total - personal	7	156
<u>Miscellaneous</u>		
Too much discipline, regimentation	6	135
This questionnaire, this test	4	88
Other miscellaneous and attributes	<u>10</u>	<u>236</u>
Total - miscellaneous	<u>20</u>	<u>459</u>
Total	100	346
Everything was worthwhile, nothing was least worthwhile	100	2450

¹The question was: "What things were least worthwhile or pretty much a waste of time?"

"Was there anything about the camp that you really did not like or that gave you trouble in any way?" If the corps member answered affirmatively, he or she was asked what that was and "Why didn't you like that - in what way did it bother you?" Of the 3943 things corps members mentioned as having liked best, most were related to recreational, social and personal activities (46 percent) while slightly fewer mentions (42 percent) dealt with work and research. Social activities such as cards and games, dancing, watching movies and campfires were activities mentioned most often. Trail development, maintenance, and building activity also were mentioned with relative frequency as seen in Table 3-10.

When asked whether there was anything that corps members really didn't like or that gave them trouble, 53 percent of them said no, 39 percent said yes, while 8 percent did not respond. Of the 861 corps members who said yes, they mentioned only 1029 things when asked what they disliked. As seen in Table 3-11, one-third of the mentions were related to the camp program or institutional attributes. Most often mentioned within this category were excessive rules and regulations and not enough free time. Closely related to these attributes were problems associated with the staff. While these are important problems bothering corps members and should be considered in the future, the total number mentioned is not particularly large.

C. Ratings for Specific Program Attributes

In order to gain additional insights on specific attributes of the program, corps members were asked to rate their staff, their fellow corps members and their camps from several perspectives. A five-point scale ranging from excellent to poor was provided for each specific attribute. Table 3-12 shows the results of the ratings of all corps members. Based on earlier data, we are not surprised to find that ratings were, for the most part, high. With few exceptions, more than half of the corps members rated each attribute as excellent or very good. Highest ratings were given to camps on the amount and quality of work accomplished while the lowest ratings were given to camp food with 38 percent saying it was poor or fair. Other low ratings were given to the camps on living conditions (in residential camps), the coordination between the work and the environmental education program and the environmental education received as part

Table 3-10

Activities Corps Members Liked Best
(percent distribution of all activities
mentioned by corps members)

	<u>Percent</u>	<u>Number</u>
<u>Work and Research</u>		
Work on trail development, maintenance, building improvement	6	239
General work or research on environment, conservation, resources	5	192
General construction and maintenance of physical facilities	5	180
Planting trees, shrubs, grass; landscaping, reforestation, revegetation	4	176
Work on recreation, camping and picnic area development; building	3	114
Stream improvement and development; levee rehabilitation	3	104
Other work and research activities	<u>16</u>	<u>663</u>
Total - work and research	42	1668
<u>Learning</u>		
Field trips, educational trips; visiting places to learn about conservation and the environment	3	110
Other learning activities	<u>7</u>	<u>269</u>
Total - learning	10	379
<u>Recreational, Social or Personal</u>		
Social activities; play cards and games, dancing, watching movies, campfires; camp for social purposes	8	318
Water activities	5	190
Meeting and talking to people; making friends	5	188
Group and interactional recreational activities	4	167
Hiking; backpacking, nature hikes, walking	3	132
Sleeping, relaxing; being alone; having free time	3	129
Individual activities - fishing, riding, photography	3	119
Working or living as a group, family, community; meetings, group gatherings	3	116
Camping	3	105
Other recreational, social, or personal activities	<u>9</u>	<u>346</u>
Total - recreational, social, or personal	46	1810
<u>Miscellaneous</u>	<u>2</u>	<u>86</u>
Total	100	3943

Table 3-11

Attributes of the Program that Corps Members Disliked¹
 (percent distribution of attributes mentioned by corps members who said
 they disliked the program or that it gave them trouble)

<u>Attribute</u>	<u>Percent</u>	<u>Number</u>
<u>Institutional</u>		
Too many rules and regulations; not enough free time; non-work hours too structured	12	119
Program poorly run; no planning	5	54
Food - bad, not enough	5	48
Not enough independence; not allowed to participate in program planning	4	44
Physical facilities are inadequate, dirty, uncomfortable	4	43
Other institutional attributes	<u>2</u>	<u>26</u>
Total - institutional	32	334
<u>Social and Personal</u>		
Other campers-couldn't get along with them, they didn't accept me, they were anti-social	8	88
Other campers-disruptive behavior	7	68
Other campers didn't contribute to program, they didn't do fair share	3	35
Other social and personal attributes	<u>7</u>	<u>67</u>
Total - social and personal	25	258
<u>Staff</u>		
Didn't get along with other campers and me; unfair, made arbitrary rules; didn't communicate	15	151
Unqualified, didn't know enough about conservation or the program; too young or immature	6	65
Other staff attributes	<u>4</u>	<u>37</u>
Total - staff	25	253
<u>Work and Research</u>		
Not doing work connected with the environment; repetitious or boring work	4	37
Other work and research attributes	<u>10</u>	<u>107</u>
Total - work and research	14	144
<u>Learning</u>	2	23
<u>Miscellaneous</u>	<u>2</u>	<u>17</u>
Total	100	1029

¹The initial question was: "Was there anything about the camp that you really did not like or that gave you trouble in any way?" Of the 2057 corps members responding to this question, 42 percent answered affirmatively. Attributes reported in this table are responses to probe questions about what was disliked and in what way it bothered corps members.

Table 3-12

Corps Members' Ratings of Select Attributes of
Youth Conservation Corps Program

(percent distribution of corps members responding during the final week)

<u>Rating of the Staff as:</u>	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
Counselors	27	34	23	12	4	100	2169
Work Leaders	25	36	26	10	3	100	2221
Human beings	41	32	18	6	3	100	2207
<u>Rating of Fellow Corps Members as:</u>							
Companions	35	38	20	6	1	100	2222
Co-workers	24	39	27	8	2	100	2222
Fellow human beings	40	34	20	5	1	100	2210
To their concern about the environment	16	33	32	14	5	100	2212
<u>Ratings of Camps as:</u>							
A community - a place where interests are shared and people work and get along well together	31	30	24	11	4	100	2187
To the <u>amount</u> of work accomplished	46	35	14	4	1	100	2224
To the <u>quality</u> of work accomplished	40	40	15	4	1	100	2228
To the working conditions	17	34	30	14	5	100	2211
To the environmental education received as part of the work program	22	27	27	15	9	100	2226
To the coordination between the work and the environmental education program	15	28	30	18	9	100	2207
To the food	24	18	20	20	18	100	1962
To the living accommodations (residential camps only)	22	32	26	14	6	100	1794

of the work program. For each of these attributes we will try to determine the corps member and camp characteristics which are related to corps member ratings. This approach will provide program planners with better insights as to possible sources of corps member dissatisfaction so that program modifications can be considered in the future.

1. Food. During our summer visits to camps, we heard frequent complaints from the corps members about the quality and quantity of food being served. Our first-hand experiences indicated that the food varied widely on both accounts. Indeed the relatively even distribution of corps members' ratings reflects this variety. One question of interest is how different corps members evaluated their camp food. In Table 3-13, the ratings are considered for three characteristics of youth, their sex, age and family income.¹¹ The boys in the program tended to judge the food more harshly than the girls while younger corps members gave a higher proportion of low ratings than the older ones. We are not surprised that these relationships exist and wonder how program appropriations can be adjusted in the future to cope with the problem of the growing and active teenager.

When we consider the ratings of food for youth from four income levels, only slight differences are observed. Corps members from families with income below \$7,500 tended to rate camp food more highly than youth from the other income classes. We do not know whether this difference is attributed to the particular camps where youth in the below \$7,500 group were located or the fact that these corps members were more satisfied with camp food relative to that which they ate at home as compared to corps members with higher family incomes.

Another question of interest is how corps members in different types of camps evaluated the food. Table 3-14 considers ratings for three characteristics.

The first panel shows that coed camps were judged favorably on food while half of the youth in the all-boy camps were generally unhappy with the food situation. As we have seen, boys tended to rate food lower than girls. However, the distribution of responses of youth in camps

¹¹ In order to simplify our presentation, we have combined the excellent and very good ratings and the fair and poor ratings. We have also combined the family income categories originally used in Chapter 2.

Table 3-13

Relationship Between Corps Members Rating of Camp Food
and their Sex, Age and Family Income
 (percent distribution of corps members responding during final week)

	<u>Excellent, Very Good</u>	<u>Good</u>	<u>Fair, Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Sex</u>					
Boys	40	20	40	100	1171
Girls	48	20	32	100	679
<u>Age</u>					
14	53	13	44	100	15
15	44	16	40	100	537
16	41	21	38	100	639
17	43	22	35	100	491
18	48	25	27	100	159
<u>Family Income</u>					
Under \$7,500	46	20	34	100	420
\$7,500-12,499	43	17	40	100	615
\$12,500-17,499	41	24	35	100	483
\$17,500 or more	41	20	39	100	264

Table 3-14

Relationship Between Corps Members Rating of Camp Food
and Select Camp Characteristics
 (percent distribution of corps members responding during final week)

	<u>Excellent, Very Good</u>	<u>Good</u>	<u>Fair, Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Sex Composition</u>					
Coed	52	19	29	100	1006
Girls only	39	23	38	100	238
Boys only	31	20	49	100	720
<u>Type of Camp</u>					
Residential	43	19	38	100	1855
Non-residential	30	30	40	100	107
<u>Sex Composition of Residential Camps for Boys and Girls</u>					
Boys in coed camps	54	19	27	100	448
Boys in all boy camps	32	20	48	100	666
Girls in coed camps	56	17	27	100	413
Girls in all girl camps	38	24	38	100	225
<u>Duration of Camp Session</u>					
4 weeks	68	19	13	100	351
7-9 weeks	37	20	43	100	1583
10-12 weeks	37	16	47	100	30

classified by sex composition suggest that the food ratings in the all-boy camps were lower than the food ratings of boys in the coed camps.

Differences in ratings also appear between residential and non-residential camps. Although corps members in residential camps were more enthusiastic about the food than those in non-residential camps, the difference in fair and poor ratings of food is negligible. Indeed, few non-residential camps had food to rate.

When considering ratings in residential camps only, we see that the sex composition of the camp is the most important factor of those we investigated. Whereas 48 percent of the boys in the all-boy residential camps said the food was fair or poor, only 27 percent of the boys in the coed residential camps gave these ratings. Similar ratings are given by girls in the all-girl and coed camps. These findings suggest that the food in coed camps was considerably better than it was in camps with only boys or girls.

Camps which differed in length of session received different ratings on their food. Corps members in the four-week camps rated food more highly than those in camps with longer sessions. We suspect that one's perception of the quality of institutional cooking tends to diminish over time.

2. Living Accommodations. We have seen in Table 3-12 that ratings of camp living accommodations in residential camps were relatively low compared to ratings of other camp attributes. In a manner similar to our analyses for food, we have considered how different corps members evaluated camp living accommodations and how corps members in different types of camps rated their accommodations. Table 3-15 shows that boys tended to rate living accommodations lower than girls, and young corps members (14, 15 and 16-year-olds) gave lower ratings than the older corps members (17 and 18-year-olds), although the relationship of age and satisfaction with camp living accommodations is relatively weak. No relationship is shown between family income and living accommodations.

With respect to ratings of camp food, we observed that dissatisfaction of male corps members was more strongly related to their being in all-male camps than to the fact that they were boys. Similarly their greater dissatisfaction with living accommodations as seen in Table 3-16 is attributed more to their living in an all-boy camp than to their sex. We suggest that further investigations of the specific sources of dissatisfaction

Table 3-15

Relationship Between Corps Members' Rating of Camp Living
Accommodations and their Sex, Age, and Family Income
 (percent distribution of corps members responding during final week)

	<u>Excellent, Very Good</u>	<u>Good</u>	<u>Fair, Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Sex</u>					
Boys	52	26	22	100	1082
Girls	62	25	13	100	614
<u>Age</u>					
14	36	36	28	100	14
15	55	25	20	100	489
16	51	29	20	100	576
17	58	24	18	100	462
18	65	18	17	100	148
<u>Family Income</u>					
Under \$7,500	56	26	18	100	365
\$7,500-12,499	55	25	20	100	566
\$12,500-17,499	53	28	19	100	370
\$17,500 or more	56	24	20	100	246

with food and living accommodations in all-boy camps should be undertaken and that careful attention should be given to planning for these items in the 1972 program.

One possible source of dissatisfaction with living accommodations is the type of housing available for corps members. Our hypothesis was that corps members living in tents would rate their living accommodations lower than those living in more permanent structures such as dormitories, cabins or trailers. Our investigation of this hypothesis indicated that, if anything, youth living in tents were somewhat more satisfied with their living accommodations than youth in permanent structures. It should be recalled that corps members' satisfaction with the Youth Conservation Corps experience also showed no relationship to the type of housing provided by their respective camps.

3. Coordination Between Work and Environmental Education.

Coordination within camps between work and environmental education was an important operational objective of the Youth Conservation Corps program. Its intent was to expose corps members to a single program in which environmental education would be an integral part of the work activity. In theory, dividing the corps members' day into so many hours for work followed by a period devoted to formalized environmental learning was not considered as fruitful as a coordinated and integrated work-education program. In practice, however, coordination and integration were difficult to achieve. During our site visits, we observed separate work and education programs operating within the same camp. Often little effort was made to translate that which was learned in the classroom to work sites. At the same time the practice of discussing the ecological implications of work assignments while on the job was the exception rather than the rule. As indicated by the relatively low corps member ratings, this lack of coordination was a problem throughout the entire program. While 43 percent rated the coordination between work and the environmental education program as excellent and very good, 27 percent (or approximately 600 corps members) rated the attribute as fair or poor. It is unlikely that these low ratings are attributed to differences in corps members. Therefore, we will not consider their ratings with respect to their different characteristics. We will consider camp characteristics which may indicate where variation occurred in the corps members' ratings of the coordination attribute.

Table 3-16

Relationship Between Corps Members' Rating of Residential Camp
Living Accomodations and Select Camp Characteristics

(percent distribution of corps members responding during final week)

	<u>Excellent, Very Good</u>	<u>Good</u>	<u>Fair, Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Sex Composition</u>					
Coed	58	25	17	100	861
Girls only	64	26	10	100	233
Boys only	47	27	26	100	700
<u>Type of Housing</u>					
Tents	57	23	20	100	175
Buildings: cabins, dormitories, trailers, other structures	54	26	20	100	1609

Table 3-17 shows the relationship of corps members' ratings and three camp characteristics. The first panel indicates that corps members' ratings are related somewhat to the length of the session at the camp they attended. It was hypothesized that camps lasting longer would have the opportunity to improve their programs over time and in the process coordinate more of the work and educational activities. Such camps, therefore, would receive the most favorable ratings from their corps members. This hypothesis was incorrect. In fact, camps lasting only four weeks were given the most favorable ratings by their corps members.

Another factor which may be related to corps members' ratings of their camps on the coordination attribute is the relative amount of time devoted to work assignments and to environmental education. We expected that camps which were approximately balanced in time allocation would receive the most favorable ratings. We asked camp directors to determine the proportion of time spent on work relative to environmental education. On a line divided into two equal parts with "all environmental education" at one end and "all work assignments" at the other, directors were instructed to place an X along the line indicating the relative amount of time corps members at their camp devoted to each activity. Using the distribution of X's, three groups of camps were created: one was identified as devoting most of its time to work assignments, another as being predominantly oriented to environmental education, and a third fell in the middle and was considered balanced. The balanced group of camps was expected to receive the most favorable ratings on coordination between work and the environmental education program.

Similarly, camp directors were asked to indicate the relative emphasis given to work accomplishment and environmental education during the normal week in their camp. Three groups were created with the middle group of camps considered balanced. This group also was expected to receive the most favorable ratings by their corps members. As seen in the last two panels of Table 3-17, camp differences with respect to the relative amount of time devoted to work and environmental education and the relative emphasis given to these activities show no relationships

Table 3-17

Relationship Between Corps Members' Rating of Camp Coordination Between
Work and Environmental Education and Select Camp Characteristics
(percent distribution of corps members responding during final week)

	<u>Excellent, Very Good</u>	<u>Good</u>	<u>Fair, Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Length of Camp Session</u>					
4 weeks	54	27	19	100	353
7-9 weeks	41	30	29	100	1793
10-12 weeks	43	33	24	100	61
<u>Time Devoted to Work Assignments and Environ- mental Education</u>					
Mostly work assignments	44	29	27	100	799
About half and half	40	32	28	100	943
Mostly environmental education	44	27	29	100	447
<u>Emphasis Given to Work Accomplishment and to Environmental Education</u>					
Mostly work accomplishment	43	30	27	100	733
Equal emphasis	42	30	28	100	1214
Mostly environmental education	41	29	30	100	237

to camp ratings on the coordination attribute.¹² We expect that other attributes of the camp program dealing with organization, efficiency in time use and quality of the staff will explain differences in these ratings.

4. Environmental Education Received as Part of the Work Program.

Table 3-12 showed that approximately one out of four corps members rated their camps as fair or poor on the environmental education they received as part of the work program. While we expect that these ratings are related to those for the coordination attribute, we have not investigated the relationship at this time. Instead, we have considered the relationship of a number of camp characteristics to corps member assessment of the environmental education they received while working. Many of the characteristics were used in our analysis of the work-environmental education coordination ratings.

As seen in Table 3-18, short camps (four-week sessions) were rated somewhat more favorably than camps operating for a longer period.¹³ We do not have data, other than the corps members assessment of their camps' coordination of work and environmental education, that can be used to explain why the short-session camps were rated more favorably by their corps members. If this information is deemed important to the sponsoring agencies, we suggest that further analysis of the data consider several factors simultaneously in order to determine those which are most salient in explaining the variation in ratings.

Two factors that may be considered in the multivariate analysis are the camp directors' assessment of the relative amount of time devoted to

¹²We also considered the extent to which different modes of environmental education used in camps were related to ratings on the coordination attribute. These modes included: lectures by the staff and specialists, informal discussions, communications by group leaders during work assignments, visual aids and field trips. For each of these modes, we found no relationships.

¹³The difference between the percentages distributions of seven to nine-week camps and the ten and twelve-week camps is not as great as it might appear since only sixty-four corps members attended the two long-session camps.

Table 3-18

Relationship Between Corps Members' Rating of Environmental Education
Received as Part of the Camp Program and Select Camp Characteristics
(percent distribution of corps members responding during final week)

	<u>Excellent, Very Good</u>	<u>Good</u>	<u>Fair, Poor</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Length of Camp Session</u>					
4 weeks	56	27	17	100	355
7-9 weeks	48	27	25	100	1807
10-12 weeks	54	30	16	100	64
<u>Time Devoted to Work Assignments and to Environmental Education</u>					
Mostly work assignments	48	27	25	100	799
About half and half	48	28	24	100	955
Mostly environmental education	55	24	21	100	449
<u>Emphasis Given to Work Accomplishment and to Environmental Education</u>					
Emphasis on work	47	27	26	100	737
Equal emphasis	50	27	23	100	1228
Emphasis on environmental education	52	26	22	100	238
<u>Number of Corps Members Per Work Group Leader</u>					
4-7	52	24	24	100	677
8-10	51	27	22	100	1085
11-15	43	30	27	100	464

work and environmental education and the relative emphasis placed on each of them. These two camp characteristics have been discussed above. As seen in Table 3-18, the camps devoting more time to environmental education are likely to have higher corps member ratings on the education received as part of the work program. Similarly, camps which emphasized environmental education relative to work accomplishment had their corps members rate them higher. These relationships, while not strong, suggest that the particular direction a camp takes with respect to work and environmental education can influence corps members' assessment of the camp program.

Another factor related to corps members' ratings on the environmental education received during work is the number of corps members assigned to a work-group leader. Although ratings for the small groups of four to seven and groups of eight to ten were about the same, corps members' ratings were somewhat lower in camps where work groups contained eleven to fifteen young people. We expect that work groups of these sizes may present difficulties for the staff supervisor in terms of his ability to supervise and communicate with every member of the group at the same time. Under such conditions, it is possible that opportunities to spontaneously discuss environmental matters with everyone are lost. Often we observed work groups on the same assignment spread out over a large area. In some cases, members of a group could not be seen by one another or by their work leader. Trail development, litter pickup and projects which required simultaneously performed tasks in different locations were typical assignments where such dispersion of corps members occurred. Our findings suggest that consideration should be given to the maximum size for work groups if environmental education is a desired by-product of the work assignments.

D. Perceptions of Specific Problems Facing Corps Members

Another dimension of our evaluation considered the corps members' assessment of specific problems that might bother them while in the camps. We did this by, first, looking at corps members' responses to a list of problems during their first week in camp compared to their responses during the final week. Next, we investigated some of the frequently mentioned problems that actually bothered corps members and considered factors related to these problems.

1. First Week and Final Week Perceptions. In the questionnaire administered during this first week in camp, corps members were given a list of things "that young people are sometimes bothered about when they enter the Youth Conservation Corps". They were then asked how much these things bother them. Next to each of the items, corps members were instructed to check the most appropriate of five responses. These were, "I think it may be a problem and this bothers me" (1) A Lot, (2) Pretty Much, (3) A Little, (4) Hardly at All" and (5) "I Don't Think It Will be a Problem." The results are shown in the percentage distributions next to each item in the problems that we anticipated would bother them. Problems which do stand out in the "A Lot, Pretty Much" category dealt with living and working where there are bothersome insects and snakes and, for those in residential camps, being away from home and limitations on privacy. To a lesser extent, corps members were concerned about their getting along with fellow corps members, living by a schedule and following camp rules and regulations.

living by a schedule and following camp rules and regulations.

In the questionnaire administered during the final week, corps members were given the same list and asked how much the problems actually bothered them. The same set of response choices used in the initial questionnaire was offered. The distribution of responses is shown on the right-hand side of Table 3-19. Again, most corps members indicated that the problems on our list were of little concern to them. Problems which did bother at least 10 percent of corps members "Pretty Much" or "A Lot" were similar to the problems which they had anticipated. These were living and working where there are insects, living where privacy may be limited, living by a schedule, living and working where there are snakes, and being away from home, family and friends.

It is interesting to note the shifts in distributions that occurred for several items between the first and final weeks of camp. The problem of living and working where there are snakes actually bothered fewer corps

¹⁴For purposes of simplifying our presentation of the data, we have combined the percentages for (1) and (2) - "A Lot and Pretty Much" and for (3) and (4) - "A Little and Hardly at All."

Table 3-19

Problems Facing Young People in the Youth Conservation Corps
(Percent distribution of corps members responding
during the first and final week in camp¹)

Problem for Corps Members in All Camps ²	Percent Giving Response During First Week				Percent Giving Response During Final Week			
	No Problem	Problem May Bother Corps Member:		Total	No Problem	Problem Bothered Corps Member:		Total
		A Little, Hardly At All	A Lot, Pretty Much			A Little, Hardly At All	A Lot, Pretty Much	
Getting along with staff	76	19	5	100	53	38	9	100
Getting along with corps members in general	60	32	8	100	46	46	8	100
Getting along with corps members of different racial backgrounds	74	22	4	100	68	27	5	100
Getting along with corps members of the same race but whose families are much richer or poorer than your family	77	20	3	100	72	23	5	100
Living by a schedule and following camp rules and regulations	55	37	8	100	43	45	12	100
Living or working in the out-of-doors	80	17	3	100	73	23	4	100
Living and working where there are insects such as mosquitos or hornets	29	53	18	100	34	50	16	100
Living and working where there are snakes	42	40	18	100	55	34	11	100
Living and working where there may be wild animals	67	27	6	100	69	25	6	100
Not being as good as others are at recreational activities and sports	63	31	6	100	61	34	5	100
Being in unfamiliar surroundings where you might get lost	63	32	5	100	67	29	4	100

Table 3-19 (Continued)

Problems Facing Young People in the Youth Conservation Corps
(Percent distribution of corps members responding
during the first and final week in camp¹)

Problem for Corps Members ₃ in Residential Camps Only	Percent Giving Response During First Week				Percent Giving Response During Final Week			
	No Problem	Problem May Bother Corp Member:			No Problem	Problem Bothered Corp Member:		
		A Little, At All	A Lot, Hardly	Pretty Much		A Little, At All	A Lot, Hardly	Pretty Much
				Total				Total
Being away from home, family and friends	48	39	13	100	47	43	10	100
Living in a group where your privacy and the chance to get off by yourself may be limited	43	45	12	100	39	46	15	100
Living where there are strange sounds at night	79	19	2	100	76	20	4	100

¹In the questionnaire administered during the first week corps members were given a list of things "that young people are sometimes bothered about when they enter the Youth Conservation Corps." For each item corps members were asked if it might be a problem for them and if so, how much would it bother them. In the questionnaire administered during the final week, the same list of things was presented. Corps members were asked how these things actually bothered them.

²Approximately 2,280 corps members responded to this series of questions. During the final week approximately 2,215 responded.

³For residential camps, approximately 1,860 corps members responded during the first week in camp while about 1,800 responded during the final week.

members than had been anticipated during their first week in camp. The proportion of young people who were actually bothered by insects such as mosquitos or hornets was reduced, although to a lesser extent. Within residential camps, being away from home, family and friends was judged a less critical problem in the final week than had been expected. Privacy, however, was a problem for a larger proportion of corps members.

Perhaps the most noticeable shift for all corps members appears in the distribution of the item on living by a schedule and following camp rules and regulations. Whereas, 45 percent said it may be a problem during the first week, 57 percent of the young people said it actually was a problem.¹⁵

Other noticeable shifts occur in the distribution for the problems of getting along with the staff and getting along with corps members in general. While at the start, 5 percent of the corps members said that getting along with the staff may bother them "A Lot" or "Pretty Much," during the final week 9 percent, or approximately 170 young people, said it had actually bothered them.

There were several other indications that corps member-staff relations did not fully live up to the aims of the Youth Conservation Corps program. First, we showed that the camp participation-interpersonal relations index was strongly related to corps members' overall assessment of their experience (see Table 3-7). Second, we noted that, when given the opportunity (in a free response) to mention attributes of the program which corps members disliked, the most frequently mentioned attribute was related to the staff and their relations with corps members (see Table 3-11). Third, when asked to rate specific attributes of the program on a five-point scale, corps members gave less than enthusiastic scores to the staff as counselors and as work leaders relative to other program attributes (see Table 3-12). In examining this problem, we observed strong relationships between corps members' ratings of their staff as counselors and as work leaders and their camps' participation-interpersonal relationship score. These relationships may be seen in Table 3-20.

¹⁵ A shift from 8 percent to 12 percent occurred for those saying "A Lot" or "Pretty Much," an increase of 50 percent.

Table 3-20

Relationship Between Corps Members Rating of the Staff
As Counselors and Work Leaders and Camp Participation -
Interpersonal Relations Score

(percent distribution of corps members responding during first week)

		Rating of Camp Staff As Counselors			No Response	Total	Number of Respondents
		Excellent, Very Good	Good	Fair, Poor			
<u>Participation - Inter- personal Relations Score</u>							
Low	(1)	29	26	29	16	100	158
	(2)	42	25	20	13	100	524
	(3)	56	20	13	11	100	1216
	(4)	69	18	9	4	100	206
High	(5)	73	14	8	5	100	291

		Rating of Camp Staff As Work Leaders			No Response	Total	Number of Respondents
		Excellent, Very Good	Good	Fair, Poor			
<u>Participation - Inter- personal Relations Score</u>							
Low	(1)	31	18	34	17	100	158
	(2)	44	30	18	8	100	524
	(3)	58	24	10	8	100	1216
	(4)	65	22	10	3	100	206
High	(5)	74	16	5	5	100	291

These findings suggest that it may be necessary to plan carefully for both corps members' participation in camp governance and the recruitment of staff who are capable of establishing positive interpersonal relations with young people if corps members perceptions of their staff are to improve in the future. As we will see later, these attributes are important to other corps member responses.

2. Factors Influencing Select Problems. We have considered the relationships between three problems experienced by corps members and several camp and corps member characteristics. These problems bothered at least 10 percent of the corps members "A Lot" or "Pretty Much" and deal with homesickness, privacy, and living by rules and regulations.¹⁶

Homesickness: Being away from home, family and friends was identified as a problem that bothered 10 percent of the young people "A Lot" or "Pretty Much". As indicated in Table 3-21, several factors are moderately related to this problem.

Except for the 14-year olds, the proportion of corps members who said homesickness was a problem that bothered them "A Lot" or "Pretty Much" declined with increasing age. That eighteen-year-old corps members are more mature and may come to camp knowing more of their fellow corps members could account for the differences.

Similarly we observe in the second panel of Table 3-21 that a slight relationship exists between the problem of being away from home and place of residence. Corps members from large and medium size cities and their suburbs tended to view being away from home as somewhat less of a problem than those from small towns and rural areas. While we have not systematically identified other characteristics of youth from urban areas, we would expect them to be more mature and more experienced in coping with other environments, both within and away from their place of residence.

In the third and fourth panels of the table, we see that white corps members were less likely than others to consider their being away from home as a bothersome problem while young people from families in different income groups perceived this problem similarly.

¹⁶We do not feel that further analysis of the more critical problems related to mosquitos, hornets and snakes is necessary at this time. These conditions may vary by region of the country. Nevertheless, they will continue to persist irrespective of any program policy changes which are made.

Table 3-21

Relationship Between the Problem of Being Away from Home
and Select Characteristics of Corps Members

(percent distribution of corps members in residential camps
responding during final week)

<u>Corps Member Characteristic</u>	<u>Problem Bothered Corps Member:</u>			<u>Total</u>	<u>Number of Respondents</u>
	<u>No Problem</u>	<u>A Little, Hardly at All</u>	<u>A Lot, Pretty Much</u>		
<u>Age</u>					
14	70	15	15	100	13
15	44	43	13	100	488
16	45	44	11	100	582
17	50	42	8	100	456
18	48	47	5	100	150
<u>Place of Residence</u>					
Large city, medium size city and suburbs	47	45	8	100	458
Small town of less than 100,000	46	43	11	100	815
Rural areas and Indian reservations	46	42	12	100	402
<u>Race and Ethnic Background</u>					
White	47	44	9	100	1447
Negro	43	43	14	100	122
American Indian	50	36	14	100	56
Spanish American	45	43	12	100	42
Other	54	23	23	100	13
<u>Family Income</u>					
Under \$7,500	47	43	10	100	389
\$7,500-12,499	45	44	11	100	569
\$12,500-17,499	47	45	8	100	370
\$17,500 or more	51	40	9	100	247
<u>Prior Camping Experience</u>					
Yes	43	44	13	100	615
No	49	43	8	100	1046

In the last panel, we show that corps members who had been to a summer or scout camp found being away from home less of a problem than for corps members with no prior camping experience. It should be recalled that the degree to which corps members liked their summer experience also was slightly related to whether they had been to a summer or scout camp prior to their joining the Corps.

We also have looked at several camp characteristics with respect to the problem of being away from home. Table 3-22 shows that homesickness was less of a problem in all-girl camps than in coed and all-boy camps. Only 5 percent of the corps members in the girl camps said being away from home bothered them "A Lot" or "Pretty Much" while the figures were 9 percent and 14 percent for the coed and all-boy camps, respectively. Furthermore, the problem was less acute in the four-week camps than in the seven to nine-week camps.¹⁷ While we understand the logic of longer camp stays slightly increasing the likelihood of homesickness, we are not certain as to why the problem was less critical in the all-girls camps. In part, it is due to the length of camp sessions at the all-girl camps. Approximately 30 percent of the corps members in these camps attended four-week sessions. We suspect that girl camps have other characteristics which more logically relate to the problem of living away from home.

One characteristic which may be related to the homesickness problem is the camp participation-interpersonal relations score. We expected that homesickness would be less of a problem in camps where the staff was open, friendly and attempted to involve corps members in a wide range of activities. The third panel of Table 3-22 shows that, while there is a tendency in this direction, the irregular pattern of response distributions for the five classes of camps indicate that no firm relationship exists between the homesickness problem and camp score on the participation-interpersonal relations index.

Two other characteristics of camps which may be related to the homesickness problem are the frequency with which corps members were allowed

¹⁷ The two camps that ran beyond nine weeks were non-residential and therefore excluded from our analysis.

Table 3-22

Relationship Between the Problem of Being Away from Home
and Select Characteristics of Residential Camps
 (percent distribution of corps members responding during final week)

<u>Camp Characteristic</u>	<u>Problem Bothered Corps Member:</u>			<u>Total</u>	<u>Number of Respondents</u>
	<u>No Problem</u>	<u>A Little, Hardly at All</u>	<u>A Lot Pretty Much</u>		
<u>Sex Composition</u>					
Coed	50	41	9	100	859
Girls only	51	44	5	100	231
Boys only	42	44	14	100	711
<u>Duration of Camp Session</u>					
4 weeks	54	42	4	100	326
7-9 weeks	45	43	12	100	1475
<u>Participation-Interpersonal Relations Score</u>					
Low (1)	45	46	9	100	127
(2)	38	45	17	100	435
(3)	51	40	9	100	879
(4)	41	48	11	100	159
High (5)	56	41	3	100	180
<u>Frequency of Corps Members' Leaving Camp</u>					
Once or twice during camp	45	43	12	100	568
Once a week	45	46	9	100	616
2-5 times a week	49	40	11	100	502
More often	51	37	12	100	89
<u>Amount of Contact with Non-Camp Persons</u>					
A little	50	41	9	100	477
Some	49	42	9	100	643
A very great deal, A lot	43	44	13	100	677

to leave camp for other than work purposes and the amount of contact corps members had, either in camp or away from camp, with parents or friends, with vacationers or with merchants in nearby communities. Data for these two items were obtained from the camp director questionnaires. Table 3-22 shows that the proportion of corps members who say that leaving home was no problem increases with their frequency of leaving camp. The proportion who said it bothered them "A Lot" or "Pretty Much" shows no relationship to frequent departures. Contact with people shows a slight relationship to the homesickness problem; the more contact with people not associated with their camp, the less likely corps members were to say that being away from home was not a problem. While 9 percent of corps members in camps having little contact with the outside world said that being away from home bothered them "A Lot" or "Pretty Much," 13 percent of those living in camps having extensive contact said being away from home, family and friends was a bothersome problem.

Living by rules and regulations: As we have seen, living by a schedule and following camp rules and regulations was identified as another serious problem for 12 percent of approximately 270 corps members. We are particularly interested in the kinds of camps where this problem was most prevalent. Table 3-23 presents distributions of corps members' responses to the problem of living by a schedule for camps with different characteristics.

The first panel shows that the problem was somewhat less serious in the coed camps than in the all-girl and all-boy camps, but differences are not sufficiently great to consider the sex composition of camps an important factor in corps members' ratings.

As we expected, non-residential camp members viewed the problem less severely than residential camp members. Differences in ratings undoubtedly reflect the greater need for schedules, rules and regulations in a camp program running 24 hours than in one lasting only 8 hours. When we consider different ratings in only residential camps for boys and girls, we see that boys tend to be bothered by this problem more than girls.

Differences also appear in responses from camps lasting short periods compared to responses from camps of a longer duration. Whereas 14 percent of the corps members in seven to nine-week sessions said the problem of

Table 3-23

Relationship Between the Problem of Living by Rules and Regulations
and Select Characteristics of Camps
 (percent distribution of corps members responding during final week)

		<u>Problem Bothered Corps Member:</u>			<u>Number of Respondents</u>
		<u>No Problem</u>	<u>A Little, Hardly at All</u>	<u>A Lot, Pretty Much</u>	
<u>Sex Composition</u>					
Coed		44	46	10	1214
Girls only		42	46	12	214
Boys only		41	44	15	733
<u>Type</u>					
Residential		39	48	13	1884
Non-Residential		68	28	4	307
<u>Sex Composition of Residential Camps for Boys and Girls</u>					
Boys in coed camps		37	48	15	455
Boys in all boy camps		42	43	15	671
Girls in coed camps		45	44	11	418
Girls in all girl camps		40	40	11	222
<u>Length of Camp Session</u>					
4 weeks		54	42	4	354
7-9 weeks		40	46	14	1782
10-12 weeks		66	27	7	55
<u>Number of Corps Members Per Work Group</u>					
4-7		49	43	8	661
8-10		40	46	14	1072
11-15		41	46	13	458
<u>Participation-Interpersonal Relations Score</u>					
Low	(1)	32	48	20	133
	(2)	29	52	19	478
	(3)	43	46	11	1084
	(4)	54	37	9	199
High	(5)	63	36	1	270

living by a schedule bothered them "A Lot" or "Pretty Much," only 4 percent of those in four-week camps responded in this manner. Two-thirds of the youth from the two camps lasting ten and twelve weeks indicated that this issue was no problem whatsoever.

It is interesting to note that relatively few corps members who attended camps where the work group was relatively small (four to seven persons) felt the problem of living by a schedule was particularly bothersome. We suspect that larger work groups (whose members engage in many activities together) require more supervision, guidelines, and scheduling of behavior than do small groups and that members of these groups respond according to the regulations imposed upon them.

The last panel of Table 3-23 suggests that the type of camp in terms of its participation-interpersonal relations index score strongly influences responses to the problem of living by rules and regulations. Camps where corps members participated in camp governance and felt they had a good relationship with their staff hardly viewed camp regulations as a problem. On the other hand, camps where corps members did not participate and felt that good interpersonal relations with the staff did not exist had a much higher proportion of corps members who said the problem bothered them a lot or pretty much.

Privacy: The third problem of living in a group, privacy and the chance to get off by oneself, was serious for 15 percent of corps members in residential camps. In our investigation, no corps member characteristic were related to this problem. As seen in Table 3-24, relationships between age, race and ethnic background, and family income of corps members are not related to living in a group where privacy is limited. While a relatively higher proportion of 15 and 17-year-old youths did not regard privacy as a problem, a higher proportion of 18-year-old corps members mentioned it as a problem, although one which didn't bother them a great deal.

With the small number of non-white corps members, the differences in the response distributions for the various racial and ethnic groups were negligible. Similarly, no differences exist for corps members from family of different income levels.

Table 3-24

Relationship Between the Problem of Privacy and Select
Characteristics of Corps Members and Camps

(percent distribution of corps members in residential camps
responding during final week)

	<u>Problem Bothered Corps Member:</u>				
<u>Corps Member Characteristic</u>	<u>No Problem</u>	<u>A Little, Hardly at All</u>	<u>A Lot, Pretty Much</u>	<u>Total</u>	<u>Number of Respondents</u>
<u>Age</u>					
14	39	46	15	100	13
15	41	46	13	100	488
16	37	46	17	100	581
17	40	46	14	100	458
18	32	53	15	100	150
<u>Race and Ethnic Background</u>					
White	39	47	14	100	1447
Negro	42	39	19	100	122
American Indian	38	46	16	100	56
Spanish American	37	54	9	100	43
Other	31	54	15	100	13
<u>Family Income</u>					
Under \$7,500	39	46	15	100	368
\$7,500-12,499	39	47	14	100	565
\$12,500-17,499	38	49	13	100	371
\$17,500 or more	39	44	17	100	247
<u>Camp Characteristics</u>					
<u>Sex Composition</u>					
Coed	38	47	15	100	858
Girls only	38	48	14	100	231
Boys only	39	45	16	100	713
<u>Length of Session</u>					
4 weeks	51	42	7	100	326
7-9 weeks	36	47	17	100	1476
<u>Type of Housing</u>					
Tents	42	44	14	100	181
Buildings	39	46	15	100	1618

When we considered the responses to the problem of privacy for three camp characteristics, relationships were observed in only one instance. Corps members in four-week residential camps were bothered less by the problem than corps members in the seven to nine-week camps. Surprisingly, we found no relationship between the type of housing (tents or buildings) and assessment of the privacy problem. Had we considered more detailed aspects of housing such as persons per room and toilet and shower facilities available, we expect that relationships would appear. Subsequent analysis of our data which considered the privacy problem should take these factors into account.

In summary, this chapter has shown that from the corps members' point of view, the Youth Conservation Corps program was highly successful. When considering the characteristics of corps members, we found that the girls, the white and Spanish American corps members and those who had prior camp experience gave the highest ratings while boys, Negro and American Indian corps members and those without camp experience gave the lowest ratings.¹⁸ When considering camp characteristics, corps members who attended camps which were non-residential, of a four-week duration, or occupied only by girls, rated their experience most highly. A strong relationship was found between a camp's score on the participation-interpersonal relations index and its members' evaluation of the program; youth attending camps which had high scores gave more favorable ratings than those attending camps with low scores.

Specific things mentioned by corps members as being most worthwhile dealt with the informal social and recreation activities. The opportunity to live with and meet new people was mentioned most often. Of the things considered least worthwhile, the attributes most frequently mentioned were the work and research activities. Specific things that corps members liked most about the program were the social activities, while camp rules and regulations and difficulties with the staff were mentioned most often as being least worthwhile.

¹⁸ Throughout this chapter we have implied that a more complete understanding of corps member (and camp) characteristics as they relate to corps members' responses would require a more sophisticated form of analysis than used in this report. Such an analysis would consider not only the direct relationship between a particular characteristic and a particular response but also the relationship of several characteristics considered simultaneously and their relative importance in explaining variation in corps member responses.

The assessment of specific camp attributes was, for the most part, favorable. Particularly high ratings were given to the camps as to the quality and amount of work accomplished. Lowest ratings were given to camp food, living accommodations, the environmental education received and the coordination of work and environmental education program. As we shall see in the next chapter, these latter ratings are reflected in the initial and final measures of corps members' knowledge of environmental and ecological issues.

Outside the mosquito and hornet problem, living by a schedule and following camp rules and regulations bothered corps members more than any other problem. For corps members at non-residential camps, problems with being away from home and living where privacy was limited bothered them considerably more than other problems they faced. We suspect that these more serious problems are related to corps members overall evaluation of their Corps experience. Indeed, the following table indicates that such relationships actually do exist.

These particular problems facing corps members should be seriously considered in planning and operating next year's program if the corps members' overall evaluation is to be improved. In the following chapters, other aspects of the program evaluation will be considered. These deal with corps members' concern for environmental matters and their understanding of them, their attitudes and relations with others in the program, recreational and work skills acquired and their feelings about themselves.

Table 3-25

Relationship Between Corps Members' Overall Evaluation of
the Youth Conservation Corps Experience and Their Response to
Problems of Homesickness, Privacy and Living by Rules and Regulations
(percent distribution of corps members responding during final week)

	Corps Members' Response				Total	Number of Respondents
	<u>Really Liked it</u>	<u>Liked it</u>	<u>Neutral or Disliked it</u>	<u>No Response</u>		
<u>Problem</u>						
Being away from home bothered corps members:						
A lot or pretty much	29	36	29	6	100	192
A little or hardly at all	50	34	12	4	100	767
No problem	62	27	8	3	100	842
Living where privacy may be limited bothered corps members:						
A lot or pretty much	35	33	26	6	100	270
A little or hardly at all	51	34	12	3	100	829
No problem	64	26	6	4	100	703
Rules and regulations bothered corps members:						
A lot or pretty much	31	34	28	7	100	264
A little or hardly at all	51	34	12	3	100	989
No problem	66	25	6	3	100	938

IV. ENVIRONMENTAL CONCERN AND KNOWLEDGE

This chapter evaluates one of the most important aspects of the Youth Conservation Corps program--the youths' levels of environmental concern and knowledge at the beginning and end of the program. As mentioned in Chapter 1, this emphasis on environmental matters is reflected in the enabling legislation which begins with the statement:

The Congress finds that [the Youth Conservation Corps program] creates an opportunity for understanding and appreciation of the Nation's natural environment and heritage.

Furthermore, the interdepartmental memorandum of understanding between the U. S. Departments of Agriculture and Interior listed the first two objectives of the program as providing opportunities for youth to:

1. Learn about the natural environment including natural resources.
2. Learn about the meaningful use, management and protection of the nation's natural resources.

Unlike other similar programs such as the Neighborhood Youth Corps or the Job Corps, the Youth Conservation Corps had as a major focus learning about our country's natural resources and the values associated with them. By coordinating environmental education activities with the work programs in camps, this objective was to be achieved.

The emphasis in the Youth Conservation Corps program on environmental concern and knowledge certainly is understandable in a society which is undergoing its third conservation movement and is rapidly focusing attention on environmental matters in many areas. During this period of increasing concern and commitment to a higher quality of environment, at least two pervasive themes have emerged. The first is that man must not only learn the principles of ecology; he must also behave or live as if he knows them. The second theme is that there is a need for attitude change

at the individual and group level. The group may either be a unit of government or a private industry. The importance of these emerging themes is found in their relationships to behavioral change.

Although behavioral scientists do not always agree about whether attitude or behavioral change comes first, the general consensus is that they must proceed together. Therefore, it was quite appropriate for agencies administering the Youth Conservation Corps program to focus their efforts on both areas by providing youth opportunities to learn while doing and do while learning. For several reasons discussed earlier, we could not measure and evaluate behavioral change. Our attention therefore was focused on measuring change in environmental concern and knowledge from the beginning to the end of the program.

Before discussing the results of our evaluations of environmental concern and environmental knowledge, some general comments might help the reader understand our orientation and why we selected the approaches we did.

We recognized that a clear distinction between concern and knowledge is difficult to establish. Our reasoning was that these are two separate but related aspects of the environmental issue. Specifically, we viewed concern as dealing mainly with attitudes which are reflected in the youths' perception of their environmental knowledge, in their appraisals of the implications of this knowledge and in their perceptions of their responsibilities and abilities to take certain actions with respect to the environment.

We viewed knowledge as the amount of relevant information available to youth which would somehow affect their level of concern and behavior. Our reasoning was that the chain of causality between knowledge, concern and behavior would proceed in the following manner. Through increased understanding or knowledge, youth would gain a greater appreciation of the natural resources and of the problems associated with their use; through this greater appreciation would come increased concern; through increased concern would come higher commitments to behaviors which would help assure a higher quality environment, and finally through these commitments, given opportunity and appropriate reward, would come actual changes in behavior. We are suggesting that differences exist between

levels of understanding, concern, commitment and behavior. Furthermore, we believe that the Youth Conservation Corps has the potential to influence any of these levels. While we are unable to measure the long-term effects of the Youth Conservation Corps experience or even short-term commitment and behavior of youth, we are able to identify the degree of change in their levels of concern and understanding.

Although the above "chain of causality" guided our approach to the evaluation reported in this chapter, our results, especially on changes in environmental concern, have caused us to re-examine these basic assumptions. What we perhaps left out can best be described as over-concern which results from inadequate information and social, especially peer group, pressures to accept a commonly held opinion without seriously questioning the basic facts. Our results, showing a movement away from extreme positions on the most controversial questions, support this qualification.

The specific approaches to our evaluation will be explained in the two major sections on environmental concern and environmental knowledge which follow.¹

A. Environmental Concern

Questions dealing with the youths' level of concern about the environment appeared throughout several sections of the questionnaire.² In one section (A), we asked youth questions about their interest in the Corps as it was influenced by their concern about the environment. In another section (B), we presented questions about their concern for specific environmental problems and asked corps members to record their perceptions of how serious these problems were. In a third section (C) we attempted to determine how willing they would be to take certain actions to resolve the problem of air pollution. In that same section we asked how concerned

¹It is interesting to note that, when reviewing the appropriate literature, few systematic and no national studies were found which dealt with environmental knowledge of youth. Past studies were either limited to a specific topic, such as air pollution, or were aimed at a particular group, such as a local boy scout organization. It was surprising that national studies were not available. Had they existed, they would have given us an appropriate base for comparing the results of our evaluation.

²The complete questionnaire is presented in Appendix E.

they were about environmental problems in general, and what they thought the ideal population of the world should be. Finally, in the last section (E), we asked whether or not they had considered a vocation which dealt with the planning and management of the physical environment. These questions were asked on both the initial and final questionnaires and form the basis for our considering changes in levels of concern.

1. Environmental Concern as a Reason for Applying to the Program.

During our visits to the camps, we learned that corps members were often selected on the basis of their expressed concern for the environment. Indeed, this criterion for selection was reflected in the reasons the young people gave for applying to the Corps.

These reasons were evaluated in two ways. We first asked an open-ended question, "What were some of the things that made you interested in the Youth Conservation Corps, things that made it seem like a good idea at the time you applied?" We then asked the youth to rank how important selected reasons for applying were for them.

As seen in the responses to the open-ended question in Table 4-1, doing something worthwhile for the environment was one of the most frequently mentioned reasons for applying. Of all the major reasons volunteered, it ranked third in the number of times it was mentioned and made up approximately 10 percent of all responses.³

In the corps members' response to the relative importance of the specific or fixed-list reasons for applying, three out of four said that "the program offers a chance to learn and to do something about the environment" was "very important" to them. Table 4-2 shows that, compared to other reasons, learning and doing something about the environment was viewed as very important by a substantial proportion of the youth.⁴ It is

³It should be noted that a number of other responses are related to environmental matters. When considering "being outdoors, close to nature," "learning about the environment," "gaining experience" and "interested in ecology" in addition to "doing something worthwhile," over 50 percent of the reasons volunteered reflected some interest in or concern for the environment.

⁴The question was: "Here are some of the main reasons that different people give for being interested in the Youth Conservation Corps. For each item, mark whether it was VERY IMPORTANT, SOMEWHAT IMPORTANT or NOT VERY IMPORTANT at the time you applied." These specific reasons were selected on the basis of a preliminary screening of the original corps member applications.

Table 4-1

Reasons for Applying to the Youth Conservation Corps¹
(percent distribution of all reasons mentioned by corps members)

	<u>Percent</u>	<u>Number of Mentions</u> ²
Being outdoors, close to nature; working outdoors, getting out of the city	19	890
Earning a little money	13	623
Doing something worthwhile for the environment; concern for the environment	11	522
Learning about the environment	10	491
Being with people my own age; meeting and working with people my own age	8	382
Gaining experience which could be useful in later career or study	6	289
Needed to do something this summer	6	285
Interested in ecology, wildlife, conservation	5	249
Work	5	217
Getting away from home, parents; just getting away	4	215
Fun and recreation	3	156
Miscellaneous	<u>10</u>	<u>459</u>
Total	100	4783

¹The open-ended question to which the youth volunteered the answers was:
"As nearly as you can recall, what were some of the things that made you interested in the Youth Conservation Corps, things that made it seem like a good idea at the time you applied?"

²For each respondent, no more than three reasons were coded or a maximum of 6900 mentions for the approximately 2300 corps members. In fact, the 4778 total mentions average two reasons per corps member.

Table 4-2

Importance of Specific Reasons for Joining
the Youth Conservation Corps¹
 (percentage distribution of corps members responding during the first week)

	<u>Very</u> <u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not Very</u> <u>Important</u>	<u>Total</u>	<u>Number of</u> <u>Respondents</u>
<u>The Youth Conservation Corps offers:</u>					
A chance to learn and do something about the environment	77	21	2	100	2290
Experience and training for personal development	64	33	3	100	
A chance to find out about yourself	51	38	11	100	2290
Adventure and change of pace	47	45	8	100	2289
A chance to make a little money	30	50	20	100	2288

¹The question was: "Here are some of the main reasons that different people give for being interested in the Youth Conservation Corps. For each item, mark whether it was VERY IMPORTANT, SOMEWHAT IMPORTANT, or NOT VERY IMPORTANT at the time you applied."

interesting to note that when given a fixed set of responses, only 30 percent of the corps members said that the Corps "offers a chance to make a little money" was a very important reason for their applying. On the other hand, "earning money" made up 13 percent of the responses when corps members responded freely.

In order to determine the extent to which their reasons for applying were realized, corps members were given the same fixed-list of reasons during the final week and asked how important each one was for them. The results are shown in Table 4-3 together with corps members' responses from the first week. Despite greater importance given to several reasons after the camp experience, the proportion who said the corps was very important for "learning and doing something about the environment" did not change substantially. However, when considering corps member responses by their camp score on the participation-interpersonal relations index, changes are observed. Table 4-4 shows that, in camps where staff-corps member relations were poor and where youth did not participate in governance, the proportion who said the Corps was very important for "learning and doing something about the environment" decreased from 77 to 61 percent. On the other hand, the proportion who said this was very important increased in camps where good staff-corps member relations existed and where youth were involved in camp governance. As we will see later in this chapter, this important camp characteristic is also related to increases in environmental knowledge.

2. General Concern About the Environment. Table 4-5 shows that, when asked at the beginning of camp about their general concern about environmental problems, 80 percent of the corps members said they were "very or extremely concerned" while only 3 percent said they were "a little or not at all concerned". The percentages remained practically the same when corps members responded to the identical question during their final week in camp. Surprisingly, the proportion of youth who said they were extremely concerned decreased between the initial and final questionnaires. We suspect that some of the initial enthusiasm for the program and its objectives was tempered by the experience of the program itself. We also suspect that there was a tempering of the level of concern for those who were over-concerned initially.

Table 4-3

Changes in Importance of Specific Reasons for Joining the
Youth Conservation Corps
 (percentage distributions for young people responding during first week
 in camp and during the final week in camp)

<u>Reasons</u>	<u>First Week</u> <u>Responses</u>	<u>Final Week</u> <u>Responses</u>	<u>Change</u>
<u>YCC offers a chance to learn and do something about the environment</u>			
Very important	77	75	-2
Somewhat important	21	22	+1
Not very important	<u>2</u>	<u>3</u>	+1
Total	100	100	
<u>YCC offers experience of training</u>			
Very important	64	66	+2
Somewhat important	33	30	-3
Not very important	<u>3</u>	<u>4</u>	+1
Total	100	100	
<u>YCC offers a chance to find out about yourself</u>			
Very important	51	68	+17
Somewhat important	38	27	-11
Not very important	<u>11</u>	<u>5</u>	-6
Total	100	100	
<u>YCC offers adventure or a change of pace</u>			
Very important	47	60	+13
Somewhat important	45	35	-10
Not very important	<u>8</u>	<u>5</u>	-3
Total	100	100	
<u>YCC offers a chance to make a little money</u>			
Very important	30	34	+4
Somewhat important	50	51	+1
Not very important	<u>20</u>	<u>15</u>	-5
Total	100	100	
Number of respondents	2290	2226	

Table 4-4

Corps Members' Ratings of the Importance of the Corps for Learning About the Environment by Camp Participation-Interpersonal Relations Score
(percent of corps members giving a very important rating during the first week and final week)

		Corps Members Rating Reason as Very Important ¹			Number of Respondents
		First Week	Final Week	Change	
		<u>Response</u>	<u>Response</u>		
<u>Camp Participation-Interpersonal Relations Score²</u>					
Low	(1)	77	61	-16	132
	(2)	74	64	-10	458
	(3)	78	78	---	1043
	(4)	79	79	---	220
High	(5)	80	85	+5	274

¹The reason was: "The Youth Conservation Corps program is important and one has an obligation to learn about the environment and do what you can to take care of it."

²See Chapter 2 for a discussion of the participation-interpersonal relations index.

Table 4-5

Overall Concern for Environmental Problems
(percent distribution of corps members responding during the first week in camp and during the final week)

	First Week Response	Final Week Response	Change
<u>"In general, how concerned are you about environmental problems?"</u>			
Extremely concerned	43	38	-5
Very concerned	37	42	+5
Moderately concerned	17	17	--
A little concerned	2	2	--
Not at all concerned	1	1	--
Total	100	100	
Number of respondents	2246	2150	

3. Concern about Specific Environmental Problems. Table 4-5 showed that 80 percent of the youth were "extremely or very concerned" about environmental problems in general at both the beginning and end of the program. This high level of concern was also reflected in the youths' responses to our question about the seriousness of specific environmental problems facing the nation today. These responses are shown in the first part of Table 4-6.

Concern about pollution: With the increasing attention given to problems of pollution, it is not surprising that corps members viewed air and water pollution as the most serious problems facing the nation. Over 90 percent of the corps members entered the program with the opinion that air and water pollution are "extremely or very serious" environmental problems. For the other problems facing the nation, 81 percent and 80 percent of the youth said hunger and poverty, and crime and violence were "extremely or very serious."

To suggest how high this concern about selected environmental issues actually was, we have comparable data from a 1970 national sample of high school boys who were asked to indicate the importance of several problems facing the nation.⁵ As indicated in Figure 4-1, corps members viewed several national problems as being more serious than youth from the national sample.⁶ Figure 4-1 also shows that pollution was rated higher than other problems considered in the national study. If the list of problems presented to youth in the national study was identical to the one used in the Youth Conservation Corps questionnaires, we suspect that the concern of the 1971 corps members for national problems would have been consistently higher.

It should be noted in Table 4-6 that there is a slight reduction in ratings in the final week for all pollution problems except "litter and trash." We suspect that the extended period of living and working in the

⁵Jerald G. Bachman and Elizabeth Van Duinen, Youth Looks at National Problems: A Special Report from the Youth and Transition Project, Institute of Social Research, The University of Michigan, Ann Arbor, Michigan, 1971.

⁶While the national study asked about the importance of problems, we feel that its findings can be compared with Youth Conservation Corps data which are based on corps members' responses to the seriousness of problems.

Table 4-6

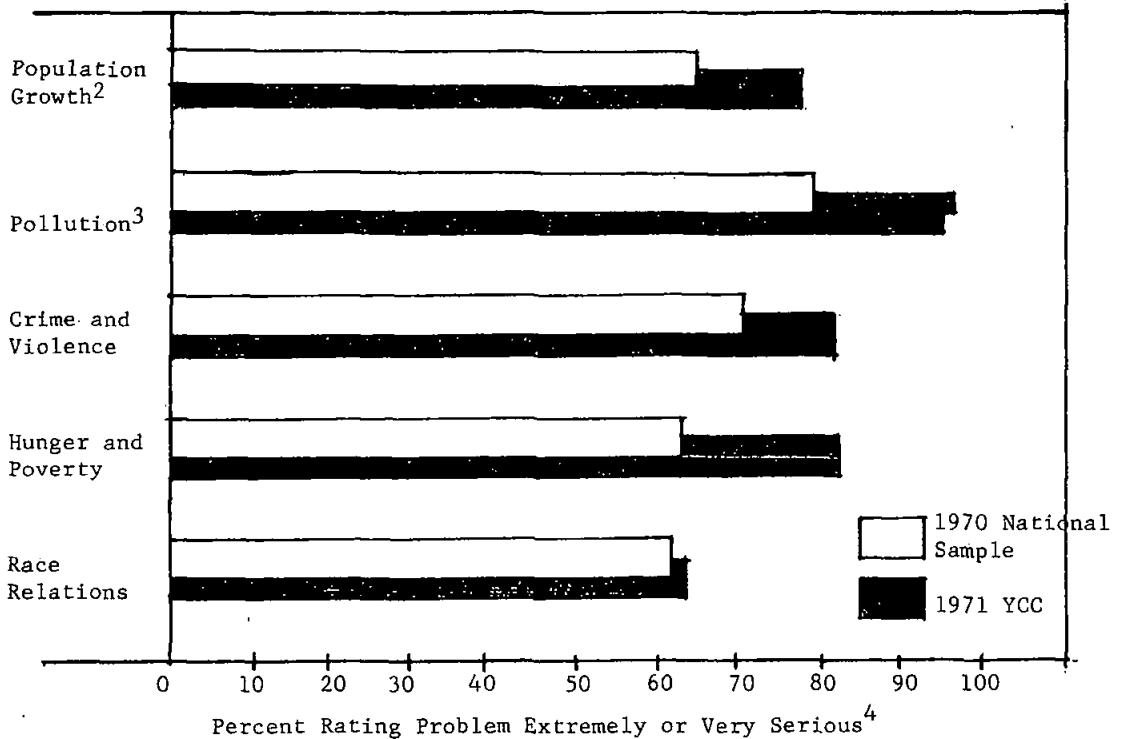
Changes in Corps Members' Ratings of Problems Facing the Nation
 (percent of corps members rating problems as extremely serious,
 and very serious during the first and final week in camp)¹

	<u>First Week</u> <u>Response</u>	<u>Final Week</u> <u>Response</u>	<u>Change</u>
<u>Environmental Problems</u>			
Air pollution	93	89	-4
Water pollution	92	87	-5
Litter and trash	78	78	--
Overpopulation	76	76	--
Visual pollution	70	69	-1
Overcrowding	68	72	+4
Lack of open space and recreational land	60	61	+1
Inadequate housing	52	48	-4
<u>Other Problems</u>			
Hunger and poverty	81	77	-4
Crime and violence	80	77	-3
Drug addiction	74	69	-5
Inflation and high prices	73	74	+1
The war in Southeast Asia	73	69	-4
Too few job opportunities	71	70	-1
Race relations	62	61	-1
National and morale unity	59	57	-2
Poor leadership in government.	57	58	+1
Inadequate educational opportunities	52	54	+2
Inadequate housing	52	48	-4
The draft	43	47	+4

¹On the initial and final questionnaires the question was: "We'd like to know how serious you think these problems are for the United States today. Please check whether you think it is EXTREMELY SERIOUS, VERY SERIOUS, QUITE SERIOUS, NOT VERY SERIOUS, or NOT AT ALL SERIOUS."

Figure 4-1

Comparative Ratings of Five National Problems
(percent based on responses of corps members during first week
in camp and a 1970 national sample of boys¹)



¹Bachman and Van Duinen, Youth Looks at National Problems, Institute for Social Research, The University of Michigan, 1971.

²In the Youth Conservation Corps study, the problem was identified as over-population.

³The problem was identified as pollution in the national study. In the Youth Conservation Corps study, air and water pollution were identified as separate problems with a slightly higher percent of corps members rating water pollution as extremely or very serious.

⁴In the 1970 national sample, the problems were rated on importance rather than seriousness.

outdoor settings tempered the youths' concern for the air and water pollution problems. It is also possible that these problems were not emphasized in either the work or environmental education program.⁷ At the same time, picking up litter and trash was an assignment which nearly all corps members experienced.

In order to gain further insights into the level of concern about the problem of water pollution, we asked corps members to indicate how willing they would be to take each of several actions in dealing with the problem. For each action corps members could say they were "definitely willing," they "might be willing" or they were "definitely not willing" to act. The results are presented in Table 4-7 which considers responses at the beginning and at the end of camp.

Of the six possible actions, the two reflecting involvement in the democratic process received the highest percentage responses by the corps members in both questionnaires. During the first week, 72 percent said they were "definitely willing" to work with citizen groups in attempting to help solve the problem while 48 percent said they were definitely willing to write letters to government officials. In contrast, only 10 percent said they were "definitely willing" to do something which could result in going to jail. Approximately one-fourth of the youth said they were definitely willing to pay higher taxes to cover the cost of solving the problem and would "definitely be willing" to become involved in active protests such as demonstrating or picketing.

When given these same possible actions during the final week, the corps members' rankings of them in order of their willingness to definitely act reflected a positive shift on all actions with one exception; the proportion who said they would be "definitely willing" to work with citizen groups declined with the shift mostly to the "might be willing" response. Whereas, 72 percent during the first week said they would definitely be willing, only 68 percent mentioned their strong willingness during the final week. Corps members appeared to be more committed to writing letters to government officials, paying higher taxes and even to do something which could result in their going to jail.

⁷ See Tables D-6 and D-7 of Appendix D for a listing of the major topics covered during the environmental education program and the camp work assignments.

Table 4-7

Responses to Possible Actions for
Dealing with the Problem of Water Pollution
 (percent distribution of corps members responding
 during the first and final weeks)

<u>Action</u>	<u>First Week Responses</u>	<u>Final Week Responses</u>	<u>Change</u>
<u>Write letters to government officials</u>			
Definitely willing	48	54	+6
Might be willing	48	42	-6
Definitely not willing	<u>4</u>	<u>4</u>	-
Total	100	100	
<u>Work with citizen groups in attempting to help solve the problem</u>			
Definitely willing	72	68	-4
Might be willing	26	29	+3
Definitely not willing	<u>2</u>	<u>3</u>	+1
Total	100	100	
<u>Pay higher taxes to cover the cost of solving the problem</u>			
Definitely willing	27	31	+4
Might be willing	52	50	-2
Definitely not willing	<u>21</u>	<u>19</u>	-2
Total	100	100	
<u>Become involved in active protests such as demonstrating or picketing</u>			
Definitely willing	25	26	+1
Might be willing	43	46	+3
Definitely not willing	<u>32</u>	<u>28</u>	-4
Total	100	100	
<u>Do something which could result in going to jail</u>			
Definitely willing	10	12	+2
Might be willing	41	45	+4
Definitely not willing	<u>49</u>	<u>43</u>	-6
Total	100	100	
Number of respondents	2275	2202	

Concern about population growth: There is a growing awareness that environmental issues and population growth are interrelated. Indeed, one section of a recent interim report of the President's Commission on Population Growth and the American Future considers the problems of population growth and distribution throughout the U. S. and their environmental implications. While population growth and control are emotionally charged and value-laden issues, there is every indication that the U. S. government will direct more explicit and systematic attention to population matters in the future. One area of attention undoubtedly will deal with education.

To consider population matters within the context of the environment education program is an opportunity that should not be overlooked by Youth Conservation Corps policy planners. Attitudes and concerns of young people in this area are of critical importance, since their decisions will directly influence the rate and magnitude of our population growth. That several camps included population matters as part of their environmental education program indicates that several Youth Conservation Corps policy makers and staff members share our view. In the next section of this chapter, we will see if corps members' understanding of population and related problems changed as a result of their participation in the program. First, however, we will investigate corps member concerns about overpopulation at the time they entered the corps and after completing the program.

Throughout the questionnaires administered during the first week and final week, corps members were asked a number of questions which attempted to measure their level of concern about population growth. The results are summarized in Table 4-8 and cover several dimensions of the problem.

The first two panels show corps members' answers to questions about ideal population sizes for the United States and for the entire world. For the United States, 74 percent of the first week respondents felt the ideal population size should be smaller while 21 percent said it should be about the same as it is now. While representing degrees of idealistic thinking, we view these responses as a strong indication of corps member concern about population growth in this country. For the entire world, 87 percent of the youth said the ideal population size should be smaller while only 8 percent said it should be about the same. These higher percentages reflect

IV-16
Table 4-8

Corps Members' Concern about Population Growth
(percent distribution of corps members responding during the
first week and during the final week)

	<u>First Week Responses</u>	<u>Final Week Responses</u>	<u>Change</u>
<u>Ideal population size for the United States should be:</u>			
Much smaller than it is now	32	34	+2
Somewhat smaller than it is now	42	42	-
About the same as it is now	21	18	-3
Somewhat larger than it is now	3	4	+1
Much larger than it is now	<u>2</u>	<u>2</u>	-
Total	100	100	
Number of respondents	2265	2179	
<u>Ideal population size for the entire world should be:</u>			
Much smaller than it is now	53	57	+4
Somewhat smaller than it is now	34	30	-4
About the same as it is now	8	8	-
Somewhat larger than it is now	3	3	-
Much larger than it is now	<u>2</u>	<u>2</u>	-
Total	100	100	
Number of Respondents	2259	2178	
<u>"It will be necessary to limit the number of children born if the present standard of living in the United States is to be maintained"</u>			
Agree very strongly	27	21	-6
Agree, agree somewhat	45	48	+3
Neutral	12	17	+5
Disagree somewhat, disagree	11	10	-1
Disagree strongly	<u>5</u>	<u>4</u>	-1
Total	100	100	
Number of respondents	2214	2131	
<u>"I feel strongly enough about preventing overpopulation that I would be willing to limit my family to two children other than those I might adopt"</u>			
Agree very strongly	33	34	+1
Agree, agree somewhat	35	35	-
Neutral	13	15	+2
Disagree somewhat, disagree	10	9	-1
Disagree strongly	<u>9</u>	<u>7</u>	-2
Total	100	100	
Number of respondents	2181	2118	

not only a concern for population growth at the global level but a realization that the world as a whole faces more problems resulting from overpopulation than the United States.

When we consider the distributions for responses to these two items during the final week in camp, the level of concern for overpopulation is approximately the same. For the United States the slight increase in percentage in youth saying the country should be much smaller is offset by an even slighter increase in those saying the country should be somewhat larger. A greater degree of concern about world population is reflected both in the percentage distributions for the two tests and in the percentage increase of corps members who said the ideal world population should be much smaller than it is now.

In another attempt to gauge their understanding of and concern for environmental problems, we asked corps members to indicate the extent to which they agreed or disagreed with several statements on environmental matters. Although most of these items were designed to test their knowledge of environmental and ecological issues, several aimed at measuring corps members' attitudes toward these issues. Two such items dealt with population growth. To the statement, "It will be necessary to limit the number of children born if the present standard of living in the United States is to be maintained," corps members responded by checking their level of agreement on a seven-point scale.⁸ The distributions of their responses at the beginning and at the end of camp are shown in the third panel of Table 4-8. Whereas 72 percent of the youth agreed with the statement at the beginning of camp, 69 percent agreed at the end. The proportion who were neutral increased from 12 to 17 percent while the proportion who disagreed decreased slightly, from 16 to 14 percent. Taken separately, these distributions indicate a high level of concern about population growth with more than two-thirds of the corps members agreeing to this statement at each of the two points in time. However, the slight shifts in distributions toward a more neutral point of view are difficult to interpret. This question was one of several that was considered somewhat controversial which displayed a movement of responses away from extreme positions toward the neutral response. In any case, the shifts are not great.

⁸The choices were: agree very strongly, agree, agree somewhat, neutral, disagree somewhat, disagree, disagree strongly and don't know. The latter responses were ultimately combined with neutral.

The response differences to a second statement at the two points in time were equally inconclusive. Again, more than two-thirds of the corps members agreed to the statement, "I feel strongly enough about preventing overpopulation that I would be willing to limit my family to two children other than those I might adopt." We interpret these responses as not only showing a concern about the problem of population growth but a personal commitment to do something about it.

This concern is reflected in another way when we consider corps member responses to two of the problems listed earlier in Table 4-6. Overpopulation and overcrowding are directly related to population growth. A high level of concern is demonstrated by the large proportion of youth who said these two problems were very or extremely serious. Furthermore, the ratings for overcrowding in first and final weeks show an increase in the level of concern.

4. Career Plans. Another means of determining the level of concern about environmental problems and issues was to find out about corps members' career plans. We were particularly interested in knowing about possible careers dealing with the environment. A series of questions regarding future schooling and work were asked during the first week in camp and again during the final week. We had suspected that, as a result of this summer experience, more corps members would indicate an interest in working with or in the natural environment.

In the first question in the series, we asked the young people whether they would be returning to school or going to college in the fall (1971). As seen in Table 4-9, the proportion who answered affirmatively was extremely high. Only 3 percent and 2 percent during the first and final weeks, respectively, said they had other plans.

We also asked how much formal schooling they expected to finish. The second panel of Table 4-9 shows that, for the most part, corps members were highly motivated to further their education. Two out of three corps members (69 percent) indicated during the first week that they expected to have some college training whereas in the final week the ratio increased to three out of four (73 percent). The largest shifts appear to be in the greater proportion who expected to complete at least four years of college and fewer who said they didn't know.

Table 4-9

Corps Members' Plans for the Future(percent distribution of corps members responding during the first week
in camp and during the final week)

	<u>First Week Responses</u>	<u>Final Week Responses</u>	<u>Change</u>
<u>Plans for the Fall, 1971¹</u>			
Return to school or go to college	97	98	+1
Other plans	<u>3</u>	<u>2</u>	-1
Total	100	100	
Number of respondents	2240	2169	
<u>Formal Schooling Expected to be Completed²</u>			
High school graduate	8	7	-1
Some additional technical or trade school training	9	8	-1
Some college	15	14	-1
Four years of college	28	31	+3
More than four years of college	26	28	+2
Don't know	<u>14</u>	<u>12</u>	-2
Total	100	100	
Number of Respondents	2245	2191	
<u>"Have you given any thought to the kind of work you would like to do in the future?"</u>			
Yes	87	82	-5
No	<u>13</u>	<u>18</u>	+5
Total	100	100	
Number of Respondents	2259	2182	
<u>Kind of Work Mentioned³</u>			
Work related to the natural environment	34	38	+4
Other work	63	59	-4
Don't know	<u>3</u>	<u>3</u>	
Total	100	100	
Number of respondents	1918	1790	

Table 4-9 (continued)

Corps Members' Plans for the Future
(percent distribution of corps members responding during the first week
in camp and during the final week)

	<u>First Week Responses</u>	<u>Final Week Responses</u>	<u>Change</u>
<u>"Have you seriously considered a job which deals with planning and managing the physical environment?"⁴</u>			
Yes	55	54	-1
No	<u>45</u>	<u>46</u>	+1
Total	100	100	
Number of respondents	1926	1774	

¹The question was: "Will you be returning to school or going to college this fall?"

²The question was: "How much schooling do you think you'll have by the time you finish your formal education?"

³The question, "What kind of work did you have in mind?" was asked of only corps members who said they had thought about the kind of work they wanted to do in the future.

⁴The question was asked of only corps members who said they had thought about the kind of work they intended to do in the future.

Surprisingly, the proportion who said they had given thought to the kind of work they'd like to do diminished between the beginning and end of camp. Whereas 87 percent during the first week said they had thought about their future, 82 percent responded this way in the final week. We suspect this apparent inconsistency stems from the youths' interpretation of the question as whether they were reasonably sure of the kind of work they would like to do in the future, but we do not know. Of those who answered affirmatively on each test, the proportion who mentioned work dealing with the natural environment increased from 34 to 38 percent. When asked what kind of work they had in mind, corps members mentioned conservation and forestry work most often.⁹

In another question asked of corps members who had thought about their future, 55 percent said they had seriously considered a job dealing with planning and managing the physical environment. This percentage was about the same for corps members responding during the final week.

This set of responses indicates that, for the most part, the program only moderately influenced the corps members' career planning. While more said they expected a higher level of education, fewer indicated they knew what they wanted to do in the future. Of those who had thought about the future, more wanted to do work related to the natural environment. However, the proportion who wanted to work specifically in the planning and management of the physical environment did not change.

In sum, the youth showed little change in their level of environmental concern during their period with the Corps. However, most corps members entered the program with extremely high levels of concern indicating little room within which change could occur. The following summary of corps member responses during the initial week clearly points out these high levels of concern.

⁹In dealing with this question, we attempted to develop a somewhat sophisticated code for occupations related to the environment, natural resources and the planning and management of them. In addition to expecting an increase in the number of such occupations mentioned between the first and final week in camp, we expected corps members to be more explicit in the kinds of work they had in mind. We anticipated a higher level of understanding for the environmentally related jobs as a result of the Youth Conservation Corps experience. Investigation of the final questionnaires revealed that this higher level of understanding was not reflected in the corps members' responses.

<u>Item</u>	<u>Percent</u>
1. Chose "Very Important" for "A Chance to learn and do something about the environment" as reason for applying to the program.	77
2. Chose "Extremely or Very Concerned" as their level of environmental concern.	80
3. Believed that United States (and world) population should be "Somewhat Smaller" or "Much Smaller"	87
4. Viewed overpopulation as "Extremely or Very Serious" problem facing the United States.	76
5. Viewed water pollution as an "Extremely or Very Serious" problem.	92
6. Viewed air pollution as an "Extremely or Very Serious" problem.	93
7. "Definitely Willing to Work with Citizen groups in attempting to help resolve problem of water pollution".	72

The little shifts in environmental concern which were detected were, in most cases, toward greater concern. But here as in other areas of our evaluation, the changes were small and must be considered in combination with other aspects of the evaluation before any general conclusions about the effectiveness of the program can be made.

B. Environmental Knowledge

In the previous section, we considered corps members' levels of concern about environmental matters and, to an extent, their commitments to take certain actions in dealing with environmental problems. These concerns and commitments, in part, reflect the corps members' subjective appraisals of themselves when confronted with specific questions. In this section, we will consider their levels of understanding of environmental matters as reflected by more objective measures of knowledge.¹⁰

¹⁰ It should be mentioned that our assessment of youths' knowledge was not totally objective. One index of environmental knowledge considers several attitude measures in addition to pure knowledge measures.

Our approach to measuring environmental knowledge was somewhat global. That is, we considered a wide range of environmental issues, from problems of urbanization to natural resource planning and management. In retrospect, this approach may not have been appropriate. The environmental education programs of several sponsoring agencies and those in different locales often did not take this global view. In many instances, camp programs tended to focus on the specific educational objectives of their sponsoring agencies. Frequently, these were designed to reflect only the environment within which the camp was located.

Furthermore, it is quite possible that some of our measurements were too difficult for the youth who participated in the Youth Conservation Corps program. Nevertheless, we believe our assessment of environmental knowledge presents interesting results which can be used in planning the environmental education program in subsequent years.

Prior to considering changes in environmental knowledge and factors related to these changes, we will discuss our procedures including the item and index components of the environmental measures used.

1. Measuring Environmental Knowledge. Two approaches were used to measure the environmental knowledge of participating youth. The first consisted of a series of questions which could objectively be scored as correct or incorrect. The second attempted to appraise environmental knowledge which is frequently associated with rather strong personal value judgments, such as whether or not hunters should be permitted to shoot doe deer.

The items in the questionnaire were designed to cover a wide range of environmentally related topics. These included water pollution, air pollution, solid waste disposal, concepts of ecology, population growth and problems, and principles and practices of resource planning and management.¹¹ Based on our review of corps member applications we knew that the youth, for the most part, were quite capable academically. Nevertheless, we designed questions which varied in their degree of difficulty.

For both the objective and attitude questions, indices consisting of several questions were constructed for the specific topics. Using

¹¹ Although we now realize that many of these topics were not covered in all camps, we believe that these topics should be included, if not emphasized, in the environmental education program in the future.

objective questions, four such subject matter indices were constructed. These were used to measure knowledge of resource management, ecology, pollution and population problems. The four indices contain multiple choice, true-false and agree-disagree type questions which could be scored as correct or incorrect. By scoring each question in an index, a total score for that index could be derived by summing all correct responses. Thus, the highest possible score for any index is equal to the total number of questions in the index, while the lowest score is zero indicating no correct answers.

In addition to the objective questions used in the four subject matter indices, a second type was used to measure attitudes on commonly held environmental stereotypes. In many areas of environmental concern, certain stereotypes exist which vary in strength according to the amount of relevant knowledge possessed. For example, there is much concern in the United States today about clearcutting as a practice of forestry. A commonly held stereotype is that all clearcutting is bad.¹² Other commonly held stereotypes are that insects do more harm than good and that deer populations will be severely reduced by selected harvesting of surplus does. Within the context of our assessing corps members' understanding of environmental matters, we wanted to see if these stereotypes broke down as a result of participation in the program. An additional index was therefore constructed which deals with environmental stereotypes.

Corps members were asked, on the initial and final questionnaires, to indicate the extent to which they agreed or disagreed with each of the twelve stereotypes. There were seven possible responses to which scores of 1-7 were assigned with 7 being the most correct response. For the twelve items comprising the stereotype index, the score range was therefore 12 to 84. An increase in the youths' score over the period of camp would reflect a breakdown in stereotypes and therefore an increase in knowledge.

¹² No professional forester or informed citizen would agree with this statement since they would know that society needs timber and that certain commercially important timber species, such as douglas fir, will not grow in the shade and therefore cannot be successfully managed using any other type of cutting practice. The question is not whether all clear-cutting is bad but rather one of how the practice of clearcutting is employed and administered - whether the units are aesthetic, whether buffer strips near scenic drives and streams are established, and whether the practice is employed only for economic rather than some combination of economic and ecological reasons.

2. Environmental Knowledge Indices. Of the five indices created to measure environmental knowledge, four were direct measures of knowledge of resource management, ecology, pollution and population problems, and one was an indirect measure based on attitudes toward environmental stereotypes. These five indices and their component items will be discussed briefly.

Resource management index: The eight items shown in Table 4-10 were selected to test the youths' knowledge of selected problems of resource management. They cover a variety of fields which range from water resource development to forestry and wildlife management. The index includes both agree-disagree and true-false items.¹³ For each item, the percent of corps members responding in different ways is shown for the first and final weeks. Changes in percentages of the corps members giving the correct answer is also presented.¹⁴

As seen in the last column of Table 4-10, youth in general responded in a way reflecting an increase in knowledge about resource management. With the exception of items 6 and 7, however, these changes were not substantial.

Ecology index: Three types of items were used in constructing the ecology index. As seen in Table 4-11, the first item was multiple choice, the next eight items were on an agree-disagree scale, and the last three were true-false.

When considering the percentage change in correct responses in the last column of the table, corps members did not appear to learn much as a

¹³ Scoring of the agree-disagree items combined all the agree responses (agree very strongly, agree, agree somewhat) as the correct response if agree were the correct answer. Disagree responses were treated in the same way if disagree were the correct answer. The true-false items were scored directly depending on whether or not the respondent provided the correct answer. In both cases, a neutral, don't know or non-response was treated as an incorrect response.

¹⁴ With the exception of item 8, the statements are quite straightforward, albeit perhaps difficult. For Item 4, the key words are "fixed amount of water". In an early version of our questionnaire, we used the words "fixed amount of fresh water" but realized that fresh water can be used up. We therefore changed the wording to "fixed amount of water" to assure either a correct or incorrect answer. The total amount of water on earth is fixed and cannot be used up. The question is whether or not we are using it wisely!

Table 4-10

Item Analyses for Resource Management Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Correct Response</u>
1. <u>Mulching is an effective way of retaining the water content of the soil.</u>			
Agree	48	54	+6
Neutral or Don't Know	45	39	
Disagree	7	7	
2. <u>It is possible to establish wild-life reserves and other natural areas within large cities.</u>			
Agree	42	47	+5
Neutral or Don't Know	14	17	
Disagree	44	36	
3. <u>Level river and creek bottom soils which are subject to flooding are well adapted to recreational use.</u>			
Agree	20	21	+1
Neutral or Don't Know	44	39	
Disagree	38	40	
4. <u>Since there is only a fixed amount of water on earth, we must be careful not to use it up too quickly.</u>			
Agree	76	73	
Neutral or Don't Know	9	10	
Disagree	15	16	+2
5. <u>Hunters never should be permitted to shoot doe deer.</u>			
Agree	45	37	
Neutral or Don't Know	14	16	
Disagree	41	47	+6
6. <u>Clearcutting is a practice in forestry which should be stopped.</u>			
Agree	37	36	
Neutral or Don't Know	37	24	
Disagree	26	40	+14

Table 4-10 (continued)

Item Analyses for Resource Management Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Correct Response</u>
7. <u>We are rapidly using up our fixed supply of timber resources.</u>			
Agree	68	54	
Neutral or Don't Know	18	21	
Disagree	14	25	+9
9. <u>Heavy clay soils are not well adopted to agricultural use.</u>			
True	71	75	+4
False	29	25	
Number of Respondents	2310	2245	

¹For the agree-disagree items, agree responses include strongly agree, agree somewhat and agree. Disagree responses include strongly disagree, disagree somewhat and disagree.

Table 4-11

Item Analysis for Ecology Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Correct Response</u>
1. <u>A food chain is:</u> A series of organisms through which energy flows. Other responses ²	63 37	66 34	+3
2. <u>Most insects do more harm than good.</u> Agree Neutral or Don't Know Disagree	50 23 27	53 23 24	+3
3. <u>Trees are helpful in keeping soils from eroding.</u> Agree Neutral or Don't Know Disagree	93 5 2	90 7 3	-3
4. <u>Generally, the greater the variety of plants and animals in a natural area, the more likely these plants and ani- mals will be healthy and survive."</u> Agree Neutral or Don't Know Disagree	63 24 13	63 24 13	
5. <u>Simple ecological systems are usually more stable than complex systems.</u> Agree Neutral or Don't Know Disagree	55 31 14	53 32 15	-1
6. <u>One of the amazing things about nature is that it goes on undisturbed regardless of what happens.</u> Agree Neutral or Don't Know Disagree	17 8 75	20 11 69	-6

Table 4-11 (continued)

Item Analysis for Ecology Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Correct Response</u>
7. <u>It really doesn't matter much if rare and endangered species of wildlife become extinct.</u>			
Agree	7	9	
Neutral or Don't Know	4	6	
Disagree	89	85	-4
8. <u>The major reason that nature seems so calm and peaceful is because there is little conflict or competition in nature.</u>			
Agree	30	27	
Neutral or Don't Know	14	14	
Disagree	56	59	+3
9. <u>Generally, the best way to increase wildlife population is to eliminate animals which prey on other animals.</u>			
Agree	12	15	
Neutral or Don't Know	10	13	
Disagree	78	72	-6
10. <u>Green leaves, water and sunlight make food for plants.</u>			
True	81	85	+4
False	19	15	
11. <u>Natural succession refers to the fact that new plants are the offspring of the plants which were there before.</u>			
True	77	75	
False	23	25	+2
12. <u>Heredity is the big factor in determining how tall any one pine tree will grow.</u>			
True	55	60	
False	45	40	-5
Number of respondents	2310	2245	

¹For the agree-disagree items, agree responses include strongly agree, agree somewhat and agree. Disagree responses include strongly disagree, disagree somewhat and disagree.

²For other responses, see Question C6 of the first week questionnaire quoted in Appendix E.

result of their summer experience.' In fact, of the twelve items, five showed a decrease in the percent of correct responses. As we will see, these tendencies for a smaller percentage of youth to respond correctly appear in other indices as well.

Pollution index: Nine items were used to construct the pollution index. Table 4-12 shows that, with one exception, increases occurred in the percent of correct responses for these items. Based on the magnitudes of these increases, however, it appears that the corps members' level of understanding of pollution matters increased only slightly. This was particularly disappointing to the researchers since the proportion of correct responses on most items during the first week was not great. As we indicated earlier, the youth appeared to be highly motivated as expressed by their concern about environmental problems and, on the average, had good academic records. Given these factors we expected a greater increase in understanding of the pollution issue and other environmental matters than we actually found.

Population index: This index consisted of three multiple choice questions. Table 4-13 shows increases in the percent of correct answers for the first two questions while responses to the third question remain virtually the same. On the first question, we were surprised to find that less than one-third of the youth knew the size of the population of the United States.

Environmental and stereotype index: The twelve items used to build the environmental stereotype index are shown in Table 4-14. When considering the percentage change in correct responses between the first week and final week, half the items show a reduction while the other half show an increase. The magnitude of change, however, appears to be somewhat greater for the increases in the percentages of correct responses. We suggest that the value content of some of these items may be an influencing

Table 4-12

Item Analysis for Pollution Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Changes in Correct Response</u>
1. <u>Rachel Carson is best known for her:</u>			
Criticism of the use of pesticides	36	36	--
Other responses ²	64	64	
2. <u>A brown out is:</u>			
An action taken during an electric power shortage	18	24	+6
Other responses ²	82	76	
3. <u>A measure of noise pollution is:</u>			
The decibel	44	49	+5
Other responses ²	56	51	
4. <u>A temperature inversion is:</u>			
Concentrates air pollution in parts of the country	26	29	+3
Other responses ²	74	91	
5. <u>There would be no air and water pollution without man:</u>			
Agree	61	55	
Neutral or Don't Know	9	12	
Disagree	30	33	+3
6. <u>If sewage treatment plants were totally effective, disposal of solid wastes would still be a major environmental problem.</u>			
Agree	48	49	+1
Neutral or Don't Know	27	28	
Disagree	25	23	
7. <u>Litter in parks and campgrounds is an example of the problem of solid waste disposal.</u>			
True	74	79	+5
False	26	21	

Table 4-12 (continued)

Item Analysis for Pollution Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Changes in Correct Response</u>
8. <u>Visual pollution does not refer to eye irritation caused by dust and chemicals in the air.</u>			
True	44	54	+5
False	41	46	
9. <u>One of the major costs of operating outdoor recreation areas is cleaning up trash and litter.</u>			
True	89	90	+1
False	11	10	
Number of respondents	2310	2245	

¹For the agree-disagree items, agree responses include strongly agree, agree somewhat and agree. Disagree responses include strongly disagree, disagree somewhat and disagree.

²For other responses see Section C of the first week questionnaire are quoted in Appendix E.

Table 4-13

Item Analysis for Population Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Changes in Correct Response</u>
1. <u>How many people would you estimate there are in the United States today?</u>			
175-225 million	31	36	+5
Other responses	69	64	
2. <u>How many people would you estimate there are in the world today?</u>			
3-5 million	35	42	+7
Other responses	65	58	
3. <u>How long do you think it will take the world to double its population at the present rate of increase?</u>			
25-50 years	10	11	+1
Other responses	90	89	
Number of respondents	2310	2245	

¹For the other response choices on these items see Section C of the questionnaire in Appendix E.

Table 4-14

Item Analysis for Environmental Stereotype Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Changes in Correct Response</u>
1. <u>Since there is only a fixed amount of water on earth, we must be careful not to use it up too quickly.</u>			
Agree	76	73	
Neutral or Don't Know	9	10	
Disagree	15	17	+2
2. <u>Hunters never should be permitted to shoot doe deer.</u>			
Agree	45	37	
Neutral of Don't Know	14	16	
Disagree	41	47	+6
3. <u>There would be no air and water pollution without man.</u>			
Agree	61	54	
Neutral of Don't Know	9	13	
Disagree	30	33	+3
4. <u>Science is advancing so rapidly that we need not worry about using up our natural resources.</u>			
Agree	9	11	
Neutral or Don't Know	7	10	
Disagree	84	79	-5
5. <u>Clearcutting is a practice in forestry which should be stopped.</u>			
Agree	37	36	
Neutral or Don't Know	37	24	
Disagree	26	40	+14
6. <u>There is little a citizen can do as an individual to help improve the quality of the environment.</u>			
Agree	15	17	
Neutral or Don't Know	6	20	
Disagree	79	73	-6

Table 4-14 (continued)

Item Analysis for Environmental Stereotype Index
(percent distribution of corps members responding during
the first and final weeks)

<u>Item</u> ¹	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Correct Response</u>
7. <u>Practically all environmental problems are caused by industries.</u>			
Agree	52	50	
Neutral or Don't Know	9	14	
Disagree	39	36	-3
8. <u>Generally, the best way to increase wildlife populations is to eliminate animals which prey on other animals.</u>			
Agree	12	15	
Neutral or Don't Know	10	13	
Disagree	78	72	-6
9. <u>Most insects do more good than harm.</u>			
Agree	50	53	+2
Neutral or Don't Know	23	24	
Disagree	27	24	
10. <u>We are running out of open land in the United States.</u>			
Agree	80	76	
Neutral or Don't Know	9	13	
Disagree	11	11	--
11. <u>Wildflowers should never be picked.</u>			
Agree	36	40	
Neutral or Don't Know	28	26	
Disagree	36	34	-2
12. <u>We are rapidly using up our fixed supply of timber resources.</u>			
Agree	68	54	
Neutral or Don't Know	28	21	
Disagree	14	25	+11
Number of respondents	2310	2245	

¹For the agree-disagree items, agree responses include strongly agree, agree somewhat and agree. Disagree responses include strongly disagree, disagree somewhat and disagree.

factor in the pattern of corps members' response.¹⁵ Nevertheless, significant changes in the proportion of correct responses in this index were not observed.

In sum, the item analyses of the five environmental knowledge indices reveal that patterns of change are in the direction of slight increases in environmental understanding. However, the small magnitude of these item changes and the fact that negative changes offset positive changes in some indices suggest that the environmental knowledge issue requires further study.

In the remainder of the chapter, we will consider changes in the average scores of the five indices. We will also consider those characteristics of corps members and camps which may be related to these changes.

3. Changes in Index Scores. In the previous section, we discussed corps member responses to the individual items making up the six indices of environmental knowledge. In this section, we will consider each index without looking at the individual items which comprise it. Average or mean scores for each index will be discussed as well as their changes between the first and final weeks of camp.

In Table 4-15, the percentage distributions, the mean scores for each index are shown for the first and final tests along with changes in mean scores.¹⁶ The table shows that, with the exception of the ecology index, slight positive changes occurred over the course of the program. These changes reflect a slight increase in knowledge of environmental matters.

¹⁵ Upon closer examination there appear to be three types of agree-disagree items used in constructing the five indices: items for which there is general agreement by informed people on their correctness or incorrectness; items which are value-laden and for which there is not a consensus on their correctness or incorrectness; and items which do not clearly fall into these two categorizations. For items of the first type, the response patterns reflect a movement away from the incorrect position to the correct position. For items of the second type there appears to be a movement away from both polar positions toward a neutral one. These latter movements suggest that for some items, decreases in the proportion of correct responses may not necessarily be viewed as undesirable. This could reflect a tempering of extreme positions.

¹⁶ The range of possible scores was collapsed into several classes for each index to avoid a cumbersome table showing percentage distributions across all possible scores.

Table 4-15

Scores on Five Indices of Environmental Knowledge
 (mean scores and percent distribution of scores of corps
 members responding during the first and final weeks)

	<u>Score Range</u>	<u>Score</u>	<u>First Week</u>	<u>Final Week</u>	<u>Change</u>
<u>Resource Management Index</u>	0-9	0-2	32	26	-6
		3-5	62	61	-1
		6-8	<u>6</u>	<u>13</u>	+7
	Total		100	100	
	Mean Score		3.2	3.6	+0.4
<u>Ecology Index</u>	0-12	0-4	9	13	+4
		5-8	65	59	-6
		9-12	<u>26</u>	<u>28</u>	+2
	Total		100	100	
	Mean Score		7.2	7.1	-0.1
<u>Pollution Index</u>	0-9	0-2	15	12	-3
		3-6	76	75	-1
	7-9	9	<u>13</u>	<u>14</u>	
	Total		100	100	
	Mean Score		4.1	4.4	+0.3
<u>Population Index</u>	0-3	0	38	33	-5
		1-2	57	60	+3
		3	<u>5</u>	<u>7</u>	+2
	Total		100	100	
	Mean Score		0.9	1.0	+0.1
<u>Environmental Stereotype Index</u>	12-74	12-38	11	9	-2
		39-45	25	21	-4
		46-42	34	33	-1
		53-59	23	24	+1
		60-74	<u>7</u>	<u>13</u>	+6
	Total		100	100	
	Mean Score		48.2	49.3	+1.1

4. Factors Influencing Change. Despite these small changes, we were interested in investigating the relative magnitude of change for corps members with different characteristics and within different types of camps. Specifically, we wanted to see if consistent patterns of change existed across all five indices for different youth and camps.¹⁷

The selected characteristics of youth for which changes were considered are shown in Table 4-16 where a number of patterns are suggested.¹⁸ When considering the sex of corps members, the pattern of change in mean scores across the five indices reflects a greater increase in environmental knowledge for girls than for boys. A similar pattern exists for white corps members in relation to youth from other racial and ethnic backgrounds.

For youth from large and medium cities of over 100,000 population, slightly larger changes in mean scores appear across three of the five indices while youth coming from rural areas and Indian reservations show the smallest magnitude of change. Eighteen-year-old corps members show greater change on four of the five indices. At the same time, youth who had prior camping experience also appear to have increased their knowledge relative to those who had not been to camp.

Patterns of change were also considered for several corps member attitudes and other responses. As seen in the first two panels of Table 4-17, relationships exist between the magnitude of change in mean scores and how worthwhile corps members felt their Youth Conservation Corps experience was and how well they liked it. Increased patterns of learning are more likely to appear for youth who felt the corps was very worthwhile and who really liked it.

Similar patterns exist for those youth who rated highly the environmental education they received as part of the work program and their camp coordination of the education program and work activities.

¹⁷ It should be emphasized that we were searching for consistent patterns of change rather than evaluating absolute amounts of change by the selected characteristics. In evaluating these patterns of small change, responses were considered for only those youth who answered the identical questions in the first week and final week questionnaires. Since a number of corps members who wrote the initial questionnaire were not present when the final questionnaire was administered, these youth were eliminated from our analysis. This explains the small sample size in the tables considering index score change by corps member and camp characteristics.

¹⁸ Consideration was given to a number of other corps member characteristics but no consistent patterns of change were observed among them.

Table 4-16

Changes in Mean Scores of Five Environmental Knowledge Indices
Select Corps Member Characteristics¹

	<u>Resource Management Index</u>	<u>Ecology Index</u>	<u>Pollution Index</u>	<u>Population Index</u>	<u>Environmental Stereotype Index</u>	<u>Number of Respondents²</u>
<u>Mean Score Average</u>	+0.4	-0.1	+0.3	+0.1	+1.1	1677
<u>Corps Member Characteristic</u>						
<u>Sex</u>						
Boys	+0.4	-0.2	+0.3	+0.1	+0.9	1023
Girls	+0.6	---	+0.4	+0.1	+1.4	654
<u>Race and Ethnic Background</u>						
White	+0.5	-0.1	+0.4	+0.1	+1.2	1459
Negro	-0.2	-0.3	+0.3	---	-0.6	117
American Indian	---	-0.6	-0.1	+0.1	-0.2	50
Spanish-American	+0.1	+0.2	+0.1	+0.4	---	34
Other	+0.1	+0.6	+0.4	+0.3	+2.6	17
<u>Place of Residence</u>						
Large city over 100,000 and suburbs	+0.5	-0.1	+0.5	+0.1	+1.5	419
Town less than 100,000	+0.4	---	+0.3	+0.1	+1.0	822
Rural area and Indian reservation	+0.4	-0.2	+0.3	+0.1	+0.8	436
<u>Age</u>						
15	+0.3	-0.2	+0.3	+0.1	+1.1	486
16	+0.5	-0.1	+0.4	+0.1	+1.1	570
17	+0.4	---	+0.3	+0.1	+0.9	470
18	+0.7	-0.1	+0.5	+0.3	+1.8	151

Table 4-16 (continued)

Changes in Mean Scores of Five Environmental Knowledge Indices
Select Corps Member Characteristics¹

<u>Corps Member Characteristic</u>	<u>Resource Management Index</u>	<u>Ecology Index</u>	<u>Pollution Index</u>	<u>Population Index</u>	<u>Environmental Stereotype Index</u>	<u>Number of Respondents²</u>
<u>Prior Camp Experience</u>						
Yes	+0.4	-0.1	+0.2	+0.1	+0.1	637
No	+0.5	-0.1	+0.4	+0.1	+1.2	1040

¹Change in mean score is the difference between the mean score for the initial week and the mean score for the final week. A negative score indicates a lower score for the final week.

²Includes only those corps members who answered all questions comprising all indices at the beginning and at the end of camp.

Table 4-17

Changes in Mean Scores of Five Environmental Education Indices by
Selected Corps Member Attitudes¹

	<u>Resource Management Index</u>	<u>Ecology Index</u>	<u>Pollution Index</u>	<u>Population Index</u>	<u>Environmental Stereotype Index</u>	<u>Number of Respondents²</u>
<u>Mean Score Change</u>	+0.4	-0.1	-0.3	+0.1	+1.1	1677
<u>Corps Member Attitudes</u>						
<u>Evaluation of Program</u>						
Very worthwhile	+0.5	---	+0.4	+0.1	+1.2	1258
Somewhat worthwhile	+0.2	-0.4	+0.2	+0.1	+0.7	386
Not very worthwhile	---	-0.9	+0.2	-0.3	-1.0	33
<u>Evaluation of Experience</u>						
Really liked it	+0.5	---	+0.4	+0.1	+1.4	989
Liked it	+0.4	-0.1	+0.3	+0.2	+0.8	503
Neutral or disliked it	+0.1	-0.6	+0.2	---	-0.3	185
<u>Rating of Environmental Education Received as Part of Work Program</u>						
Excellent	+0.5	---	+0.4	---	+1.4	369
Very good	+0.5	-0.2	+0.4	+0.1	+1.6	470
Good	+0.4	+0.1	+0.3	+0.2	+0.8	453
Fair	+0.4	-0.2	+0.2	+0.1	+1.0	251
Poor	+0.2	-0.5	+0.2	+0.1	-0.5	134

Table 4-17 (continued)

Changes in Mean Scores of Five Environmental Education Indices by
Selected Corps Member Attitudes¹

	<u>Resource Management Index</u>	<u>Ecology Index</u>	<u>Pollution Index</u>	<u>Population Index</u>	<u>Environmental Stereotype Index</u>	<u>Number of Respondents²</u>
<u>Corps Member Attitudes</u>						
<u>Rating of Camp Coordination of Environmental Education and Work Program</u>						
Excellent	+0.6	+0.1	+0.5	+0.2	+1.6	251
Very good	+0.5	-0.1	+0.4	+0.1	+1.7	470
Good	+0.4	-0.2	+0.3	+0.1	+0.8	503
Fair	+0.4	---	+0.3	+0.1	+0.7	302
Poor	+0.2	-0.5	+0.2	+0.1	+0.1	151

¹Change in mean score is the difference between the mean score for the initial week and the mean score for the final week. A negative score indicates a lower score for the final week.

²Includes only those corps members who answered all questions comprising all indices at the beginning and at the end of camp.

As seen in Table 4-18 patterns of change in the mean scores also are related to several camp characteristics. In camps which devoted more time to environmental education and emphasized it relative to work, changes are greater on four of the five indices. Moreover, there is a relationship between changes in mean scores and the camp participation-interpersonal relations index. In camps where corps members participated in management and government and where staff-corps member relations were open and friendly, high mean score changes reflect a relatively large increase in environmental knowledge. This finding, together with those reported earlier indicate that corps members' assessments of their staff and the staffs' willingness to let youth participate in camp governance are among the most important factors influencing the success of the Youth Conservation Corps program.

Although we have identified a number of camp and corps member characteristics which are related to changes in environmental knowledge, the changes, in themselves, are not great. Nor do they reflect the corps members' perceptions of what they thought they learned. As seen in Table 4-19, youth did feel that their understanding of one aspect of environmental knowledge increased. When asked in the final week about their understanding of natural resource management and planning, 46 percent said it was above or much above average compared to 27 percent who gave these responses during the first week. An investigation of this question relative to increases in knowledge showed no relationships. It is possible that our instruments for measuring environmental knowledge did not cover those subjects which corps members believed they learned.

In summary, the results of our analysis showed that, while change in environmental knowledge did occur and was in the right direction in four of the five indices, the change was very small in magnitude. The responses to individual questions making up these indices varied considerably, with youth showing an increase in knowledge on some questions and a decrease in knowledge on others. Despite problems of measurement, we had anticipated greater change in the corps members' level of environmental understanding, especially since the initial scores were so low. Nevertheless, we did find relationships which suggest ways in which improvements can be made in the future. By better coordination of and greater emphasis on environmental education activities as part of the work program, by allowing

Table 4-18

Changes in Mean Scores of Five Environmental Education Indices
by Select Camp Characteristics¹

	Management Index	Ecology Index	Pollution Index	Population Index	Environmental Stereotype Index	Number of Respondents ²
<u>Mean Score Change</u>	+0.4	-0.1	+0.3	+0.1	+1.1	1677
<u>Time Devoted to Work Assignments and Environmental Education</u>						
Mostly work assignments	+0.4	-0.1	+0.3	+0.1	+0.4	621
About half and half	+0.4	-0.2	+0.2	+0.1	+0.9	704
Mostly environmental education	+0.7	+0.2	+0.6	+0.1	+2.7	352
<u>Emphasis Given to Work Accomplishment and Environmental Education</u>						
Mostly work accomplishment	+0.3	-0.3	+0.2	+0.2	+0.6	570
Equal emphasis	+0.5	-0.1	+0.4	+0.1	+1.2	922
Mostly environmental education	+0.5	+0.3	+0.5	+0.1	+2.4	185
<u>Participation-Interpersonal Rela- tions Score</u>						
Low (1)	+0.1	-0.3	+0.1	---	+0.1	117
(2)	+0.2	-0.1	+0.2	+0.1	+0.9	319
(3)	+0.5	-0.2	+0.4	+0.1	+0.9	838
(4)	+0.4	-0.1	+0.3	-0.1	+1.2	168
High (5)	+0.8	+0.3	+0.4	+0.2	+2.2	235
<u>Duration of Camp Session</u>						
4-6 weeks	+0.6	+0.1	+0.4	+0.1	+2.3	302
7-9 weeks	+0.4	-0.1	+0.3	+0.1	+0.9	1342
10-12 weeks	+0.1	-2.0	+0.1	-0.2	-2.4	33

¹ Change in mean score is the difference between the mean score for the initial week and the mean score for the final week. A negative score indicates a lower score for the final week.

² Includes only those corps members who answer all questions comprising all indices at the beginning and at the end of camp.

Table 4-19

Self-Rating on Understanding of Natural Resource Management
and Planning
 (percentage distribution of young people responding during the first
 week and during the final week)

	<u>First Week</u> <u>Response</u>	<u>Final Week</u> <u>Response</u>	<u>Change in</u> <u>Correct</u> <u>Response</u>
<u>My Understanding is:</u>			
Much above average	4	7	+3
Above average	23	39	+16
Average	55	46	-9
Below average	16	7	-9
Much below average	<u>2</u>	<u>1</u>	-1
Total	100	100	
Number of respondents	2247	2180	

youth to participate in camp governance and by creating situations where good interpersonal relations can develop, higher levels of environmental understanding undoubtedly can be achieved.

V. SOCIAL ATTITUDES AND RELATIONS

Among the stated objectives of the Youth Conservation Corps program, two deal with the social relations of corps members. These include opportunities for youth to:

1. Better work with and relate to peers and superiors.
2. Build lasting cultural and communication bridges between youth from various social, ethnic, racial and economic backgrounds.

In this chapter we will examine social attitudes and behavior from the standpoint of getting along with persons with different social characteristics. In the following chapter we will also consider social behavior from the standpoint of participation in recreation. Admittedly, this distinction is sometimes difficult to maintain. Therefore; numerous cross references between chapters will be made.

It is important at this point to review several characteristics of the young people enrolled in the 1971 Youth Conservation Corps program. Earlier we noted that three-quarters came from small towns and rural areas. A majority of these youth were white, and a disproportionate number were from western states and, to some extent, from the South. Because of the location of camps and recruitment practices, few white corps members came from the large metropolitan areas of the North. Consequently it is assumed that most white corps members had limited contact with youth from minority groups prior to the camp experience, even though few were from exclusively white middle class suburbs. While young people in small town and rural areas usually attended a single high school which included a fairly broad range of economic backgrounds, Negro youth were usually a very small minority. Contact with American Indian and Spanish American minorities varied widely from school to school, with most schools having little or no representation from these groups.

Because of this background we hypothesized that:

1. Racial problems would not be viewed as having high direct relevance for corps members.
2. Their racial attitudes may be characterized as being that of "untested" acceptance. The camp experience may be the first real test of these attitudes.
3. The problems of the urban poor would not be directly relevant to corps members.
4. Corps members would perceive and experience minimum problems in their relationships with youth of different economic backgrounds.

Measurement of the lasting quality of the communications bridges established during the summer is beyond the scope of this investigation. The limitations imposed by a homogeneous home environment on "lasting communication bridges" may, however, limit the full potential of the Youth Conservation Corps experience. Most corps members will return, at least for the present, to communities which have not experienced major problems in white relationships with minorities. The social and communication skills which youth acquire will be most applicable immediately after camp in their relations with peers and superiors.

A. Racial Attitudes

The results of our study show that the young people did not view race as being a major problem. When presented with a list of problems, only 28 percent of the youth said race relations was likely to be an "extremely important" problem in their life during the next three years. Only three problems of the nineteen presented had lower ratings. At the end of camp, 27 percent answered "extremely important," with only two other problems receiving lower rankings. While the concern of corps members for race relations as a problem in their lives was low, the reasons for this are not immediately apparent. It could be interpreted as saying that the problem was remote and irrelevant to them. Or it could be viewed as an expression of confidence in their ability to relate well to members of different races.

Somewhat higher ratings were given race relations as a problem facing the United States. At the national level 35 percent saw it as an "extremely serious" problem at the beginning of camp, and 31 percent said this at the

end of camp.¹ We have shown in Chapter 3, that corps members did not expect to be bothered by many problems when they entered camp. As seen in Table 5-1, 73 percent said that getting along with corps members of different races would be no problem for them; by the end of camp an additional 6 percent felt this was a problem, but almost all of these said they were hardly bothered by the problems they had. This change may be the result of reality testing, a somewhat over-optimistic sense of confidence in one's own abilities to get along with others. As seen in the pattern of changes in Table 5-1, getting along with people was viewed as more of a problem at the end of camp while getting along in the environment was viewed as less of a problem. Getting along with corps members of different racial backgrounds was somewhat more of a problem than anticipated. However, Table 5-1 shows that this change was smaller than the changes for getting along with corps members in general, and getting along with staff.

A third measure of racial attitudes was adopted from a national study of high school boys in 1970.² This measure asks about acceptance of persons of different racial background as work superiors, as neighbors, and as playmates of one's children. At the beginning of camp, more corps members expressed a willingness to accept different races than the national average. There was, in fact, very little room for increasing expressions of acceptance. As seen in Table 5-2, there were very slight shifts in percentages on two of these questions when asked again at the end of camp.

Because of the generally high level of acceptance expressed at the start of camp, responses to only one of the three questions on racial attitudes left some margin for improvement. This question was related to the acceptance of persons of a different racial background as neighbors. We have examined how changes on this measure were related to the camp participation-interpersonal relations score. Although our measure of camp structure in terms of participation and interpersonal relations focused on staff-corps member relations, we expected that camps with high scores on this index would

¹ At both times five other problems were rated less serious for the country and thirteen were considered more serious. For ratings of other problems, see Table 4-6 in Chapter 4.

² Jerald G. Bachman and Elizabeth Van Duinen, Youth Looks at National Problems: A Special Report from the Youth and Transition Project, Institute of Social Research, The University of Michigan, Ann Arbor, Michigan, 1971.

Table 5-1

Changes Between Percent Anticipating No Problem in Selected Social and Environmental Areas and What Actually Happened
(percent of corps members responding during the first week and final week)

<u>Area</u>	<u>Percent Saying No Problem</u>		<u>Change</u>
	<u>Anticipated</u>	<u>As it Turned Out</u>	
<u>Getting along with people</u>			
Getting along with staff	72	52	-20
Getting along with other corps members in general	60	46	-14
Getting along with different races	73	67	- 6
Getting along with different economic groups	77	71	- 6
Overall Average	70	59	-11
<u>Getting along in the environment</u>			
Living or working out of doors	80	72	- 8
Living where there are strange sounds at night	79	76	- 3
Living or working around wild animals	67	68	+ 1
Being in unfamiliar surroundings where you might get lost	63	66	+ 3
Living or working around insects	29	34	+ 5
Living or working around snakes	42	55	+13
Overall Average	59	62	+ 3

Table 5-2

Comparison of Racial Attitudes for a National Sample of High School Aged Boys
and Corps Members at the Beginning and End of Camp

	National Sample of Boys ¹		Corps Members	
	<u>1969</u>	<u>1970</u>	<u>First Week</u>	<u>Last Week</u>
"Suppose you had a job where your supervisor was a qualified person of a different race, would you mind that:"				
A Lot	6	5	1	1
A little	25	20	8	7
Not at all	68	75	90	91
Missing data	1	1	1	1
"If a family of a different race (but same level of education and income) move next door to you, would you (mind that):"				
A Lot	9	7	2	2
A little	28	23	12	8
Not at all	62	69	85	89
Missing data	1	1	1	1
"If you had small children would you rather they had only:"				
White friends	16	13	3	3
Only black friends	4	3	1	1
Both black and white friends	79	82	94	93
Missing data	1	1	2	3

¹J. G. Bachman and E. Van Duinen, Youth Look at National Problems. Ann Arbor, Michigan: University of Michigan, Institute for Social Research (1971), pp. 38 and 39.

foster good interpersonal relations between corps members. Table 5-3 shows that this, in fact, was true.

At the time corps members entered the program, there was no reason to expect a relationship between type of camp and racial acceptance. What differences were observed were fairly random. When calculating average scores for camps, camps that were low on the participation-interpersonal relations index scored 4.74 out of a possible 5.³ At the end of camp, however, the average score for these camps declined to 4.67 or the lowest average score of the five types of camps.

Since the maximum possible improvement is .48 (the difference between the start of camp mean score for camps in the fourth category and a perfect score of 5.00), the absolute change values are necessarily slight. However, the changes can be viewed relative to the maximum possible for each camp score. For example, campers in those camps rated high on the index scored 4.70 on racial acceptance at the start of camp. The difference between this figure and 4.00 is .30. At the end of camp their score was 4.80, an observed improvement of .10 or 33 percent of that which was possible. When viewed in this light, the relationship between the camp participation-interpersonal relations score and shifts toward accepting persons of different racial backgrounds becomes clear. In camps scoring high there was noticeable improvement, while in camps scoring low, the change was negative.

The foregoing indicates that the program as a whole had some modest success in the area of race relations. Furthermore, camps which were more participatory and open had more noticeable success in this regard. However, not all evidence is positive. As noted in Appendix B, there was a relationship between race and dropping out. This suggests further analysis of the relationship between race and personal adjustment in the Youth Conservation Corps.

In reporting their satisfaction with the program and its worth, whites and Spanish American youth felt the summer was very successful, Negro youth were also positive about the Youth Conservation Corps, but somewhat less so than whites. American Indians were clearly less positive,

³The mean was calculated by giving respondents a (1) who said they would mind "a lot", a (3) to those who said they would mind "a little" and a (5) to respondents who said they would "not mind at all" if a family of a different race moved next door. Since 87 percent of the youth said they would not mind at all, the average or mean score was high or 4.74.

Table 5-3

Changes in Attitudes Toward Persons of a Different Race as Neighbors
by Camp Participation-Interpersonal Relations Index
 (percent of corps members responding during first and final week in camp)

"If a person of a different race but
 the same level of education and in-
 come moved next door to you, would
 you mind that:"

Camp Participation- Interpersonal Relations Score			A Lot	A Little	Not At All	Non Response	Mean ¹	Observed Change	Maximum Possible Change ²	Percent of Possible Change ³
Low	(1)	First Week	-	12	87	1	4.74	-.07	.26	--
		Final Week	2	11	85	2	4.67			
	(2)	First Week	2	11	85	2	4.66	+.04	.34	12
		Final Week	3	8	88	2	4.70			
	(3)	First Week	2	12	86	1	4.68	+.07	.32	22
		Final Week	2	7	90	1	4.75			
	(4)	First Week	5	12	81	2	4.52	+.10	.48	31
		Final Week	3	9	86	2	4.67			
High	(5)	First Week	2	10	87	2	4.70	+.10	.30	33
		Final Week	1	7	91	1	4.80			

V-7

¹The mean was calculated by giving a (1) to respondents who said they would mind "a lot", a (3) to those who said they would mind "a little" and a (5) to respondents who said they would "not mind at all".

²The maximum possible change is the difference between the first week mean and (5), the value assigned for those responding "not at all".

³The percent of possible change is the ratio of the observed change to the maximum possible change. This ratio was not determined when the final week score was less than the first week score.

and, on balance, might even be described as having had a negative response. That the program was somewhat less successful for certain minority groups raises the question as to whether the modest gains in acceptance of racial differences were mostly due to changes in the attitudes of the white majority. Unfortunately, this appears to be the case. As Table 5-4 shows, white and Spanish American youth became more accepting, while Negro and American Indian youth moved in the opposite direction. Although the reasons for this double shift are not clear, it may be that the adjustment to the camp environment was a more complex task for Negro and American Indian youth. In addition to the usual adjustments faced by all corps members, these youth frequently had to make a cultural one as well. Earlier we noted that more than half of the camps contained 90 percent or more white corps members. In most cases, this meant that only one or two corps members from any minority group were present. If most of the minority group members came from home settings where most of their close relationships were with members of their own race, their adjustment to camp probably entailed overcoming cultural differences. Under these circumstances it is not surprising that few had a negative reaction to integration. In future years more attention should be given to the problems minority group members face in adjusting to camp life. Consideration should be given to the interpretation of guidelines for recruiting a "representative" group of corps members. If representation is interpreted to mean "in proportion to occurrence in the population," then corps members with minority backgrounds will be isolated as one of a very few members of their group in camp. We believe that representation should be interpreted more broadly. The objective should be that of recruiting sufficient numbers of all groups so that no corps member finds himself as either the only person of his background in a camp or as one of a few. Perhaps four or five youth from minority backgrounds should be a minimum in small camps with more youth recruited for larger camps. Camps, whose normal region of recruitment do not provide sufficient opportunities for achieving this objective, should be encouraged to go outside the region to obtain representation.

Another factor which may explain some of the racial differences in satisfaction is that corps members from different racial backgrounds had somewhat different motivations for joining the Youth Conservation Corps. This is a problem of social relations only to the extent that understanding the different purposes youth have for joining the Youth Conservation Corps may

Table 5-4

Changes in Attitudes Toward Persons of a Different Race as Neighbors
by Race of Corps Member
 (percent of corps members responding during first and final week in camp)

"If a person of a different race but
 the same level of education and in-
 come moved next door to you, would
 you mind that:"

<u>Race and Ethnic Background</u>		<u>A Lot</u>	<u>A Little</u>	<u>Not At All</u>	<u>Non Response</u>	<u>Mean¹</u>	<u>Observed Change</u>	<u>Maximum Possible Change²</u>	<u>Percent of Possible Change³</u>
White	First Week	2	12	84	1	4.64	+.10	.36	28
	Final Week	2	8	89	1	4.74			
Negro	First Week	2	7	89	2	4.73	-.13	.27	--
	Final Week	4	10	84	2	4.60			
American Indian	First Week	1	8	91	--	4.78	-.09	.22	--
	Final Week	3	6	87	4	4.69			
Spanish- American	First Week	--	8	92	--	4.84	+.12	.16	75
	Final Week	--	2	98	--	4.96			

V-9

¹The mean was calculated by giving a (1) to respondents who said they would mind "a lot", a (3) to those who said they would mind "a little" and a (5) to respondents who said they would "not mind at all".

²The maximum possible change is the difference between the first week mean and (5), the value assigned for those responding "not at all".

³The percent of possible change is the ratio of the observed change to the maximum possible change. This ratio was not determined when the final week score was less than the first week score.

facilitate better intergroup relations. During the first week of camp we presented corps members a list of reasons for joining the Corps. The same reasons were presented in the final week. Corps members' responses are shown in Table 4-3.

Responses to these questions are summarized for different racial groups in Figure 5-1. Money was a more important consideration for Negro and American Indian youth than it was for white and Spanish American youth. Self-discovery was more important among non-whites, particularly American Indians, while white youth tended to put more emphasis on adventure and experience. All groups were equally motivated by environmental concerns.

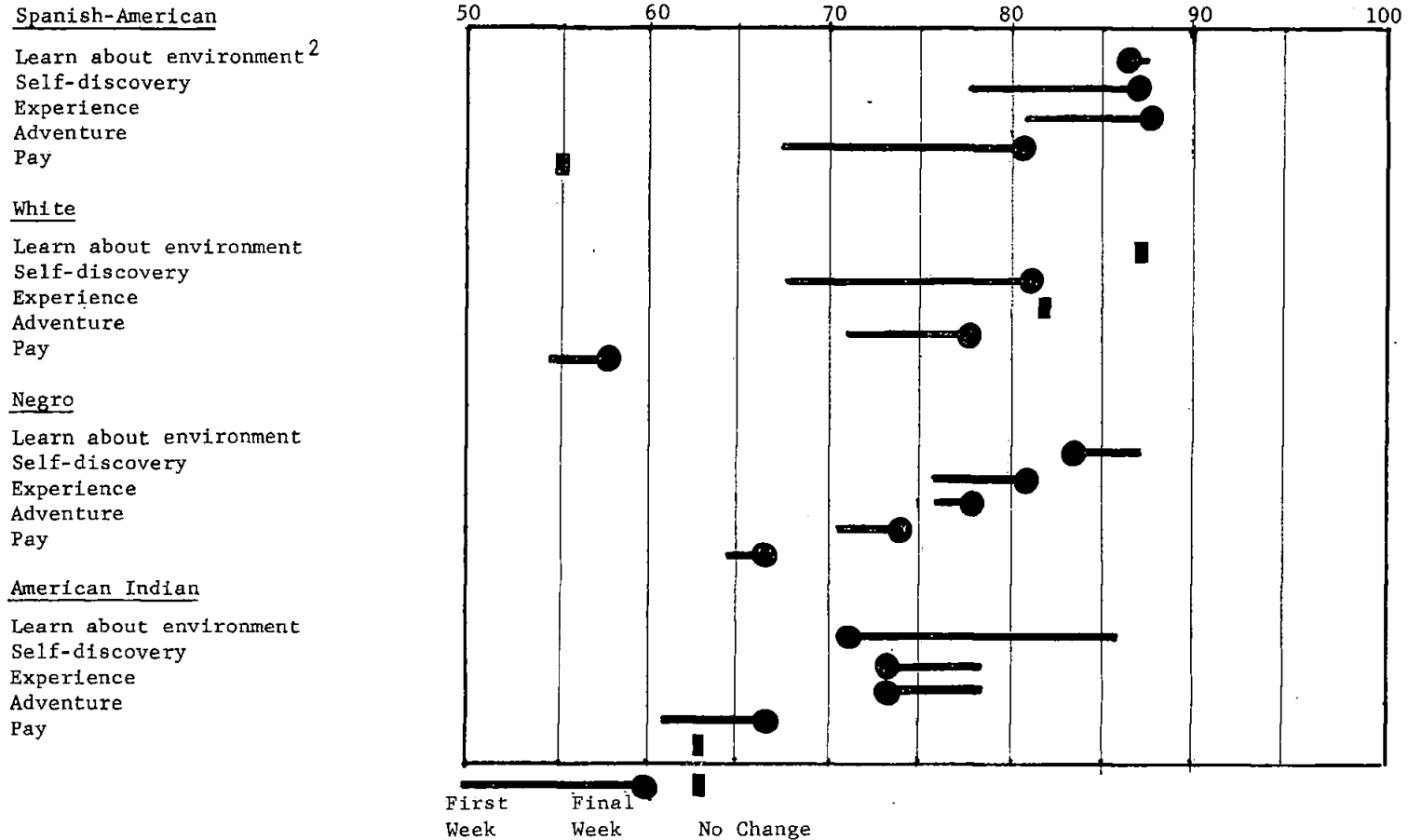
The fit between what corps members had anticipated from the program and what they felt they received may be taken as one indicator of program success. In general, members of all racial categories except American Indians got more than they had hoped for in all areas except environmental learning. White and Spanish American youth found self-discovery and adventure to be a good deal more rewarding than they had anticipated. Negro youth had the closest fit between what they were looking for and what they got. Indians felt that the environmental service and learning was considerably less than what they had hoped for.

Self-discovery is the motive which is most closely linked to social attitudes and relations. The importance of this motive increased more than any of the others. White youth scored 20 percentage points higher when talking about the self-discovery they got compared to what they were looking for. Spanish Americans went up 17 points, Negro youth went up 5 and Indian youth went down 12 points despite the fact that it was Indian youth who felt this area was most important. This measure furnishes another indication that, while there was a sense of increased development of social and personal skills by many corps members, these gains were not shared equally by all racial groups. It is important to keep in mind that we are looking at short range changes. How corps members would respond to these questions over a period of time would indeed be interesting to observe.

In summary, corps members were quite accepting of persons of a different racial background, scoring higher than a national sample of youth. The degree of acceptance increased slightly between the first week and final week of camp. However, this change was observed only among white and

Figure 5-1

Changes in Importance Score of Specific Reasons for Joining the Youth Conservation Corps for Corps Members of Different Racial and Ethnic Background¹



11-4

¹ The Importance Score is equal to the percent of corps members who said the reason was "very important" plus one half of the percent of corps members who said the reason was "somewhat important". For example, if 70 percent said a reason was "very important" and 22 percent said it was "somewhat important" and 8 percent said it was "not very important", the Importance Score is 21 percent.

² See Table 4-3 for the first and final week distributions of responses for each reason.

Spanish American corps members. An open social environment in camps, as measured by the participation-interpersonal relations index, was slightly related to increased acceptance of racial differences.

Offsetting these generally positive results was the fact that corps members' satisfaction with the program differed according to the racial backgrounds of youth. White and Spanish American youth gave the Youth Conservation Corps extremely positive ratings, Negroes gave moderately positive responses, and the American Indian youth were somewhat negative in their ratings. We have not been able to explain these differences, but have presented some evidence which suggested that youth from different racial and ethnic backgrounds had different expectations about the program.

B. Attitudes Toward Other Socioeconomic Groups

The list of problems which corps members were to assess contained several related to poverty. Foremost among these were: "hunger and poverty," "inadequate housing" and "inadequate educational opportunities."

These three problems received quite different rankings. "Inadequate housing" was clearly viewed as the least pressing problem facing the nation. "Inadequate educational opportunities" was near the bottom of the list as a national problem. "Hunger and Poverty" was viewed as a serious national problem but a low order problem in the lives of the corps members. Fifty-eight percent described it as "extremely serious" for the United States today during the first week while 50 percent gave this rating in the final week. Only 31 percent saw it as being an "extremely important" problem for themselves during both the first and final weeks. The wording makes it difficult to tell whether the corps members were answering the question on hunger and poverty in terms of poverty within the United States today, or in terms of a condition in other countries which created problems for the United States. The likelihood is that some of each interpretation influenced their responses. In any case, poverty and inadequate housing and educational opportunities were clearly not perceived as being among the most relevant concerns in the youth's lives.

When discussing race relations, we indicated that corps members anticipated few problems at camp in getting along with people of their own race whose families were much richer or poorer than their own. As shown in Table 5-2, this turned out to be a bit more of a problem than had been

anticipated. However the percentage increase was less than that for getting along with fellow corps members in general.

Before being asked to respond directly to this specific item, corps members were asked, "Is there anything about camp that you think you might not like -- or that might give you trouble in any way? What is that?" In response to this question, no one mentioned problems of getting along with or relating to corps members of the same race but different economic background. Only three youths mentioned getting along with corps members of a different race. Seventy-five (or about 3 percent) volunteered their concerns about getting along with other corps members in general, and nineteen (less than 1 percent) were worried about getting along with the staff.

In Chapter 3 we reported that corps members from lower-income families were slightly more likely to say they disliked the Youth Conservation Corps experience. They were also more likely to drop out. Since income is highly related to race, it is difficult to know whether to attribute these differences to race or to income. These clouded relationships provide the only hints in our data that members of different economic groups may have had some difficulty in getting along with one another. All other evidence shows that there was no particular problem or concern with economic status among corps members.

Most problems of getting along with peers were reported as problems of getting along with "other corps members in general". Table 5-1 showed that more than half of the youth reported experiencing some problem on this item. It appears that most problems of getting along with fellow corps members dealt with specific individuals, rather than individuals linked to specific racial or economic groups.

C. Relations Toward Peers and Adults

The most compelling evidence of the positive quality of peer group relations in camp is the fact that the average corps member reported making twenty-five new friends. This figure is derived by taking the answer (27) to the question, "How many good friends do you have here in camp?" which was asked in the final week, and subtracting from this the answer (2) to the question: "Are any of your friends from home here in camp with you...what are their names?" which was asked during the first week and coded by counting the number of boy's and girl's names mentioned. Considering that the average number

of corps members per camp was 35, the average figure of 27 friends per camp is fairly high.

As noted in the conclusion of the last section, some problems in getting along with fellow corps members existed in the camps. At the same time, the relationships established were viewed as the most worthwhile attributes of the corps experience. Table 3-8 showed that 11 percent of the total mentions concerned "Learning to live with and accept other people" while 10 percent were related to "Meeting new people and making friends." Put another way, about 550 out of 2200 corps members or one-fourth of the youths spontaneously mentioned positive personal relations as worthwhile program attributes.

The realization of the worth of the Youth Conservation Corps experience seems to have grown over the summer. In the first week we asked, "As nearly as you can recall, what were some of the things that made you interested in the Youth Conservation Corps, things that made it seem like a good idea at the time you applied?" Responses such as "being or working with other young people," "learning how to get along in a group," or "meeting new people," were only the fifth most frequently mentioned category. Outdoor, environmental and financial considerations were mentioned far more frequently. By the end of camp, these social benefits were mentioned most often.

Here, as elsewhere, we see a general tendency for social, interpersonal and personal motives to blossom during the course of the camp experience. At the same time, environmental interests did not increase at the same pace. One is tempted to speculate about possible connections between these two tendencies. One indication of what occurred is reflected in the youths' ratings of fellow corps members' concern about the environment. Corps members rated their peers lowest on this dimension. Only 16 percent scored their fellow corps members excellent compared with excellent ratings of 40 percent for corps members as fellow human beings and 34 percent for corps members as co-workers. This is curious since 77 percent described themselves as being extremely or very concerned about environmental problems at the beginning of camp, and 77 percent rated an environmental problem--air pollution--as an extremely important problem for the United States on the initial questionnaire. For some reason these early expressions of environmental concern did not seem to be perceived by others. Were the first responses to our questions overstatements of the actual level of concern,

perhaps produced by the desire to present themselves in a favorable light, or conformity to a falsely perceived group standard? Were they, on the other hand, true statements made only in the confidence of the interview and never fully revealed in later contact with their peers? In this case, a form of pluralistic ignorance existed in the camps. Everyone saw himself as being the only person really concerned about the environment. Whatever the case, it appears that group process, which has high potential for promoting environmental concerns and understanding, did not achieve this end. The corps members' perceptions were that fellow corps members were not concerned enough about the environment.

At the start of camp, fellow corps members were viewed as being much more important than staff to the success of the summer. By the final week, dependency on both had declined and this decline was sharpest for fellow corps members. There are three important things to observe in Table 5-5.

First, a great many corps members view the attainment of their goals in camp as dependent on others. Nearly 80 percent or more say that success depends "pretty much" or "a lot" on both groups of people. that success depends "pretty much" or "a lot" on both groups of people.

Second, peers are viewed as somewhat more important in the attainment of these goals than are adults. Third, corps members viewed themselves as being somewhat less dependent on others during the final week than they did during the first week.

Whether this last point reflects greater self-confidence or a scaling down of overly optimistic views about the contributions of others cannot be determined with any certainty. There are, however, more indications in the data which support the latter interpretation. For example, there is the finding, reported in Table 5-1, that youth experienced more problems than they had anticipated in getting along with both staff and fellow corps members, while there was no change in measures of self-concept.⁴

Another aspect of these young peoples' relationships with their peers and other adults is found in responses to questions about those who really cared for them, and the pressures they felt others were putting upon them. This latter question is important, since there are indications elsewhere that for some, the Youth Conservation Corps served as a means of

⁴See Chapter 7 for a discussion of self-concept.

Table 5-5

Corps Members Perception of the Extent to Which Having a Successful Summer
Depended on Staff and Peers, at the Beginning and End of Camp

	<u>First Week Responses</u>	<u>Final Week Responses</u>	<u>Change</u>
<u>Having a successful summer depends:</u>			
<u>On staff¹</u>			
A lot	46	40	-6
Pretty much	38	38	----
A little or hardly at all	<u>16</u>	<u>22</u>	+6
Total	100	100	
<u>On fellow corps members</u>			
A lot	60	49	-11
Pretty much	32	34	+2
A little or hardly at all	<u>8</u>	<u>17</u>	<u>+9</u>
Total	100	100	
Number of respondents	2310	2245	

¹ The questions asked were: "Keeping in mind the things you want to accomplish and the fun you hope to have this summer, how much will these depend on the camp staff?" and "How will the things you want to accomplish and the fun you hope to have depend on your fellow corps members?"

escape from pressures in the home setting. As seen in Table 5-6, the changes which occurred over the summer were small, but in the direction of having a greater sense of people caring for them. Feelings of being under pressure, on the other hand, declined for parents and sibs and did not change for other types of people.

Thus, the program appears to have succeeded to a slight degree in giving young people a sense that there were others who cared how they felt and who were concerned about what happened to them. We emphasize that these changes are slight. There is an interesting distinction shown here between parents and friends. Parents and friends are both perceived as high on the measure of care and concern. But parents try to tell you how to run your life, while friends do not. The significant change in feeling of being pressured by parents at the end of camp means that some youth successfully used the camp as a means of getting away from the pressures of home. We can not say what the consequences of this change will be. For some, it will be beneficial and their relationships with their parents will improve. For others, it is likely to be illusionary and the shock of returning to the pressures of home life may be difficult.

Further discussion of the development of social skills with respect to adults and peers will be presented in Chapter 7. In this chapter, we focused on specific aspects of social attitudes and social relations. In general, we found that corps members viewed social development and the chance to make friends as being two of the most worthwhile aspects of the program. In "getting along with people," these youth discovered that there were more problems than they had anticipated -- a discovery which indicates that learning was taking place. These problems were not attributed to the racial or economic backgrounds of their fellow corps members. However, because most corps members will be returning to home communities which tend to be racially and culturally homogeneous, we do not feel that the Youth Conservation Corps potential for building lasting communication bridges between different racial, economic and cultural groups has been entirely tested.

Table 5-6

Corps Members' Perceptions of People Who Care About Them and Their Feelings of Pressure

	<u>Average Number Who Care¹</u>			<u>Corps Members Felt Pressures "Pretty Much" or "A Lot"²</u>		
	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change</u>
Parents and older relatives	4.3	4.3	--	42	31	-11
Sibs and other relatives of the same age	3.7	3.9	+ .2	13	10	-3
Friends	4.0	4.2	+ .2	11	11	--
Teachers	3.1	3.3	+ .2	24	24	--
Other adults	3.0	3.5	+ .1	15	15	--

¹ Corps members were asked to indicate the number of persons of each type who cared about them. The maximum number coded for any single type was 5.

² Figures represent the percentage of all youth responding to the question but who indicated that pressures were felt "pretty much" or "a lot".

VI. RECREATIONAL AND WORK SKILLS

This chapter examines the participation, interest level and skill attainment of the corps members in a variety of social, recreational and work-related activities. First, as an elaboration of the findings reported earlier regarding the importance of the social and group living aspects of the program, we will discuss leisure activities enjoyed most by the youth. Second, we will examine the facilities provided at camps and the changes in corps members' interests and participation that occurred during the camp session. Finally, we will consider the acquisition of skills and discuss how increased competence may be related to self-esteem.

A. Leisure and Recreational Activities

On both waves of corps member questionnaires a list of 61 leisure and recreational activities was presented.¹ Corps members were asked to indicate which activities they had participated in during the past year and which ones they enjoyed most. During the first week, corps members reported that watching TV and listening to the radio or records were the activities most had taken part in during the year while sailing and spelunking were engaged in by the fewest number of corps members. Activities viewed favorably at the beginning of the camp session are summarized in Table 6-1 where social activities appear at the top of the list. Of the activities shown, three are clearly social (talking, parties and dancing); three more are usually engaged in while in a social setting (movies, live music and record-radio listening); two are team sports (basketball and softball); three are non-team recreational activities (camping, hiking and swimming); and one (reading) is a quiet individual activity.

It is important to remember that camps varied greatly in the availability and quality of specific recreational facilities. The most obvious

¹The complete list is given in the questionnaire in Appendix E.

Table 6-1

Most Popular Activities of Youth Conservation Corps Members
 (percent of corps members responding during the first week who said
 they had participated in the activity during the
 past year and especially enjoyed it)

<u>Percent</u>	<u>Activity</u>
70	Talking with friends, rap-sessions
68	Swimming
60	Camping, overnight or longer
57	Listening to radio or records
49	Going to movies
53	Listening to live music
52	Parties
46	Reading - not school work
43	Hiking
50	Basketball
45	Softball
40	Dancing

difference was between residential and non-residential camps. Most of the latter offered few recreational opportunities. The only activity on the list for which the non-residential camps gave increased opportunities was talking with friends and rap sessions. This opportunity was made available by bringing together young people and placing them in work groups where they could talk, share views and make new friends. Talking is one of the few leisure activities that is engaged in on the job.

In residential camps, additional opportunities to talk with friends are afforded by the group living and recreational aspects of the program. For only those few corps members who mentioned missing family and friends, residential camp life was likely to diminish the enjoyment of this informal socializing. In addition, it appears that residential camps provide better opportunities than the home environment for engaging in three other activities on this list of favorites. Two of these are fairly obvious, camping and hiking. The high interest in camping expressed by these young people may explain the fact that living in tents was not only accepted but viewed

slightly more favorably than living in a dormitory, lodge, cabin, or other form of housing.

Swimming is the other favored activity which is likely to be made more available in residential camps; only two reported that no swimming facilities were available. As seen in Table 6-2 about half of the camps had swimming facilities in camp or within an easy walk.

Table 6-2

Availability of Selected Recreational Facilities in Residential Camps
(Information obtained from 50 camp directors.)

<u>Number of camps with facilities located:</u>	<u>Facilities</u>					
	<u>Swim- ming</u>	<u>Boat- ing</u>	<u>Fish- ing</u>	<u>Basket- ball</u>	<u>Volley- ball</u>	<u>Playing field</u>
Within camp or easy walking distance	25	19	32	36	47	36
Within driving distance	23	11	13	4	--	7
Not available	2	20	5	10	3	7

Although most camps had facilities for basketball or shooting baskets, we observed during our site visits that such facilities were often of poorer quality than those generally available in the home communities. This may explain why basketball showed the greatest decrease in popularity between the first and final weeks. Fishing, also showed a decline in popularity despite its being available at most residential camps.

Considering activities whose popularity increased the most between the initial and final questionnaire, Table 6-3 shows that five of the favorite activities listed earlier remain while eight other activities are added. The activities not shown earlier but which increased in popularity over the summer are almost all non-team recreational activities. These include ping-pong, canoeing, berry-picking, climbing, picnicking, spelunking and frisbee. As might be expected, activities which increased in popularity were those for which the camp environments were conducive. Opportunities for berry-picking, canoeing, climbing, camping, hiking, picknicking or spelunking were generally available to corps members.

These patterns become even more evident when examining the list of activities in Table 6-4. This table presents those activities for which the largest increase in participation occurred. Seven are outdoor activities while all of them are non-team recreational activities.

Table 6-3

Activities Which Showed Greater Increase in Being Selected
As "Those I Enjoy Doing Most"
 (percent of corps members responding during first week and final week)

<u>Activity</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change</u>
Going to movies	49	57	+8
Ping-pong, table tennis	33	41	+7
Canoeing	34	41	+7
Wild-berry picking	10	17	+7
Mountain or rock climbing	30	36	+6
Playing a musical instrument	25	31	+6
Dancing	40	45	+5
Camping, overnight or longer	60	64	+4
Listening to radio or records	57	61	+4
Hiking	43	47	+4
Picnicking away from home	32	36	+4
Cooking for pleasure	27	31	+4
Frisbee	23	27	+4
Caving or spelunking	11	15	+4

Table 6-4

Participation in Outdoor Activities During the Past Year
 (percent of corps members responding during the first week and final week)

<u>Activity</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change</u>
Nature study, such as bird study	38	50	+12
Wild-berry picking	37	49	+12
Canoeing	40	51	+11
Ping-pong	77	87	+10
Camping, overnight or longer	76	86	+10
Hiking	74	84	+10
Mountain or rock climbing	49	59	+10
Photography (other than nature)	48	58	+10
Roller-skating	40	50	+10
Horseshoes and quoits	24	34	+10
Collecting things, out of doors	49	58	+9

For all activities, the average number engaged in increased between the first and final weeks in camp. Thus, the Youth Conservation Corps Program was successful in increasing participation in a variety of outdoor activities, many of which also showed increases in popularity.

Another form of leisure which flourished in camps can be characterized as informal social-recreational activities. These included making music, dancing, listening to radio or records, frisbee, ping-pong, and going to movies. The reason for the increased popularity of movie going is not immediately apparent. It may be that this activity is primarily a dating event conducted during the evening in non-residential camps and on weekends in the five-day residential camps. Even though this may appear to be unrelated to the program, its rise may result, in part, from increased dating opportunities created by bringing young people together and paying them.

A third type of activity of increased popularity at camps was informal socializing, that is, talking and getting to know others. It is apparent from Table 6-5 that this activity may have been somewhat undervalued by many camp directors in view of the great emphasis which youth placed on interpersonal relations. In Chapter 3, we noted that two specific attributes of the program most frequently mentioned by corps members as being most worthwhile were "learning to live with and accept other people," and "meeting new people: making friends". Furthermore, the social recreational and personal category was most frequently mentioned of the things liked best. "Talking with friends" was identified as the favorite activity by corps members.

When asked specifically about ways they wanted to improve themselves, most corps members' responses were related to social and personal skills. On the other hand, Table 6-6 shows that specific sports and recreational skills received only 4 percent of the things mentioned. When residential camp directors were asked to name the most popular ways in which corps members spent their time, however, they mentioned team sports most often and noted the popularity of talking and informal socializing only about half as often.

As we showed in Chapter 3, there were infrequent but relatively significant corps member complaints about over-organization and scheduling of leisure activities by the camps. It appears then that it is less important for corps members to have organized team recreational activities than many

Table 6-5

Favorite Leisure Activities as Perceived by
Residential Camp Directors¹
 (Percent of residential camp directors mentioning
 each type of activity)

<u>Type of Activity</u>	<u>Percent</u>
Team interactional sports (softball, basketball, volleyball, etc.)	56
Individual recreational activities (fishing, canoeing, horseback riding)	54
Individual interactional sports (ping-pong, tennis, badminton, etc.)	50
Individual skill activities (swimming, archery, gymnastics, calisthenics)	44
Reading, letter writing, relaxing, solitary card games, knitting, etc.	42
Hiking, back-packing, camping, exploring the area	34
Talking, socializing	30
Listening to or playing music and records, singing and dancing	20
Playing cards or board games	14
Watching movies, TV	14
Going to town, field trips, etc.	12

¹The question asked was: "What were the most popular ways in which corps members spent their leisure time when not on a work assignment or attending some other Youth Conservation Corps program function?"

camp directors may have felt. In the future, consideration should be given to increasing facilities for less structured activities such as ping-pong, horseshoes, music and record playing for off-duty evening hours, and a program of outdoor activities such as swimming, boating, wilderness camping and hiking during weekend and daylight off-duty hours. Since most of these outdoor activities require knowledgeable supervision to assure safety, the selection and use of staff must be taken into account. However, these activities present unique opportunities for environmental education and, in our estimation, are well worth increased emphasis in the future. More attention should also be given to corps member participation in the planning of recreational activities.

We asked corps members how much they thought they should participate in planning various activities in the program. These activities included work, recreation, living and eating, layout and building of camp facilities and matters of camp discipline. Of these activities, corps members felt most strongly that they should be involved in planning the recreation program. Eighty-two percent said there should be "a good deal" of participation. For discipline matters, 55 percent of the youth expressed a desire for "a good deal" of participation.

Although many of the most popular leisure activities do not require a great deal of physical activity, this should not be interpreted as disinterest in physical activity by the corps members. As seen in Table 6-6, improving their physical condition is the single most frequent specific improvement campers wanted to achieve. Table 6-7 shows that youth see themselves as being more physically active than their peers. The percentage of corps members responding this way increased between the first and final week of camp. The greater emphasis given by youth to improving their general physical condition, compared with improving their skills in specific sports or recreational activities, calls attention to the fact that exercise can be obtained in a variety of ways. For some corps members, work is the prime source of physical exercise while leisure time may be used for rest and relaxation.

B. Work Skills

In work, as in recreation, corps members had the opportunity of developing new skills. We asked about their experience with a variety of tools likely to be used in the camp programs. Table 6-8 shows that corps members rated themselves as increasing their skill with these tools, except for the lawn mower.

In this chapter we have shown that many corps members reported greater experience in a variety of social and recreational activities as well as experience in the use of work implements. Not only were there experience increases, the confidence to engage in these activities or handle the tools also increased. The subjective ratings of activities "liked best" or of being "very skilled" in the use of the tools increased substantially. Corps members'

Table 6-6

Ways In Which Corps Members Wanted to Improve Themselves
At Start of Camp

	<u>Percent</u>
<u>Social Qualities</u>	
Better personality, have or make more friends, get along with others better, etc.	15
More self-confident, less shy, more outgoing	8
More understanding of others, be more helpful and considerate	6
Other social qualities	<u>5</u>
Total - Social Qualities	34
<u>Personal Qualities</u>	
Better discipline, self-control and emotions, more respectful	8
Better use of skills and time, harder working, more creative	4
Other personal qualities	<u>10</u>
Total - Personal Qualities	22
<u>Physical Condition or Appearance</u>	
Overall change in physical condition (bigger, stronger, slimmer, better shape)	16
Other change in physical condition or appearance	<u>5</u>
Total - Physical Condition or Appearance	21
<u>Recreation, Sports and Leisure Skills</u>	4
<u>Academic and Intellectual Skills</u>	
Intelligence and general learning	5
Environmental knowledge	5
Other school and intellectual	<u>4</u>
Total - Academic and Intellectual Skills	14
<u>Job, Vocational and Financial Skills</u>	1
<u>Miscellaneous, Life in General, Everything</u>	<u>4</u>
Total	100
Number of mentions from 2069 corps members	3485

ratings on their level of physical activity also increased. This growth in competence has been measured in a very concrete and specific way, activity by activity, tool by tool. Since camps did not offer the same set of activities or use the same tools, no single item shows a startling increase.

Table 6-7

Changes in Corps Members' Perceptions of Their Level
of Physical Activity¹

(Percentage distribution of corps members responding
during the first week and final week in camp)

<u>Level of Activity Compared with Other Young People of Same Age and Sex</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change</u>
Much or somewhat more active	47	53	+6
About the same	44	38	-6
Much or somewhat less active	9	9	--
Total	100	100	
Number of mentions	2291	2204	

¹The question asked was: "Considering all the things you do, how would you rate yourself as to the amount of physical activity you get compared with other young people your age and sex?"

Where corps members were exposed to an activity or use of a tool, their interests or skill levels were higher than those shown in the preceding tables. For example, in camps located on a body of water, corps members' interest in canoeing was considerably higher than we reported earlier.

An important question is whether these specific increases in feelings of competence are related to the corps members' overall sense of self-esteem. As we will show in Chapter 8, self-esteem is a fairly stable trait of one's basic self-concept. As reported in earlier studies, little change in self-esteem takes place over a period of several years. It may be unreasonable, therefore, to expect the short period of the Corps experience to have a measureable effect on a basic personality trait. This does not mean that the experiences of meeting new people, living in a different environment and gaining new skills in leisure and work

Table 6-8

Changes in Corps Members' Perceptions of Their Skill With Tools
 (percent of corps members who said they had no experience
 or were very skilled at the beginning and at the end of camp).

<u>Tool</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Very Skilled</u>
<u>Shovel</u>			
No experience	2	1	
Very skilled	34	54	+20
<u>Ax</u>			
No experience	11	6	
Very skilled	24	38	+12
<u>Post Hole Digger</u>			
No experience	35	20	
Very skilled	13	26	+13
<u>Level</u>			
No experience	25	15	
Very skilled	16	26	+10
<u>Hand Saw</u>			
No experience	7	5	
Very skilled	19	29	+10
<u>Hatchet</u>			
No experience	17	10	
Very skilled	22	30	+ 8
<u>Hack Saw</u>			
No experience	21	15	
Very skilled	15	22	+ 7
<u>Hand Drill</u>			
No experience	20	17	
Very skilled	18	25	+ 7
<u>Rake</u>			
No experience	2	2	
Very skilled	44	51	+ 7
<u>Pitch Fork</u>			
No experience	22	20	
Very skilled	17	22	+ 5
<u>Compass</u>			
No experience	22	18	
Very skilled	13	17	+ 4

Table 6-8 (continued)

Changes in Corps Members' Perceptions of Their Skill With Tools
 (percent of corps members who said they had no experience
 or were very skilled at the beginning and at the end of camp)

<u>Tool</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change in Very Skilled</u>
<u>Transit</u>			
No experience	65	51	
Very skilled	3	6	+ 4
<u>Blue Prints or Plans</u>			
No experience	54	44	
Very skilled	4	7	+ 3
<u>Lawn Mower</u>			
No experience	4	5	
Very skilled	53	53	--
Number of Respondents	2310	2245	

activities will not have benefits for the young people. It may be that an individual who gains new skills and a heightened sense of competence in specific areas is somewhat more willing to continue expanding his scope of activity. Thus, while an individual's basic self-esteem may change very slowly, if at all, operationally he is functioning at a higher level. If this were the case others may recognize his abilities and treat him as a more worthwhile, interesting and talented individual. Gradually his image of himself may improve to fit the favorable image which others hold. In the next chapter, we will consider the issue of changes in self-concept on a short term basis.

VII. SELECTED DIMENSIONS OF SELF-CONCEPT*

In Chapter I we discussed the eight major objectives of the Youth Conservation Corps program. The three objectives which form the bases for the analyses reported in this chapter are to:

1. Acquire increased self-dignity.
2. Acquire increased self-discipline.
3. Better work with and relate with peers and superiors.

These are important objectives, especially for an age group whose attempts at social differentiation and integration appear to be directed by such value themes as acceptance, self-identification and intimacy.¹ But these objectives are important in more than a psychological or developmental sense. They are also relevant to a society which is giving its youth increasing personal responsibility; which is experiencing a "generation gap"; which is attempting to redress past civil injustices; and which is aware of, but does not fully understand, the direction or causes of a dynamic "youth sub-culture."

A. Approaches to Measuring Self-Concept

There are four approaches to measuring changes in self-dignity, self-discipline, and relationships with peers and adults. One approach identifies and measures observable behavioral responses related to these personal attributes; a second measures the individual's perception of himself; a third measures other peoples' perceptions; and finally, some combination of the first three approaches is attempted. Because of the severe constraints of time, personnel, and money, we selected the second approach of measuring selected dimensions of the youth's self-concept -- what he thinks of himself -- both at the beginning and at the end of the Youth Conservation Corps experience.

*We acknowledge the contribution of LaVerne Thornton Dickerson to the development of this chapter.

¹Chad Gordon, "Social Characteristics of Early Adolescence," *Daedalus*, Fall 1971, p. 832.

This approach seems reasonable because there is general agreement among psychologists that self-concept is an important factor underlying actions and reactions to and with the social environment. There are, however, no agreed upon definitions or established methods for measuring self-concept. Some researchers have taken the approach that self-concept is a global personality dimension which can only be measured in its totality. Others have argued that self-concept has several dimensions which must be measured separately, if at all.²

In our research we accepted the view that one's self-dignity, self-discipline, and ability to work with and relate to peers and adults, although related, are in fact different attributes which call for separate consideration and individual measurements. Within this context, we attempted to identify and evaluate available techniques for measuring different attributes. Our choice was either to use these available instruments to measure specific dimensions of self-concept, or to develop our own instruments. Based on the specific attributes of the Youth Conservation Corps program, we used both approaches. We selected three dimensions of self-concept for which instruments had previously been used and developed new measures for two other dimensions. These five dimensions were:

1. positive self-esteem
2. negative self-esteem
3. self-development
4. social skills with respect to peers
5. social skills with respect to adults

The first two dimensions were used to assess self-dignity, the third was used in evaluating self-discipline and the last two were used to measure perceived relations with peers and adults.

Prior to defining the five dimensions in greater detail, a brief discussion of self-concept as it relates to the Youth Conservation Corps is in order. In investigating the literature for instruments applicable to our study, we were impressed with the fact that most researchers on self-concept reported that these dimensions of personality structure seem to be relatively

²See Part 1 of Appendix C for a concise review of different approaches to studying self-concept.

basic and therefore stable over time. Put differently, unlike mood states or other characteristics which fluctuate freely over time, components of self-concept tend to remain fairly stable.³

Even though the Youth Conservation Corps was directed toward very socially acceptable goals and was accompanied by a very high degree of positive reinforcement, little change in the selected basic dimensions of self-concept was expected during the relatively short period corps members were in the camps. If any changes were to occur, they would be quite significant. Furthermore, since most of the youth in the program were already greatly concerned about environmental problems and were carefully screened for personal qualifications, especially accomplishments in high school, we would expect them to be generally high in their self-appraisals. If this were the case, corps members would have little room to improve their self-image.

B. Defining Dimensions

The following are working definitions of the five basic dimensions of self-concept discussed above.

1. Positive Self-esteem. Positive self-esteem refers to the evaluation an individual makes and maintains with regard to his positive appraisal of himself. It expresses an attitude of approval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy. In short, it is a personal judgment of the worthiness that is expressed in the attitude the individual holds toward himself.⁴

2. Negative Self-esteem. Negative self-esteem refers to the evaluation an individual makes and maintains with regard to his negative appraisal of himself. It expresses an attitude of disapproval, and indicates the extent to which an individual believes himself incapable, insignificant, unsuccessful and unworthy.

3. Self-Development. Self-development is the degree to which a person has developed his positively valued abilities and potentialities into

³Jerald G. Bachman, Youth in Transition, Volume II: The Impact of Family Background and Intelligence on Tenth-Grade Boys, Ann Arbor; The University of Michigan, Institute for Social Research, 1970. In addition, see references in Appendix C.

⁴S. Coppersmith, The Antecedents of Self-Esteem, San Francisco: W. H. Freeman & Co., 1967.

skills and competences.⁵ We assume that one's perception of these abilities of self-development would be related to his self-discipline, an attribute for which no specific measuring instrument was found in the literature.

4. Social Skills: Peers. Social skills with respect to peers refers to an individual's perception and evaluation of his acceptance and positive relationship to significant others of his own age.

5. Social Skills: Adults. Social skills with respect to adults refers to an individual's perception and evaluation of his understanding of and the worth of significant adults and his acceptance by them.

C. Measuring Dimensions

As we suggested earlier, three dimensions of self-concept which had been used in previous research were investigated in our Youth Conservation Corps evaluation. Previously validated instruments consisting of several statements relating to positive self-esteem, negative self-esteem and self-development were used as part of the questionnaires administered to corps members. Instruments for social skills with respect to peers and adults were not available and therefore had to be developed by the research staff.

To measure these five dimensions, corps members were asked to respond to forty-five statements or items at the beginning and at the end of camp.⁶ Five possible responses were offered ranging from "Almost Always True" to "Never True." For each dimension, an analysis of the intercorrelations between item responses for all corps members enabled us to choose the best items which were then combined to form an index of that dimension.⁷

To obtain a numerical score on any single item of an index, a number from 1 to 5 was given to each of the possible responses. These numbers were assigned in such a way that during the analysis, a numerical increase in the score would reflect an increase in positive self-perception. At the same time, a numerical decrease would reflect a decrease in negative attitude toward oneself. To obtain a total score on any one of the five indices of

⁵J. R. P. French, Jr. and R. L. Kahn, "A Programmatic Approach to Studying the Industrial Environment and Mental Health," Journal of Social Issues, 1962, 18.

⁶See Section G of the questionnaire in Appendix E.

⁷For a discussion of this analysis, see Part 2 of Appendix E.

self-concept, the scores on each item in an index were added to determine the total score for that index. For example, if an index contained six items, the total cumulative score would fall somewhere between 6 and 30 (the highest possible score for the index, of 5 times 6 questions).

In sum, the total number of scale items in an index determined both the lowest and highest possible scores on that index. Each youth could also be given a total cumulative score for each index. In this manner, mean or average scores and percentage distributions of different scores could be determined for all corps members in the program.

D. Evaluating Change

We suggested earlier that we did not expect many, if any, measurable changes in the five dimensions of self-concept as a result of corps member participation in the program. As seen in Table 7-1 the mean cumulative scores for corps members responding during the initial and final weeks indicated that our suspicions were confirmed. Scores at the two points in time were the same-- indicating no change in the dimensions of self-concept we measured.⁸

Table 7-1

Mean Cumulative Scores for Dimensions of Self-Concept

<u>Dimension</u>	<u>Possible Score Range</u>	<u>Mean Cumulative Score (Number of Respondents)</u>		
		<u>Initial Test</u>	<u>Final Test</u>	<u>Change</u>
Positive Self-Esteem	6-30	24 (2199)	24 (2137)	0
Negative Self-Esteem	4-20	15 (2224)	15 (2124)	0
Self-Development	11-55	43 (2115)	43 (2014)	0
Social Skills: Peers	6-30	24 (2167)	24 (2087)	0
Social Skills: Adults	6-30	20 (2187)	20 (2083)	0

⁸ It should be noted that for each dimension of self-concept, corps members scored high on the average. As we had suggested earlier, these high scores indicate that they entered the program with very positive appraisals of themselves and consequently left little room for score improvement.

These high appraisals are also apparent in the percentage distribution of scores for each dimension. Table 7-2 shows that the lowest class of scores for each dimension contained less than 15 percent of the corps members. It should be noted that these classes contain approximately half of the scores for each possible score range. This suggests that very few corps members had low self-images.

For the most part, these patterns of scores are similar for corps member responses during the first week and final week. Changes which do occur are small and reveal no overall pattern of improvement.⁹

E. The Importance of Self-Discovery

To better understand the corps members' appraisal of the worthiness of the program, youth were asked to respond to several items about the Youth Conservation Corps. Corps members were asked to indicate the importance of each item for them, both at the time they applied to the program and after they had completed it. One item, which stated "The Youth Conservation Corps offers a chance to find out about yourself - what you can do and how you can get along in new situations", relates to our discussion of self-concept.

During their first week in camp, corps members were asked whether this statement was "Very Important", "Somewhat Important", or "Not Very Important" at the time they applied. At the end of camp, corps members indicated the importance of this statement in terms of what they actually got out of joining the Corps. The difference in corps members' responses at the two points in time is shown in Table 7-3. The importance of the Youth Conservation Corps in offering a chance for youth to find out about themselves is apparent from the change in percentage points. While 88 percent said "self discovery" was very or somewhat important at the beginning of camp, 95 percent responded in this

⁹ Since score changes were not observed, further analysis of the data was not warranted. Nevertheless, we were interested in learning more about the youth who entered the program with low scores on the self-concept dimensions. In earlier chapters, we showed relationships between a number of corps member responses and their characteristics including the types of camps they attended. Using these characteristics, an exploratory analysis of their relationships to corps members' scores on the self-concept dimensions was made. The results are presented in Part 3 of Appendix C. We note, however, that interpretation of the results can not be made without a more detailed analysis of the data.

VII-7

Table 7-2

Corps Member Scores on Five Dimensions of Self-Concept
(percent distribution of scores made by corps members during
the first and final weeks)¹

	<u>Score Range</u>	<u>Score</u>	<u>First Week</u>	<u>Final Week</u>
<u>Positive Self-Esteem</u>	6-30	6-18	6	7
		19-21	17	15
		22-24	30	29
		25-27	24	22
		29-30	14	15
		No re- ponse	<u>9</u>	<u>12</u>
		Total	100	100
		Mean Score	24	24
Negative Self-Esteem	4-20	4-11	12	13
		12-16	53	51
		17-20	27	24
		No re- sponse	<u>8</u>	<u>12</u>
		Total	100	100
		Mean Score	15	15
Self-Development	11-55	11-35	8	11
		36-40	19	20
		41-45	28	24
		46-50	22	17
		51-55	10	11
		No re- sponse	<u>13</u>	<u>17</u>
		Total	100	100
Social Skills: Peers	6-30	6-18	8	8
		19-21	17	17
		22-24	26	27
		25-27	25	20
		38-30	13	14
		No re- sponse	<u>11</u>	<u>14</u>
		Total	100	100
		Mean Score	24	24

¹Includes No Response consisting of corps members who did not answer any one or more of the items used to construct an index.

Table 7-2 (continued)

Corps Member Scores on Five Dimensions of Self-Concept
 (percent distribution of scores made by corps members during
 the first and final weeks)¹

	<u>Score Range</u>	<u>Score</u>	<u>First Week</u>	<u>Final Week</u>
Social Skills: Adults	6-30	6-15	7	7
		16-18	20	18
		19-21	30	29
		22-24	21	21
		25-27	10	8
		28-30	2	3
		No re- sponse	<u>10</u>	<u>14</u>
		Total	100	100
		Mean Score	20	20

¹Includes No Response consisting of corps members who did not answer any one or more of the items used to construct an index.

Table 7-3

Corps Members' Assessment of the Importance of the
Youth Conservation Corps Program for Self-Discovery¹
(percent distribution of corps members responding during the
first and final week in camp)

	<u>First Week</u>	<u>Final Week</u>	<u>Change</u>
<u>Importance of Self-Discovery</u>			
Very Important	50	68	+18
Somewhat Important	33	27	-6
Not Very Important	<u>17</u>	<u>5</u>	-12
Total	100	100	
Number of respondents	2127	2127	

¹At the beginning of camp, corps members were given a list of reasons for being interested in the Youth Conservation Corps. For each reason, they were to mark whether it was VERY IMPORTANT, SOMEWHAT IMPORTANT or NOT VERY IMPORTANT at the time they applied. At the end of camp, they were asked to mark how important the same statements were in terms of what they got out of joining the Corps. The statement relating to self-discovery was: "The Youth Conservation Corps offers a chance to find out about yourself - what you can do and how you can get along in new situations."

this manner at the end of camp. Indeed the proportion of youth who said it was very important increased from one-half to two-thirds.¹⁰

When we consider corps member responses to this item by the type of camp they attended, we find that the percentage of corps members who said the program was very important for self-discovery is related to the camp participation-interpersonal relations scores. Table 7-4 shows that at the beginning of camp there was no relationship between corps member ratings on this item and camp score. However, during the final week, corps members in camps which

¹⁰It should also be noted that when corps members were asked about the most worthwhile attributes of the program, "learning to live with and accept other people" and "meeting new people and making friends" were mentioned most often. See Table 3-8 for a complete classification on attributes of the program which were most worthwhile to corps members.

Table 7-4

Relationship Between the Importance of the Conservation Corps Program
For Self-Discovery and Camp Participation-Interpersonal Relations Score
(percent of corps members who said finding out about yourself
was very important during the first week and final week)

		<u>Self-Discovery is</u> <u>Very Important</u> (first week)	<u>Self-Discovery was</u> <u>Very Important</u> (final week)	<u>Change</u>	<u>Number of</u> <u>Respondents</u>
<u>Camp Participation-</u> <u>Interpersonal Re-</u> <u>lations Score</u>					
Low	(1)	56	64	+8	132
	(2)	51	60	+9	458
	(3)	50	68	+18	1043
	(4)	45	74	+29	220
High	(5)	52	76	+24	274

were considered open and where staff-corps member relations were good gave higher ratings on self-discovery than corps members in camps which were less open and friendly. The relationship is clearly demonstrated in the change in percentages for each type of camp. More significantly, it further demonstrates the importance of camp governance and the staff-corps member relations in the evaluation of the program.

In summary, our findings support earlier studies which suggested that self-concept is a personality trait which remains relatively stable over time. Moreover, to have expected change in self-concept over a four to twelve week period for youth whose perceptions of themselves were relatively high, on the average, may have been an unrealistic objective. Nevertheless, we believe that the youths' assessment of the program in providing an opportunity to find out about themselves reveals a significant program benefit related to self-image. Without follow-up studies, however, it will be difficult to determine if and how the Youth Conservation Corps experience will be integrated into the total repertoire of self-perceptions and experiences of participating youth over time.

VIII. CONCLUSIONS, RECOMMENDATIONS AND FUTURE RESEARCH

This chapter is divided into three parts. The first part presents a brief review of our major findings and the conclusions we draw from them. The second part consists of recommendations based on both the empirical findings and observations from our visits to a sample of camps. In the third part, we suggest future research needs including further analysis of the data and other approaches to evaluating the effectiveness of the Youth Conservation Corps program.

A. Research Findings and Conclusions

These summary findings are drawn from the analyses presented in Chapters 3 through 7. The reader who is interested in the statistical basis for any conclusion is advised to refer to the appropriate chapter. Therefore, the findings and conclusions are organized by chapter content.

1. Corps Member Satisfaction with the Program. Our findings show that from the point of view of the young people involved, the Youth Conservation Corps was a highly successful program. When asked about their experience, 86 percent said they liked it and 94 percent said it was worthwhile. In general, girls were more enthusiastic about the program than boys. White and Spanish American Corps members rated their experience highly while Negro and Indian youth were less satisfied with their experience. Lower levels of satisfaction also were expressed by the 15-year olds while 18-year olds were the most satisfied with their experience. Whether or not corps members had been to a summer or scout camp was related to their level of satisfaction, with youth having prior camping experience being somewhat more satisfied with the Youth Conservation Corps.

Corps members in different types of camps varied in their assessments of the program. Generally, the non-residential, all-girl and four-week camps received high ratings. The most favorable responses were given by

girls in coed-nonresidential camps where 96 percent of the girls said they liked their Youth Conservation Corps experience.

A strong relationship was observed between the camp scores on the participation-interpersonal relations index and corps member satisfaction. Youth in camps where they were allowed to participate in matters of governance and where they had friendly and open relations with staff were more satisfied with the program than corps members in camps lacking these characteristics.

In considering specific attributes of camps, corps members tended to evaluate favorably the quality and the quantity of the work accomplished during the summer. Less favorable ratings were given to coordination efforts between the work assignments and environmental education and to the education they received while working. Other less than enthusiastic ratings were given to food and living accommodations. When asked about specific problems which might bother them, corps member complaints were not great. Of those problems which did bother corps members, living by a schedule and following rules and regulations and living and working where there are insects and snakes were most often mentioned. In the residential camps, living away from home and limitations on privacy were somewhat bothersome for youth.

2. Environmental Concern and Knowledge. When we consider the corps members' concern about environmental matters and their understanding of them, our findings are less conclusive. Most corps members were greatly concerned about the environment when they entered the program. Indeed, many were selected to participate on this basis. This concern was expressed in their attitudes toward a number of specific problems facing the nation, their attitudes toward environmental problems in general and their career interests. While changes in attitudes concerning several environmental problems occurred between the beginning of camp and the end of camp, these changes were not large. Nor were changes in corps members' plans for the future with respect to work in planning and managing the physical environment. On the other hand, the proportion of corps members who said they had thought about future work related to the outdoors or the natural environment increased.

With this high level of concern about environmental matters, we expected that youth would enter the program with a relatively high level of understanding of ecology and environmental problems. Our analysis of the data indicated otherwise. With allowance for the fact that the tests of environmental knowledge were not easy for young people, the entering levels of environmental understanding were surprisingly low. When assessing their knowledge of environmental matters at the end of camp, test scores of corps members reflected a small increase in knowledge.¹

Increases in levels of understanding varied among camps with different characteristics. The strongest relationship was shown between corps member scores and the camp participation-interpersonal relations index. Increases in levels of environmental knowledge occurred in camps where corps members participated in matters of governance and where their relations with the staff were open and friendly. On the other hand, corps members in camps lacking these characteristics showed little change. Youth in camps emphasizing environmental education and where the environmental education and work programs were well-coordinated also showed greater increases in knowledge than youth in camps which emphasized work and where work-education programs were poorly coordinated.²

3. Social Attitudes. On matters of racial attitudes, corps members were quite willing to accept persons of different races and ethnic backgrounds. When considering the degree of acceptance during the first week and final week, slight increases were observed among white and Spanish American corps members while no increases were noted for Negro and American Indian youth.

¹We reiterate that the results of our evaluation of the environmental education component of the Youth Conservation Corps program need qualification. In retrospect, we know that our tests did not fully reflect the knowledge conveyed in the program. Moreover, the tests were not designed to measure the satisfaction of educational objectives of each sponsoring agency. These objectives, in many instances, did not emerge until the camps were underway.

²It is worth noting that, while our measures of environmental knowledge at the beginning and end of camp reveal only a small change, there was a significant increase (19 percent) during this period in the number of corps members who said their understanding of natural resource management and planning was above average.

The camp participation-interpersonal relations index was also related to changes in racial attitudes. Corps members in camps where friendly and open relations existed with the staff were more willing to accept people of different racial backgrounds after the camp experience.

Offsetting these generally positive results were the relationships between racial background and satisfaction with the program mentioned earlier. We were unable to explain why certain racial groups were less satisfied with the program. Nevertheless, we suggested these ratings may reflect differences in expectations about the program.

4. Work and Recreation Skills. Change was observed in the level of work skills developed as a result of the program. Whereas most corps members entered camp with moderate levels of experience in using a wide range of tools, the proportion who said they felt very skilled in using tools increased substantially. At the same time, the number of recreational activities participated in and enjoyed increased as a result of the program. These increases were most apparent in outdoor recreational activities.

5. Self-Concept. Our analysis of self-concept or self-image showed that corps members, on the average, entered the program with fairly high appraisals of their individual worth and abilities. With little room for improvement, the five dimensions of self-concept we measured did not change during the short period these youth attended camp.³ On the other hand, corps members' assessments of the importance of the Corps in offering youth an opportunity to find out about themselves suggest that the program did, in some way, influence their self-development. These assessments were most favorable in camps where staff-corps member relations were open and friendly.

In conclusion, our findings have shown that the responses of corps members, for the most part, were very favorable: they liked their experience and felt it was worthwhile; they worked in and learned something about

³We noted that earlier studies of self-concept suggested that these dimensions of an individual's personality structure are relatively basic and therefore tend to remain fairly stable over time. We also suggest that the expectation of change in an individual's personality structure during the period of the program may not have been warranted.

the environment, they earned money while confronting new people and situations; and they developed social, recreational and work skills which can be applied throughout the remainder of their lives.

Our findings have also identified several shortcomings in the 1971 pilot program. Perhaps most important was the inability of the program to achieve its high potential for increasing the level of environmental knowledge. While concerns about the environment were high, levels of understanding about the environment, ecology and resource management failed to increase substantially. In addition, recruitment practices differed extensively creating problems of equity, program administration and program evaluation. Although most of the camp directors and their staffs were highly qualified, problems in staff-corps member relations existed at a number of camps. These problems were related to a number of corps member responses. In addition, coordination problems occurred between the sponsoring agencies and the camp staffs and within camps themselves. One major problem was the coordination of work assignments with the environmental education programs and the emphasis placed on each of them. This problem often reflected different interpretations of the program's objectives regarding work and education.

We do not feel justified in making conclusive statements about the merits of camp sessions of different lengths, of residential versus non-residential camps, or camps with varying numbers of corps members. Different responses under such variations while existing were not significant. We can conclude, however, that while coed camps offer a healthier social environment than camps operating for only boys or only girls, all three types of camps should be maintained in the program. However, large differences in responses between girl camps and boy camps lead us to conclude that, where possible, corps members should be given the option as to the type of camp they would like to attend.

B. Recommendations

As we indicated earlier, our recommendations are based on both our systematic analysis of the data we collected from the questionnaires administered to corps members and to camp directors and from our site visits to a

select number of camps. They deal with problems of recruitment of staff and youth, the educational and work programs and finally, the corps members themselves.

1. Recruitment of Staff. Probably the most significant factor influencing corps members' responses, including those related to social development and environmental learning, was the extent to which corps members were involved in camp governance and the extent to which good interpersonal relations existed between the corps members and staff. From our site visits we found that problems with staff were also related to their age. In many instances staff members were freshmen and sophomores in college and were not much older or experienced than the 17 and 18-year-old corps members. Under such conditions the staff could not play a leadership role nor command the respect that they should have received. These problems appeared to a lesser extent when the staff members were college seniors or graduate students.

At the same time, staff members who viewed the Youth Conservation Corps as just another job opportunity did not offer corps members the dedication that was necessary for the program to have its full impact. We therefore recommend that stringent criteria be established for selecting staff for Youth Conservation Corps camps and that these criteria include their maturity, their ability to establish rapport with youth, their willingness to let youth participate in the decision making process and their knowledge of at least one environmentally related topic. Since many of these characteristics are determined by personality and attitudes, we feel that attempts to "reshape" the staff through statements of policy and standard operating procedures would not be successful.

We also recommend that camp directors be recruited first and be involved in the recruitment and selection of other staff members. The criteria for selecting camp directors would be similar to those used in selecting staffs. The directors should have more demonstrated leadership abilities and administrative experience. They should also have some knowledge of the operations of their specific sponsoring agency and the resources available in the particular locale. In addition, competent clerical personnel should be assigned to camps to relieve the directors of paperwork and assist them in scheduling and logistical problems. The early

involvement of camp directors in the planning of the camp and camp program would undoubtedly eliminate some of the problems of coordination that existed in 1971. As we indicated throughout the report, these problems were mostly in terms of coordinating environmental education and work activities. Coordination problems also existed between the camps and the sponsoring agencies.

Finally, sufficient program funds should be made available for staff recruitment and training and preparing the camps prior to the arrival of corps members. If each field office is forced to use its contingency funds for these purposes, high levels of commitment to the program, which characterize many field personnel, will certainly wane.

2. Recruitment of Youth. We indicated that recruitment practices varied considerably from camp to camp. In many cases corps members were selected on the basis of their performance in high school in addition to their expressed concern about environmental matters and their leadership potential. In other instances, corps members applications were selected randomly. Nevertheless, one general characteristic of corps members selected was their high concern for environmental problems.

In order to establish more uniform methods of recruiting corps members around the country, we recommend that an established set of recruitment procedures and selection criteria be established by the program planners. The selection criteria while taking into account such factors as concern for the environment, leadership potential, and academic achievement should also consider young peoples' willingness to learn. These criteria for selection should be given more weight than others such as the youths' interest in earning money.

Another recommendation deals with recruiting youth from areas contiguous to locations of the Youth Conservation Corps camps. The practice in 1971 which involved extensive cooperation between local sponsoring agency and school district personnel had administrative as well as economic advantages. However, a potential benefit of the program may have been lost. Recruiting some youth from environments which are different from the environments where the camps themselves are located may provide a more stimulating setting for environmental learning. During 1971 some corps members who worked in environments with which they were familiar may have viewed the Corps as just another employer whereas the environment

itself may have been an enriching experience for young people who were not familiar with it. A proportion of young people from urban areas could be assigned to camps and work programs in rural areas while youth from rural backgrounds may potentially benefit from exposure to urban environments. At the same time, additional program funding would make it possible to establish more camps near urban areas and/or to cover transportation costs thereby enabling a larger proportion of urban youth to participate in the program.

3. Environmental Education and Work Program. Our analysis of the environmental knowledge of youth showed the least favorable results of our overall program evaluation. This was particularly surprising for several reasons. First, the youth were in many cases self-selected. They were highly concerned about the environment and were often selected on the basis of this concern as well as their past academic achievements. Second, initial levels of understanding were low, leaving considerable room for improvement. Finally, the environments within which the program operated were stimulating and conducive to learning. Because of the high potential in this area and because increasing environmental understanding was intended to be a major objective of the program, we strongly recommend that the administering agencies consider more effective ways of accomplishing these objectives. In fact, we believe that efforts toward making improvements in environmental education should be a major focus of the sponsoring agencies in 1972. Specific recommendations include:

- a. Preparation of clear statements of the environmental education program objectives by the sponsoring agencies including the articulation of the value of environmental education as part of the Youth Conservation Corps program.
- b. Initiation of experimental education programs using different techniques and approaches.
- c. Greater emphasis on environmental education as part of the work program.
- d. Better coordination between environmental education and work assignments.
- e. Recruitment of staffs with specialized training in a variety of environmentally-related subjects.
- f. Greater emphasis on the relevance of conservation practices and work assignments to larger environmental issues ranging from urbanization and population growth to increased use of recreational lands.
- g. Greater participation of youth in designing and conducting the environmental education program.

4. Corps Members. In Chapter 2 we indicated that, for the most part, the participants of the 1971 Youth Conservation Corps were representative of young people throughout the United States based on our select socioeconomic and demographic characteristics. However, we believe that representativeness should not be limited to the proportion with which various groups are located in the country or in a particular area. Youth from racial minorities and economically disadvantaged groups should never be isolated in camps by themselves. Nor should individual minority group members be placed in camps consisting of corps members whose backgrounds are all different. We therefore recommend that funds be appropriated for the purpose of recruiting and transporting youth where necessary in order to achieve diversity in corps member background within camps.

We also recommend that more girls be admitted to the program since they were under-represented during the first year and since they generally responded more favorably to their experiences than the boys. Finally, we recommend that special procedures be set up to identify and deal with the particular problems of minority groups that participated in the program. This will be essential if they are to derive the same satisfaction and benefits as the majority.

C. Directions for Future Research

A final recommendation considers future research and how it can be used in the continued evaluation of the Youth Conservation Corps program. This research can take two directions. First, continuing the analysis of the data collected in 1971 and, secondly, collecting new data beyond 1971.

Throughout this report we have shown where relationships existed between corps members' responses and a single factor. We also have alluded to the need for considering several factors simultaneously in relationship to these responses. Time and budgetary constraints prevented us from embarking on this extensive form of multivariate analysis. As a first step in working with the existing set of data we would suggest that several of the more important factors be considered together with respect to any important corps member response.

The relationship of corps member responses deemed important for future program planning to other factors for which data are available but which haven't been used in the present study should be analyzed. The

questionnaires administered to camp directors and to the corps members provided a rich base of data, only part of which has been covered in this report. Information is available on the camps physical environments and the perceptions of them by youth; on housing, including the number of people per room and the toilet and shower facilities; and on the kinds of recreational and library facilities available and the extent of their use. The extent to which these data are used must be determined by the program planners when assessing future evaluation requirements.

One approach to measuring the true effectiveness of the Youth Conservation Corps program is to follow the young people who participated in the program over a period of time. Interviews collected periodically would be useful in determining the true impact that the Youth Conservation Corps has had with respect to particular activities and behaviors of the people who were exposed to the program during its initial years.

Beyond 1972, information should be collected from the present group of corps members on the kinds of professional activities in which they are actually involved. We would be interested in learning about the careers these young people have chosen both in terms of their jobs and the programs they've elected at college. We would also be interested in learning about the extent of their involvement in environmental and ecologically-oriented organizations.

Further research should also consider how many of the present corps members continue their involvement in the Youth Conservation Corps itself. We see three possibilities for continued involvement which could have great payoffs for the program as well as for the young people. First, we expect that several of the younger corps members will want to return to the program in the coming years. These youth will not only have greater potential for learning and development but also can contribute substantially to the learning and development of freshmen corps members. Second, we see where present corps members can return in the future as staff members using their past experiences to their fullest advantage. Finally, we believe that, as in the Peace Corps, many of today's participants will be tomorrow's administrators and planners. The extent to which the 1972 corps members remain in contact with the Youth Conservation Corps in the future will be worthwhile to know.

Finally, with regard to the new waves of corps members who will enter the program in 1972 and 1973, we would suggest that efforts be made to compare their responses to those of the young people who applied to the program but for various reasons were not accepted. We believe, as we stated in the first chapter, that one of the more effective ways of evaluating a program or an experiment is to compare those people who participate in that experiment with those who do not. The opportunity to do this in 1971 was not available. This approach to evaluating the program should be considered seriously in the future.

In summary, we have presented a set of preliminary findings based on our evaluation of the 1971 Youth Conservation Corps program. We have made recommendations on certain aspects of the program which we believe can be improved so as to make the program more successful in the future. Finally, we have suggested ways in which future research can be used to monitor the program both to observe its long-term consequences on youth and to gain further valuable insights which can be used to improve and develop the program on a year-to-year basis.

APPENDIX A

SUGGESTED GUIDELINES FOR GATHERING INFORMATION
WHILE VISITING YOUTH CONSERVATION CORPS CAMPS - 1971

Among the visitors to Youth Conservation Corps camps this summer will be researchers from The University of Michigan and selected staff from the two sponsoring agencies, the U.S. Department of Interior and the U. S. Forest Service. These visits will be made in order to obtain a first-hand exposure to the camps, their personnel and their operations and to gather information which can be used to validate data obtained through more systematic procedures. In gathering information two primary methods of data collection should be used by the visitor. These include direct observations and discussions with staff, corps members and others. Observations will focus on camp facilities, camp and surrounding environments and the activities of various people which take place within them. Where possible, these facilities, environments and activities should be photographically or graphically documented. Written documentation also should be provided. Discussions regarding camp programs, organization, and problems should be taped or recorded in written form.

The following guidelines are suggested for persons visiting Youth Conservation Corps camps this summer.

OBSERVATIONS

A. Physical Facilities and Their Use.

1. Type of housing accommodations for corps members
2. Type and location of toilet facilities- for boys, for girls
3. Type and location of shower facilities - for boys, for girls
4. Type and location of staff housing
5. Recreation facilities available to corps members - kinds and numbers
 - a. Walking distance - how far from housing
 - b. Driving distance - how far from housing
 - c. To what extent are they used? By whom?
 - d. Structured or informal play
6. Availability of library facilities - how far from housing
 - a. Times not open
 - b. Availability of staff for assistance

- c. Nature of material
 - d. Layout and kinds of facilities available, i.e. seating, ease of accessibility to books, etc.
 - e. To what extent is it used? By whom?
 - 7. Availability of other types of facilities - eating, social, etc.
- B. Locational Characteristics of Camp
- 1. Adjacent to a body of water? - uses
 - 2. Within wooded or forested area? - uses
 - 3. Type of terrain
 - 4. Characteristics of microclimatic conditions - hotness, dryness, dampness, dusty, etc.
 - 5. Bugginess
- C. Overall Camp Environment
- 1. Maintenance level of camp grounds - of buildings
 - 2. Attractiveness
 - 3. Efficiency of layout
 - 4. Clarity of camp boundaries
 - 5. Overall characterization
- D. Work Program
- 1. Kinds of activities
 - 2. Size and composition of work groups
 - 3. Location of work assignments - in camp, outside camp; variety of work settings
 - 4. Amount of discussion among corps members, between corps members and staff during work
 - 5. General mood and spirit of corps members, - bored, happy, tired, etc.
 - 6. Amount of physical activity/exertion
 - 7. Relatedness to education program

E. Environmental Education Program

1. Kinds of activities
2. Size and composition of groups
3. Methods and techniques of instruction
4. Style of teachers, instructors in lectures and discussions
5. Location of instruction - variety of locations or settings
6. Amount of discussion
7. General mood and spirit of corps members, staff
8. Relatedness to work program

F. Uses of Leisure - Interactions

1. Activities engaged in
2. Types of social interactions
3. Extent of social interaction
 - a. Among staff
 - b. Among corps members of opposite sex; of different races and cultural backgrounds
 - c. Between corps members and staff
4. Size of interaction groups
5. Locations or settings of interactions
6. Freedom of mobility of corps members
 - a. Around camp
 - b. Between camp and outside world
7. Extent of corps members exposure to outside world

G. Organization of Camp

1. Extent of freedom of movement - degree of organization or structure
2. Level of staff supervision
3. Openess of communications
4. Methods of governance - committees, their functions and importance
5. Emphasis of program - work or environmental education

H. Miscellaneous

1. Food - quality and quantity
2. Overall atmosphere - friendly or hostile, etc.

II. DISCUSSIONS

A. Camp Staff (as many as possible)

1. Nature of assignments or jobs
2. Perception of corps members satisfaction with assignments
3. Involvement in counselling, discussion of corps members' personal problems, etc.
4. Methods of governance and camp organization
5. Problems in dealing with corps members
 - a. Work
 - b. Learning
 - c. Discipline
 - d. Personal
 - e. Interpersonal - cultural, racial, personality, etc.
6. Frequency and extent of staff and corps members contact with neighboring communities
7. Perceptions of corps members' backgrounds

8. Information concerning:
 - a. Other studies of camp situation
 - b. Activities engaged in during bad weather (rain, excessive heat, snowstorms, etc.)
9. Extent of illnesses, accidents, dropouts, petty crimes, homesickness, drug use, etc.
10. Overall evaluation of Youth Conservation Corps program - successes, failures, recommended changes

B. Corps Members (as many as possible)

1. Kinds of activities engaged in
2. Level of satisfaction with activities engaged in
3. Attitudes toward camp environment
 - a. Housing
 - b. Recreation facilities
 - c. Natural environment
 - d. Other
4. Relationships with camp staff
5. Relationships with other corps members - kinds and compositions of friendships, etc.
6. Attitudes toward camp programs
 - a. Work
 - b. Educational
 - c. Recreational
7. Use of and attitudes toward library
8. Extent of involvement in camp governance
9. Satisfaction with time off
10. Level of concern about environment, environmental problems
11. Degree to which environmental understanding relates to:
 - a. Their camp work situation
 - b. Their home/school environment

C. Others - If Possible (Nearby Community Residents, Merchants, etc.)

1. Attitudes toward Youth Conservation Corps Camp
2. Knowledge of Youth Conservation Corps program
3. Perception of corps members
4. Amount of exposure to corps members, to camp staff
5. Impact on community

APPENDIX B
AN ANALYSIS OF DROPOUTS

The fact that there were 180 corps members for whom we have data from the first week but not from the final week raises two questions — one substantive and the other methodological. The first question is "Does the analysis of data for these 180 cases reveal anything new about the strengths or weaknesses of the Youth Conservation Corps program?" The second question is "Have these 180 cases distorted the findings presented throughout this report?"

The answer to this last question is basically no. We determined this by examining responses to 62 key questions from the first week questionnaires. In most cases, the percentage distribution of responses for all corps members were identical to the percentage distributions obtained for the corps member group excluding the 180 cases. Where differences were observed, they were too small to influence the results of our analysis.

The answer to the first question is less clear, and must be qualified by the fact that the 180 youth can not all be considered "dropouts." Perhaps a third of them completed the program but, for various reasons did not complete the final questionnaire. Absence due to sickness, being away on a work detail or simply choosing not to respond were the most common reasons. Because we were unable to sort out the precise reason for individual non-responses, we treated all of these cases alike. With approximately two-thirds of the 180 youth actually dropping out of the program, it is likely that many of those who chose not to respond were less satisfied with the program than those who did respond. The group as a whole may therefore be viewed as fitting into the Youth Conservation Corps less well than the group for which we have two measures.

Given this qualification, there were few differences in background or camp characteristics which have not already been suggested in the analyses presented in Chapter 3. In short, the data in Table B-1 on dropouts support the data reported earlier.

Table B-1

Percentage Differences Between "Dropouts" and Corps Members
Completing Final Questionnaires by Select Corps Member
and Camp Characteristics¹

<u>Characteristic</u>	<u>Dropouts</u>	<u>Corps Members Completing Final Questionnaire</u>	<u>Difference</u>
Family income is under \$7,500	37	25	11
Camp participation- interpersonal relations score is low (1-3)	88	77	11
Race is American Indian	13	3	10
No prior camp experience	48	39	9
Live in small town of 25,000 or less or rural area	65	57	8
Sex of corps member is male	68	62	6
Number of cases	180	2127	

¹"Dropouts" are corps members who completed the questionnaire administered during the first week, but for various reasons, did not complete the final questionnaire.

These were the only characteristics of corps members and camps where differences of 6 percent or more appeared.

When we consider the rate at which youth dropped out for different income groups, racial and ethnic backgrounds and camp participation-interpersonal relations scores, the results are striking. Table B-2 shows that

for all corps members, the dropout rate was 7.4 per 100 youth. For youth whose family income was less than \$7,500, the dropout rate was 11.8 or nearly twice that of corps members coming from families with incomes of \$7,500 or more. We have seen in Chapter 3 (Table 3-3) that nearly two-thirds of the American Indian youth were from families with incomes under \$7,500. This concentration suggests that income and ethnic background are not entirely independent of one another in their relationship to dropping out.

Table B-2

Relationship of Dropout Rates to Family Income, Racial and Ethnic Background and Camp Participation-Interpersonal Relations Scores¹

	<u>Dropout Rate</u>	<u>Total Number of Corps Members</u>
All Corps Members	7.4	2423
<u>Family Income</u>		
Under \$7,500	11.8	482
\$7,500-9,999	5.8	330
\$10,000-12,499	6.9	347
\$12,500-14,999	5.6	248
\$15,000-17,499	6.3	238
\$17,500 and over	8.0	324
<u>Race and Ethnic Background</u>		
White	7.7	1883
Negro	9.0	199
American Indian	25.0	96
Spanish American	5.8	52
<u>Participation-Interpersonal Relations Score</u>		
Low (1)	13.3	158
(2)	7.8	524
(3)	8.0	1216
(4)	3.8	236
High (5)	4.5	291

¹The dropout rate for any class of youth is determined by dividing the number of corps members who did not take the final questionnaire by the total number of corps members in that class.

In addition to the above characteristics, a number of attitudes and personality variables are related to dropping out. These relationships are shown in Table B-3.

This list of differences between the dropouts and those who completed the camp session is so much in line with what might be expected that little comment is necessary. It is worth noting that as early as the first week in camp, the young people who dropped out expressed less confidence in their ability to cope with a variety of situations than corps members who completed the final questionnaire. Because the initial questionnaires were administered after the corps members had had some, albeit brief, exposure to camp life, we can not attribute these results solely to a general sense of insecurity. It is reasonable to assume that, in many cases, the corps members had already experienced problems in camp by the time they completed the initial interview.

Although we have reported only the larger differences here, the dropouts were more likely to anticipate difficulty in camp on all but one of the fourteen problems investigated. Significantly, "getting along with fellow corps members in general" was not as much of a problem to dropouts as it was to other corps members. Their difficulties seem to be more related to problems of relating to adults and authority than to peers.

In this appendix, we have considered differences between the 180 corps members who completed the initial questionnaire and those youth who completed questionnaires during both the first week and final week. While the small group includes corps members who did not respond during the final week for reasons other than dropping out, the majority in fact, were, "dropouts."

Our analysis of this group provides some indication as to what types of persons had difficulty fitting into the Youth Conservation Corps program. For the most part, they were young people who had some difficulty relating to adults, authority and unfamiliar situations. They tended to be less certain of what they wanted to do with their lives and were more likely to feel drug addiction might be a problem in their own lives.

While differences between the dropouts and others exist, the small size of the dropout group and the lack of overwhelming differences indicate that overall change scores between the first week and final week measures were virtually unaffected by their being included in the first week measurements.

Table B-3

Percentage Differences Between "Dropouts" and Corps Members
Completing Final Questionnaire by Select Responses

	<u>Dropouts</u>	<u>Corps Members Completing Final Questionnaire</u>	<u>Difference</u>
<u>Corps Members:</u>			
Expect the problem of drug addiction to be "extremely important" or "very important" in their lives during the next three years (B2i)	58	43	15
Expect this summer to turn out "very well" or "extremely well" (A16)	29	15	14
Expect to be bothered "a little," "pretty much" or "a lot" by problems of getting along with the staff (A19)	22	12	10
Expect to be bothered by camp rules and regulations and living by a schedule (A23)	53	44	9
Expect to be bothered "a little," "pretty much" or "a lot" by being away from home, family and friends (A30)	43	35	8
Had not thought about the kind of work they'd like to do in the future (E19)	22	14	8
Would mind if a family of a different race moved next door (A51)	21	13	8
Do not consider "talking" as a favorite activity (D3)	37	29	8
Expect to be bothered "a little," "pretty much" or "a lot" by living in a group where privacy and the chance to get off alone may be limited (A31)	42	35	7
Expect to be bothered by strange sounds at night in camp (A32)	28	21	7
Expect to be bothered by working and living where there are wild animals (A27)	22	15	7
Number of cases	180	2127	

APPENDIX C

SELF-CONCEPT

I. Self-Concept As a Psychological Construct*

The voluminous literature on self-concept attests to the interest in this psychological construct. The fundamental nature and status of self-concept have been emphasized repeatedly. Yet, throughout the literature, no unanimity of agreement exists as to the explicit meaning of the term or its theoretical foundation. The interrelatedness of the self as both object and process can be clearly seen in the writings of James,¹ Allport,² Cattrell,³ Lewin,⁴ Rogers⁵ and Snygg and Combs.⁶

Allport used Viktor Frankl's experiences as a prisoner in a German concentration camp to illustrate how an individual's life style and aspirations are governed by the way he feels about himself.⁷ He showed where Frankl perceived physical events as things that happened to his body, not to his person. Frankl's unique perception of his traumatic experiences helped him to preserve his life and sanity under stressful conditions.

* This part was written by Laverne Thornton Dickerson of the U. S. Forest Service.

¹ William James, Principles of Psychology, 2 vols., New York: Holt, Rinehart and Winston, Inc., 1890.

² G. W. Allport, Personality: A Psychological Interpretation, New York: Holt, Rinehart and Winston, Inc., 1937.

³ R. B. Cattrell, Personality: A Systematic, Theoretical, and Factual Study, New York: McGraw-Hill Book Company, 1950.

⁴ K. Lewin, Principles of Topological Psychology, New York: McGraw-Hill Book Company, 1936.

⁵ Rogers, Client-Centered Therapy: Its Current Practice, Implications and Theory, Boston: Houghton Mifflin Company, 1951.

⁶ D. S. Snygg and A. W. Combs, Individual Behavior: A New Frame of Reference for Psychology, New York: Harper, 1949.

⁷ G. W. Allport, Becoming: Basic Consideration for a Psychology of Personality, New Haven: Yale University Press, 1955.

Cattrell introduced the process of self-observation - rational admission by the individual of his actual or real self and the aspired or ideal self.⁸ Lewin's mechanism which gives self a functional process is life space which includes the individual's universe of personal experiences as a space within which he moves.⁹ Rogers described the structure of self as an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the "I" or "me" together with values attached to these concepts.¹⁰ Snygg and Combs stated that an individual's concept of self is an organization which is his own private conception of himself in all complexity.¹¹

George Mead differed from the others in his separating self as object from self as process.¹² He states that:

The individual experiences himself as such, not directly but only indirectly, from the particular standpoints, of other individual members of the same social group, or from the generalized standpoint of the social group as a whole to which he belongs. For he enters his own experience as a self or individual, not directly or immediately, not by becoming a subject to himself, but only insofar as he first becomes an object to himself just as other individuals are objects to him or in his experience; and he becomes an object to himself only by taking the attitudes of other individuals toward himself within a social environment or context of experience and behavior in which both he and they are involved.¹³

Combs raised an important issue concerning the self-concept and the means used to measure it.¹⁴ He argued that most researchers used the self-report, which is what the person says, to analyze the self-concept, which is what the person believes he is. He felt that the self-report is too sensitive to expectations of others to be scientific. Interesting enough, Fink

⁸ Cattrell, op. cit.

⁹ Lewin, op. cit.

¹⁰ Rogers, op. cit., p. 498.

¹¹ Snygg and Combs, op. cit., p. 126.

¹² G. H. Mead, Mind, Self, and Society, Chicago: University of Chicago Press, pp. 136-140.

¹³ Ibid., p. 138.

¹⁴ A. W. Combs, "The Self in Chaos," Contemporary Psychology, 1962, 7:43-54.

found the relationship between self-concept and reported self-concept to be positive.¹⁵ Sears and Sherman stated that the validity of the self-report must be taken as given; there is no other criterion for the self-concept than what the subject himself says under favorable conditions.¹⁶ Hilgard discussed the two approaches that may be used to investigate the self-concept: (1) the verbal reports representing the approach from the internal frame of reference and (2) the inferences from behavior representing the approach from the external frame of reference.¹⁷ Based on this wide range of views, it appears that a researcher can never be certain that he has a completely accurate description of the subject under investigation. Little evidence exists to support the premise that the judgment of an objective observer is any more likely to be accurate.

The stability of self-concept has been considered with: (1) stability being the lack of discrepancy between the positively conceived self and the negatively conceived self,¹⁸ (2) stability of self-concept over time,¹⁹ and (3) the relationship between the stability of the self-concept, the quality of the self-concept, and adjustment.²⁰

Studies of self-concept as they relate to various dimensions of personality have also been conducted. These include the positive relationship between self awareness and social sensitivity,²¹ the positive relationship

¹⁵ M. B. Fink, "Objectification of Data Used in an Underachievement Self-Concept Study," California Journal of Educational Research, 1962, 13: 105-112.

¹⁶ P. S. Sears and V. S. Sherman, In Pursuit of Self-Esteem, Belmont, California, Wadsworth, 1964, p. 11.

¹⁷ E. Hilgard, "Human Motives and Concepts of the Self." American Psychologist, 1949, 4:374-382.

¹⁸ J. J. Brown, "Stability of the Self-Concept as a Dimension of Personality," Journal of Abnormal Social Psychology, 1952, 47:597-606.

¹⁹ D. M. Taylor, Consistency of the Self-Concept, Unpublished Doctoral Dissertation, Vanderbilt University, 1953.

²⁰ M. Engel, The Stability of the Self-Concept in Adolescence, Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1956.

²¹ N. A. Boxer, A Study of the Relationship between Self-Awareness and Social Sensitivity. Unpublished Doctoral Dissertation, New York University, 1952.

between self-acceptance and adjustment,²² and the relationship between self-concept and adjustment.²³ Other studies have been conducted to clarify the relationship between academic achievement and adequacy of self-concept.²⁴

Wylie published a comprehensive analysis of self-concept research literature in which she examined the literature in terms of reliability and validity of measuring instruments, clarity of theory, and adequacy of research design.²⁵ Some of the research attempted to measure too many variables under the global concept of self. Many of the instruments reported had been used only once, some were vaguely described and some were impossible to locate. Seven years later, Wylie still felt the picture was gloomy in this area:

While constructs and laws concerning the self may seem to be needed... the way they have been presented has led to serious difficulties.....have been stretched to cover so many inferred cognitive and motivational processes that their utility for analytic and predictive purposes have been greatly diminished.The poor state of research findings is attributable not only to shortcomings in self-theory, but also to problems of research design and measurement.²⁶

In an attempt to avoid the weaknesses described by Wylie, the current research concentrates on selected aspects or dimensions of self-concept which past research indicated are central to personality structure and for which valid and reliable measures are available.

II: Development of Instruments for Measuring Selected Dimensions of Self-Concept

In Chapter 7, we explained that five dimensions of self-concept were selected for our study. We also described how these instruments were scored.

²²T. E. Hanlon, P. R. Hoffstretter, and J. P. O'Connor, "Congruence of Self and Ideal Self in Relation to Personality Adjustment." Journal of Consulting Psychology, 1954, 18:215-217.

²³R. Balester, The Self-Concept and Juvenile Delinquency, Unpublished Doctoral Dissertation, Vanderbilt University, 1955.

²⁴A. M. Walsh, Self-Concepts of Bright Boys with Learning Difficulties, New York: Teachers College Press, 1956.

²⁵R. C. Wylie, The Self-Concept, Lincoln, Nebraska: University of Nebraska Press, 1961.

²⁶R. C. Wylie, "The Present Status of Self Theory," in E. F. Borgatta, and W. W. Lambert (eds.) Handbook of Personality Theory and Research, Chicago: Rand McNally & Company, 1968, pp. 728-787.

In this appendix, we will briefly explain how these instruments were designed and refined.

This process involved two steps. In the first, a group of from 6 to 15 statements or scale items were included in the initial and final questionnaires to measure each dimension of self-concept. Using a 15 percent sample of corps members' responses, the second step involved product-moment correlations among each of the items to determine which items empirically showed the highest degree of systematic association. This provided a good measure of confidence that the items measure the same thing. Items with low inter-item correlations were excluded, giving us indices composed of scale items which were highly correlated. The application of this procedure for each dimension will be briefly described.

A. Self-Esteem. A total of 10 scale items were used in the two indexes to measure self-esteem. These items were taken from a combination of two scales which were used in the Youth in Transition study.²⁷ Six of the items were originally found in the work of Rosenberg and four were developed by Cobb and his colleagues.^{28,29} In the interest of increasing reliability, these 10 items were separated in our study into two separate indexes of self-esteem. These were positive self-esteem containing six scale items and negative self-esteem containing four items. This decision was based on inter-correlations between the items shown in Tables C-1 and C-2.

B. Self-Development. This index was originally developed by Judith A. Long for the Youth in Transition study. She developed the index along with others to test some of the constructs in French and Sherwood's self-identity theory.³⁰ Long's work focused on concerns with opportunities for development, with development itself, and with failures to develop.

²⁷Bachman, et al., op. cit.

²⁸M. Rosenberg, Society and the Adolescent Self-Image. Princeton, N.J.: Princeton University Press, 1965.

²⁹F. C. Cobb, G. H. Brooks, S. B. Kash, and W. E. Connelly, "The Health of People Changing Jobs: A Description of a Longitudinal Study," American Journal of Public Health (1966) 56, p. 1476-1481.

³⁰J. A. Long, "Self-Actualization in a Sample of High School Boys: A Test of Some Propositions from Self-Identity Theory." Ann Arbor, Michigan: Unpublished Dissertation, The University of Michigan, 1968.

Table C-1

Product Moment Correlations Among Items Used in
Positive Self Esteem Scale
 (correlations are based on a 15 percent sample of corps
 members responding during the first week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A. I am a useful person to have around						
B. I feel that I'm a person of worth, at least on an equal plane with others	.22					
C. I feel that I have a number of good qualities	.37	.43				
D. I am able to do things as well as most other people	.36	.33	.40			
E. I take a positive attitude toward myself	.27	.35	.33	.31		
F. When I do a job, I do it well	.48	.17	.31	.29	.30	

Table C-2

Product Moment Correlations Among Items Used in
Negative Self Esteem Scale
 (correlations are based on a 15 percent sample of corps
 members responding during the first week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
A. I feel that I can't do anything right				
B. I feel I do not have much to be proud of	.39			
C. Sometimes I think I am no good at all	.46	.50		
D. I feel that my life is not useful	.20	.35	.39	

The inter-item correlation analysis of 15 items resulted in our eliminating four items which moved nonsystematically with the other 11 items. These items and their intercorrelations are shown in Table C-3 and were used to construct the self-development index.

C. Social Skills: Adults and Peers. These two indices were developed by the project staff since appropriate instruments were not found in the literature. In designing these indices statements were developed to measure youths' perception of their peers' perception of them, and their relations with these peers, their perceptions of the worthiness of adults and their relations with these adults. Ten scale items were included in each of the questionnaires for each index. Tables C-4 and C-5 show the inter-item correlations for the six items which were included in each of the final indices.

Once the scale items for each instrument were selected, it was a simple procedure to calculate mean scores for each index.

III. Change in Mean Scores Taken to One Decimal Point

No change in mean scores on any of the self-concept indices were reported in Chapter 7. For several reasons it is possible that differences in entering scores on the initial test, and patterns of small changes between the mean scores on the initial and final tests might be indicated at one decimal point when the results are analyzed by selected camp and corps member characteristics. The most important of these reasons are (1) we surveyed, rather than sampled, the total population of over 2,000 youth, (2) we asked identical questions on both the initial and final tests, and (3) we excluded from the analyses those youths who did not answer any question in an index on both tests.

Because the style of camp governance, as measured by our participation-interpersonal relations index (see Chapter 2), was strongly related to several corps member responses, we were interested in seeing if changes in mean scores differed for those camps which ranked high and low on this index as if there were indications of consistent patterns of change for the five self-concept dimensions across the five scores on this index.

The results are shown in Tables C-5 and C-6 for camp and corps member characteristics respectively. Because these results are measured only to tenths of score points, we are not prepared to even speculate about their statistical or substantive significance without more detailed analyses.

Table C-3

Product Moment Correlations Among Items Used in Self Development Scale
 (correlations are based on a 15 percent sample of corps members responding
 during the first week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>	<u>K</u>
A. When I am learning something new, I like to set a goal for myself and try to reach it											
B. I look for opportunities to better myself	.29										
C. I believe the more you succeed, the more you should try	.43	.29									
D. When I have reached a certain level in anything I do, I set myself a higher level and try to reach it	.58	.42	.43								
E. In sports, I try to improve my skill, rather than just having a good time	.26	.36	.24	.27							
F. I would like to be in a job where I can learn new things	.40	.31	.35	.46	.28						
G. When I feel I'm not making progress toward what I'm aiming for, I try twice as hard	.34	.30	.37	.51	.22	.33					
H. I get no sense of accomplishment from just keeping up the same level of performance	.33	.26	.36	.39	.33	.31	.27				
I. I would be unhappy in a job where I didn't grow and develop	.15	.13	.18	.28	.17	.31	.14	.18			
J. I don't like to have the feeling I'm just standing still	.20	.25	.25	.27	.31	.41	.25	.31	.21		
K. If I had to lower my goals because I just couldn't make it, that would really hurt	.25	.22	.26	.26	.27	.25	.27	.25	.07	.17	

Table C-4

Product Moment Correlations Among Items Used in
Social Skills: Peers Scale
 (correlations are based on a 15 percent sample of corps
 members responding during the first week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A. I get along well with girls my own age						
B. I get along well with boys my own age	.61					
C. If I needed them my friends would help me	.32	.42				
D. I find it easy to get to know people	.40	.34	.35			
E. I find that I am accepted when I enter a new group	.41	.43	.35	.35		
F. I find other young people co-operative	.32	.42	.28	.27	.43	

Table C-5

Product Moment Correlations Among Items Used in
Social Skills: Adults Scale
 (correlations are based on a 15 percent sample of corps
 members responding during the first week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A. I respect the views of older people						
B. Older people have better judgment than people my own age.	.21					
C. I enjoy talking to older people	.35	.30				
D. When I have problems I prefer to share them with older people rather than people my own age	.10	.30	.28			
E. I talk to older people about my personal life	.19	.26	.36	.42		
F. I get along well with older people	.28	.26	.56	.23	.31	

Table C-5

Mean Scores of Self-Concept Indices by Selected Camp Characteristics¹
(range of possible scores shown in parentheses)

			Positive Self Esteem (6-30)			Negative Self Esteem (4-20)			Self Development (11-5)		
			First Week	Final Week	Change ²	First Week	Final Week	Change	First Week	Final Week	Change
<u>All Corps Members</u>			23.7	23.8	+0.1	14.8	14.6	-0.2	43.2	42.7	-0.5
<u>Participation-Interpersonal Relations³</u>											
Low	(1)		23.2	22.9	-0.3	14.1	13.5	-0.6	42.3	41.4	-0.9
	(2)		23.7	23.6	-0.1	14.7	14.4	-0.3	42.8	41.8	-1.0
	(3)		23.7	23.9	+0.2	14.9	14.6	-0.3	43.2	42.8	-0.4
	(4)		23.6	24.1	+0.5	15.4	15.2	-0.2	43.4	43.2	-0.2
High	(5)		24.0	24.4	+0.4	14.9	15.1	+0.2	44.1	44.7	+0.6
<u>Type of Camp</u>											
Residential			23.6	23.8	+0.2	14.7	14.6	-0.1	43.1	42.7	-0.6
Non-residential			24.2	24.3	+0.1	15.5	15.5	-0.5	43.6	43.3	-0.3
<u>Size of Camp</u>											
8-14			24.1	24.7	+0.5	14.6	14.7	+0.1	43.4	44.0	+0.6
15-25			23.6	23.8	+0.2	15.1	14.9	-0.2	43.2	42.8	-0.4
26-36			23.8	24.0	+0.2	15.2	15.0	-0.2	43.3	43.2	-0.1
37-45			23.6	23.7	+0.1	14.8	14.3	-0.5	42.7	42.0	-0.7
46-60			23.7	23.8	+0.1	14.7	14.5	-0.2	43.2	42.8	-0.4
<u>Duration of Camp Sessions</u>											
4-6 weeks			23.6	24.0	+0.4	14.6	14.7	+0.1	43.6	43.9	+0.3
7-9 weeks			23.7	23.8	+0.1	14.8	14.6	-0.2	43.1	42.6	-0.5
10-12 weeks			24.6	24.7	+0.1	16.4	14.2	-2.0	42.3	41.1	-1.1
<u>Regional Location</u>											
Northeast			23.4	22.7	-0.7	14.2	13.8	-0.4	41.6	40.4	-1.2
North Central			23.6	24.0	+0.4	14.8	14.7	-0.1	43.4	43.4	--
Deep South			23.6	24.1	+0.1	15.1	14.7	-0.4	43.3	43.1	-0.2
Other South			24.0	23.8	-0.2	14.9	14.2	-0.7	44.0	43.2	-0.8
West			23.7	24.0	+0.3	14.9	14.9	--	42.9	42.7	-0.2

Table C-5 (continued)

Mean Scores of Self-Concept Indices by Selected Camp Characteristics¹
(range of possible scores shown in parentheses)

		<u>Social Skills-Peers (6-30)</u>			<u>Social Skills-Adults (6-30)</u>		
		<u>First</u>	<u>Final</u>	<u>Change</u>	<u>First</u>	<u>Final</u>	<u>Change</u>
		<u>Week</u>	<u>Week</u>		<u>Week</u>	<u>Week</u>	
<u>All Corps Members</u>		23.6	23.5	-0.1	20.3	20.5	+0.2
<u>Participation-Interpersonal Relations</u>							
Low	(1)	23.3	23.1	-0.2	20.6	20.9	-0.3
	(2)	23.4	22.9	-0.5	20.3	20.3	--
	(3)	23.5	23.7	-0.2	20.3	20.7	+0.3
	(4)	23.7	23.9	-0.2	20.0	20.5	+0.5
High	(5)	23.8	24.3	+0.5	20.5	20.8	+0.3
<u>Type of Camp</u>							
Residential		23.5	23.5	--	20.3	20.6	+0.3
Non-residential		23.8	24.1	+0.3	20.1	20.7	+0.4
<u>Size of Camp</u>							
8-14		23.7	24.6	+0.9	20.6	20.7	+0.1
15-25		23.6	23.5	-0.1	20.1	20.5	+0.4
26-36		23.6	23.8	+0.2	20.1	20.5	+0.4
37-45		23.4	23.2	-0.2	20.3	20.3	--
46-60		23.6	23.6	--	20.4	20.7	+0.3
<u>Duration of Camp Sessions</u>							
4-6 weeks		23.6	24.2	+0.6	20.3	20.6	+0.3
7-9 weeks		23.6	24.5	+0.9	20.3	20.6	+0.3
10-12 weeks		23.0	24.0	+1.0	19.3	20.3	+1.0
<u>Regional Location</u>							
Northeast		22.8	22.2	-0.6	20.0	20.1	+1.0
North Central		23.6	23.9	-0.3	20.4	20.7	+0.3
Deep South		23.8	24.0	+0.2	20.4	21.0	+0.6
Other South		24.1	24.0	-0.1	20.5	20.9	+0.4
West		23.3	23.4	+0.1	20.2	20.4	+0.2

1 Youth who did not answer all the questions in any one index on both the initial and final tests were excluded from the analysis for that index, so the total sample size varies from 1746 to 2024.

2 For each self-concept an increase in score indicates a more positive self-image.

3 This index measures the degree to which camp staffs involved corps members in camp governance and the degree to which staff-corps member relations were open and friendly. See Chapter 2 for a full discussion of the scale.

Table C-6

Mean Scores of Self-Concept Indices by Selected Corps Member Characteristics¹
 (range of possible scores shown in parentheses)

	Positive Self Esteem (6-30)			Negative Self Esteem (4-20)			Self Development (11-55)		
	First Week	Final Week	Change ²	First Week	Final Week	Change	First Week	Final Week	Change
<u>All Corps Members</u>	23.7	23.8	+0.1	14.8	14.6	-0.2	43.2	42.7	-0.5
<u>Sex of Corps Members</u>									
Male	23.9	24.0	+0.1	15.0	14.7	-0.3	43.0	42.5	-0.5
Female	23.4	23.6	+0.2	14.6	14.5	-0.1	43.5	43.4	-0.1
<u>Age of Corps Members</u>									
15	23.6	23.5	-0.1	14.8	14.5	-0.3	42.8	42.2	-0.6
16	23.5	23.8	+0.3	14.7	14.5	-0.2	43.2	43.0	-0.2
17	23.8	24.0	+0.2	15.0	14.9	-0.1	43.4	43.2	-0.2
18	24.2	24.4	+0.2	15.3	15.0	-0.3	43.5	43.2	-0.3
<u>Race and Ethnic Background</u>									
White	23.7	24.0	+0.3	14.9	14.7	-0.2	43.2	43.0	-0.2
Negro	24.5	24.1	-0.4	15.2	14.6	-0.6	44.5	42.4	-2.1
American Indian	21.6	20.6	-1.0	13.4	12.5	-0.9	40.5	38.6	-1.9
Spanish American	22.5	23.1	+0.6	15.3	14.4	-0.9	42.3	42.6	+0.4
Other	22.6	23.0	+0.4	12.5	13.7	+1.2	41.4	41.1	-0.3
<u>Place of Residence</u>									
Large city, medium size city over 100,000 and suburbs	23.9	24.0	+0.1	15.0	14.6	-0.4	43.2	42.7	-0.5
Small town of 25,000-100,000	23.6	23.7	+0.1	14.8	14.6	-0.2	43.1	42.6	-0.5
Small town of less than 25,000, rural area and Indian reservations	23.6	23.9	+0.3	14.8	14.6	-0.2	43.3	43.2	-0.1

(continued)

Table C-6 (continued)

Mean Scores of Self-Concept Indices by Selected Corps Member Characteristics
 (range of possible scores shown in parentheses)

	Social Skills-Peers (6-30)			Social Skills-Adults (6-30)		
	First Week	Final Week	Change	First Week	Final Week	Change
<u>Sex of Corps Members</u>						
Male	23.4	23.3	-0.1	20.2	20.5	+0.3
Female	23.8	24.2	+0.4	20.5	20.7	+0.2
<u>Age of Corps Members</u>						
15	23.8	23.6	-0.2	20.5	20.6	+0.1
16	23.4	23.5	+0.1	20.0	20.5	+0.5
17	23.6	23.7	+0.1	20.3	20.7	+0.4
18	23.7	23.7	--	20.6	20.8	+0.2
<u>Race and Ethnic Background</u>						
White	23.6	23.7	+0.1	20.3	20.6	+0.3
Negro	24.1	23.5	-0.6	20.6	20.5	-0.1
American Indian	22.5	21.9	-0.6	20.7	20.8	+0.1
Spanish American	23.2	23.8	+0.6	19.5	20.4	+0.9
Other	21.5	21.5	--	18.8	18.0	-0.8
<u>Place of Residence</u>						
Large city, medium size city over 100,000 and suburbs	23.5	23.5	--	20.1	20.4	+0.3
Small town of less than 100,000	23.5	23.5	--	20.2	20.5	+0.3
Rural areas and Indian reservations	23.7	23.8	+0.1	20.6	21.0	+0.4

(continued)

Table C-6 (continued)

Mean Scores of Self-Concept Indices by Selected Corps Member Characteristics
(range of possible scores shown in parentheses)

	Positive Self Esteem (6-30)			Negative Self Esteem (4-20)			Self Development (11-55)		
	First Week	Final Week	Change	First Week	Final Week	Change	First Week	Final Week	Change
<u>Family Income</u>									
Under \$7,499	23.4	23.5	+0.1	14.5	14.2	-0.3	42.6	42.3	-0.3
\$7,500-12,499	23.7	23.9	+0.2	15.0	14.8	-0.2	43.3	43.2	-0.1
\$12,500-17,499	23.9	24.2	+0.3	15.1	14.9	-0.2	43.2	43.0	-0.2
\$17,499 or more	24.2	24.4	+0.2	15.2	15.1	-0.1	43.9	43.3	-0.6
<u>Prior Camp Experience</u>									
No	23.4	23.7	+0.5	14.8	14.5	-0.3	42.8	42.4	-0.4
Yes	23.9	24.1	+0.2	15.0	14.8	-0.2	43.5	43.2	-0.3
<u>Importance of Program for Corps Member Personal Development or Career³</u>									
Very important	24.0	24.1	+0.1	15.0	14.7	-0.3	43.9	43.5	-0.4
Somewhat important	23.1	23.7	+0.3	14.7	14.5	-0.2	41.8	41.6	-0.2
Not very important	23.5	23.9	+0.4	14.6	14.5	-0.1	42.6	42.6	--
<u>Importance of Program for Corps Members' Self-Learning⁴</u>									
Very important	23.8	23.9	+0.1	14.7	14.5	-0.2	43.8	43.5	-0.3
Somewhat important	23.6	23.7	+0.1	14.9	14.7	-0.2	42.6	42.4	-0.2
Not very important	23.7	23.9	+0.2	15.3	14.9	-0.4	42.0	41.2	-0.8

Mean Scores of Self-Concept Indices by Selected Corps Member Characteristics
(range of possible scores shown in parentheses)

	Social Skills-Peers (6-30)			Social Skills-Adults (6-30)		
	First Week	Final Week	Change	First Week	Final Week	Change
<u>Family Income</u>						
Under \$7,499	23.2	23.3	+0.1	20.6	21.1	+0.5
\$7,500-12,499	23.5	23.6	+0.1	20.2	20.4	+0.2
\$12,500-17,499	23.7	23.9	+0.2	20.2	20.6	+0.4
\$17,499 or more	24.0	23.8	-0.2	20.3	20.5	+0.2
<u>Prior Camp Experience</u>						
No	23.3	24.4	+0.1	20.2	20.6	+0.4
Yes	23.8	23.8	--	20.4	20.6	+0.2
<u>Importance for Corps Member Personal Development or Career</u>						
Very important	23.8	23.8	--	20.7	20.9	+0.2
Somewhat important	23.1	23.3	+0.2	19.6	20.0	+0.4
Not very important	23.3	23.6	+0.3	19.6	20.0	+0.4
<u>Importance of Program for Corps Members' Self-Learning</u>						
Very important	23.9	23.8	-0.1	20.7	20.8	+0.1
Somewhat important	23.3	23.5	+0.2	20.1	20.4	+0.3
Not very important	23.0	23.0	--	19.5	20.2	+0.7

- 1 Youth who did not answer all of the questions in any one index on both the initial and final tests were excluded from the analyses for that index, so the total sample size varies from 1746 to 2024.
- 2 For each self-concept an increase in score indicates a more positive self-image.
- 3 In the initial questionnaire corps members were asked to indicate the importance of several reasons for applying to the Youth Conservation Corps. This reason was: "Youth Conservation Corps offers experience or training that will be useful in one's personal development or later career." The response were: Very important (64 percent), Somewhat Important (33 percent) and Not Very Important (3 percent).
- 4 This reason was: "The Youth Conservation Corps offers a chance to find out about yourself - what you can do and how you get along in new situations." The responses were: Very Important (51 percent), Somewhat Important (33 percent) and Not Very Important (20 percent).

APPENDIX D

SUPPLEMENTARY TABLES

Table D-1

Interpersonal Relations Index Item Correlations
 (correlations are based on a 15 percent sample of corps members
 responding during the final week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A. How often was the behavior of the camp staff friendly and supportive?						
B. To what extent do you consider individual members of the camp staff as friends?	.53					
C. To what extent did the staff give positive rather than negative comments or criticisms in discussing the work of corps members?	.38	.42				
D. To what extent did you feel free to talk to members of the staff?	.49	.52	.47			
E. To what extent did the staff treat you as an individual rather than just another member of the group?	.48	.40	.48	.60		
F. How much trust and confidence was shown by the camp staff in working with corps members?	.50	.47	.47	.57	.58	

Table D-2

Participation Index Item Correlations

(correlations are based on a 15 percent sample of corps members responding during the final week)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A. How often did the staff ask for and use your ideas about program matters such as work assignments and topics studied?						
B. How often did the staff ask for and use your ideas about non-program matters such as discipline and free time activities?	.55					
C. To what extent was the staff willing to try new ways of doing things in order to improve the corps program?	.40	.40				
D. To what extent was the staff willing to share information with corps members about the camp and its operation?	.33	.35	.49			
E. How much were you involved in making decisions about running the camp and its programs?	.48	.39	.45	.35		
F. How often did the staff and corps members meet to discuss corps problems?	.32	.35	.39	.41	.46	

Table D-3

Relationship Between Participation Index Items and
Interpersonal Relations Index Items

(correlations based on 15 percent sample of corps members
 responding during the final week)

Interpersonal Relations Index Items ²	<u>Participation Index Items¹</u>					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A'	.27	.34	.32	.19	.19	.46
B'	.26	.35	.43	.26	.28	.51
C'	.26	.25	.40	.37	.35	.52
D'	.30	.36	.48	.36	.39	.52
E'	.30	.33	.48	.39	.35	.49
F'	.35	.29	.50	.36	.43	.56

¹The items were:

- A How often did the staff ask for and use your ideas about program matters such as work assignments and topics studied?
- B How often did the staff ask for and use your ideas about non-program matters such as discipline and free time activities?
- C To what extent was the staff willing to try new ways of doing things in order to improve the corps program?
- D To what extent was the staff willing to share information with corps members about the camp and its operation?
- E How much were you involved in making decisions about running the camp and its programs?
- F How often did the staff and corps members meet to discuss corps problems?

²The items were:

- A' How often was the behavior of the camp staff friendly and supportive?
- B' To what extent do you consider individual members of the camp staff as friendly?
- C' To what extent did the staff give positive rather than negative comments or criticisms in discussing the work of corps members?
- D' To what extent did you feel free to talk to members of the staff?
- E' To what extent did the staff treat you as an individual rather than just another member of the group?
- F' How much trust and confidence was shown by the camp staff in working with corps members?

Table D-4

Attributes of the Program that Corps Members
Would Add Next Summer¹
 (percent of all attributes mentioned by corps members)

<u>Attribute</u>	<u>Percent</u>	<u>Number</u>
<u>Social and Recreational</u>		
Coed camp; have members of the opposite sex at camp	4	132
More individualistic activities; less planned (mandatory) social or recreational activities	4	128
Camping, camp-outs	3	102
Hiking, nature hikes, recreational field trips	3	92
Sports and recreation; playing, exercise	3	83
Other social and recreational attributes	<u>13</u>	<u>348</u>
Total - social and recreation	30	885
<u>Learning</u>		
Field trips, going to places where they show things rather than tell about them	5	140
Learning more and different things about conservation; the environment	2	62
Learning about fish and wildlife and their habitats	2	52
Lectures, speakers	2	51
Other learning attributes	<u>8</u>	<u>261</u>
Total - learning	19	566
<u>Work and Research</u>		
Doing different kinds of projects; have a chance to do a little of everything; doing more work, harder work, longer work days	3	93
Doing more work concerned with the environment, conservation, ecology; doing more work that is interesting, important	2	74
Fish and wildlife work; wildlife habitat development, improvement, maintenance	2	68
Other work and research attributes	<u>11</u>	<u>300</u>
Total - work and research	18	535
<u>Personal</u>		
More leisure time, free time; more time to be alone	3	87
More opportunities to develop leadership abilities; to be given more independence, to be allowed to make more decisions	2	55
Other personal attributes	<u>*</u>	<u>16</u>
Total - personal attributes	5	158

Table D-4 (continued)

Attributes of the Program that Corps Members
Would Add Next Summer*
 (percent of all attributes mentioned by corps members)

<u>Attributes</u>	<u>Percent</u>	<u>Number</u>
<u>Miscellaneous</u>		
Being able to leave camp more often, more activities outside of camp; see family and friends more often, visit other YCC camps; visit other states	7	207
More or better facilities - no specific mention	4	107
Better organization, planning, prepare campers more	3	94
Other miscellaneous attributes	<u>14</u>	<u>445</u>
Total - miscellaneous attributes	<u>28</u>	<u>853</u>
Total	100	2997

*The question was: "Now think of things which weren't part of the Youth Conservation Corps program but which might be added to make a better program next year - things you would have enjoyed or found worthwhile. What were these?"

Table D-5

Attributes of the Program that Corps Members Would
Omit Next Summer
 (percent of all attributes mentioned by corps members)

	<u>Percent</u>	<u>Number</u>
<u>Work and Research</u>		
General construction and maintenance of physical facilities; housekeeping of living quarters	5	117
Planting, thinning, marking trees or plants, landscaping	3	77
Doing busy work, odd jobs; tedious, repetetive boring work	3	57
Other work and research attributes	<u>13</u>	<u>301</u>
Total - work and research	24	552
<u>Social and Recreational</u>		
The staff, lack of communication between staff and campers, have fewer, better counselors	6	136
Evening or campfire activities, mandatory recreation, planned and organized social activities	3	61
Other social and recreational attributes	<u>6</u>	<u>147</u>
Total - social and recreational	15	344
<u>Learning</u>		
Lectures, speakers, taking tests, films, lectures or other educational programs were boring	4	96
Other learning attributes	<u>6</u>	<u>123</u>
Total - learning	10	219
<u>Personal</u>		
Sleeping hours, getting up early; going to bed too early; not staying up late enough	2	52
Other - personal attributes	<u>2</u>	<u>42</u>
Total - personal	4	94
<u>Miscellaneous</u>		
Nothing; would leave program as it is	19	429
Too much discipline; regimentation	11	251
Organization of the program - too little flexibility in planning, schedules too rigid	3	74
This questionnaire, this test	2	56
Food	2	50
Other - miscellaneous attributes	<u>10</u>	<u>196</u>
Total - miscellaneous	<u>47</u>	<u>1056</u>
Total	100	2265

Table D-6

Changes in Corps Members' Rating of Select Problems Facing the Nation

(percent of corps members rating problems as extremely serious and very serious during the first and final weeks in camp)¹

<u>Problem</u>	<u>First Week Response</u>	<u>Final Week Response</u>	<u>Change</u>
The draft	43	47	+4
Inadequate educational opportunities	52	54	+2
Inflation and high prices	73	74	+1
Poor leadership in government	57	58	+1
Too few job opportunities	71	70	-1
Race relations	62	61	-1
National morale and unity	59	57	-2
Crime and violence	80	77	-3
Hunger and poverty	81	77	-4
The war in Southeast Asia	73	69	-4
Inadequate housing	52	48	-4
Drug addiction	74	69	-5

¹On the initial and final questionnaires the question was: "We'd like to know how serious you think these problems are for the United States today. Please check whether you think it is EXTREMELY SERIOUS, VERY SERIOUS, QUITE SERIOUS, NOT VERY SERIOUS; or NOT AT ALL SERIOUS."

Table D-7

Major Topics Covered During Environmental Education Program
 (topics cited 10 times or more by camp directors)

<u>Topic</u>	<u>Number of Camps</u>
Wildlife, wildlife habitats, birds	50
Forestry, trees, plant life	49
Soils and soil erosion, watershed and stream control, improvement	44
Pollution control; environmental appreciation	35
Recreation, recreation and land management	35
Water, hydrology	31
Fish, fish habitats	29
Conservation practices	22
Conservation, ecology, natural resources	19
Fire prevention and control	16
Safety or survival techniques, first aid; dangerous plants or animals	15
Population control, family planning, sex education	14
Man in nature-destruction and conservation of environment	14

Table D-8

Camp Directors' Ratings of Environmental Education Topics¹
 (topics cited 10 times or more by camp directors)

	<u>Number of Camps</u>
<u>Topics Covered Most Thoroughly by the Staff or Specialists</u>	
Forestry, trees, plant life	17
Wildlife, wildlife habitats, birds	17
Soils and soil erosion, watershed and stream control and improvement	15
Conservation, ecology, natural resources	13
Pollution control, environmental appreciation	12
<u>Topics Most Worthwhile from the Corps Members' Point of View</u>	
Recreation, recreational land improvement	17
Conservation, ecology, natural resources	16
Wildlife, wildlife habitats, birds	15
Pollution control, environmental appreciation	13
Forestry, trees, plant life	12
<u>Topics Most Worthwhile from the Point of View of Their Usefulness to the Work Program</u>	
Recreation, recreation and land management	20
Soils and soil erosion, watershed and stream control and improvement	15
Forestry trees, plant life	14
Wildlife, wildlife habitats, birds	13
Conservation ecology, natural resources	12
Conservation practices	10

¹
 Camp directors were asked to cite two topics for each question.

Table D-9

Major Work Assignments in Camps
(assignments cited 10 times or more by camp directors)

<u>Work Assignments</u>	<u>Number of Camps</u>
Trail development, clearing, improvement; bridge building	47
Recreation, camp ground, picnic area <u>development</u>	45
Planting trees, shrubs, grass; landscaping; reforestation	39
General construction and maintenance of physical facilities; buildings, signs, displays	36
Wildlife habitat improvement, development, maintenance	28
Stream improvement, channel improvement, dam building	22
Cleaning up environment; general mention or not ascertained what	18
Erosion control; building rock and check dams	16
Work or research; general mention or not ascertained what	15
Clearing areas; general mention or not ascertained what	12
Recreation, camp ground, picnic area <u>clean-up</u>	10
Control or eradication of harmful plants	10

Table D-10

Camp Directors' Ratings of Work Assignments¹
(assignments cited 10 times or more by camp directors)

	<u>Number of Camps</u>
<u>Assignments Most Beneficial from the Point of View of Improvements to the Environment</u>	
Planting trees, shrubs, grass; landscaping; reforestation	16
Trail development, clearing, improvement; bridge building	15
Recreation, camp ground, picnic area development	15
Stream improvement, channel improvement, dam building	15
<u>Assignments Least Beneficial from the Point of View of Improvements to the Environment</u>	
General construction and maintenance of physical facilities; buildings, signs, displays	19
Recreation, camp ground, picnic area development	11
<u>Assignments Most Satisfying from the Point of View of Corps Members</u>	
Trail development, clearing, improvement; bridge building	32
Recreation, camp ground, picnic area development	16
General construction and maintenance of physical facilities; buildings, signs, displays	13
Planting trees, shrubs, grass; landscaping; reforestation	10
<u>Assignments Least Satisfying from the Point of View of Corps Members</u>	
Planting trees, shrubs, grass; landscaping; reforestation	19
General construction and maintenance of physical facilities; buildings, signs, displays	16
Recreation, camping and picnic area development	11
<u>Assignments Most Immediately Useful to the Public</u>	
Trail development, clearing, improvement; bridge building	36
Recreation, camp ground and picnic area development	29
Wildlife habitat improvement, development, maintenance	12

¹
Camp directors were asked to cite two work assignments for each question.

Table D-11

Activities Engaged in During the Summer, 1970¹

<u>Activities Mentioned</u>	<u>Percent</u>	<u>Number</u> <u>(base of percentages)</u>
Work in home town	54	1223
Loaf	54	1220
Travel with family	43	994
Travel with friends	24	554
Go to summer camp, scout camp, etc.	16	364
Work away from home	15	356
Go to school	12	268
Other	10	214
<u>Activity Respondent Did Most</u>		
Work in home town	36	821
Loaf	29	661
Work away from home	9	197
Travel with family	7	154
Go to school	6	144
Travel with friends	6	127
Other	4	94
Go to summer camp, scout camp, etc.	<u>3</u>	<u>62</u>
Total	100	2260

¹The questions were: "Which of these things did you do last summer?"
and "Which one did you do the most?"

APPENDIX E

Project YCC 466130
Summer, 1971

Form Approved
Office of Management
and Budget
No. 40-S-71044
Expires: 10/31/71

YOUTH CONSERVATION CORPS
FIRST WEEK



SURVEY RESEARCH CENTER
INSTITUTE FOR SOCIAL RESEARCH
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48106

(Do not write in above space)

SECTION A

The questions in this section attempt to find out about what you expect of the Youth Conservation Corps and how you feel about the natural surroundings, the camp and the people here.

- A1. To begin with, we're interested in knowing about your first impressions of the physical or natural environment of the camp. Please list the things you find attractive and the things you find unattractive.

- Attractive: 1. _____
2. _____
3. _____
4. _____
5. _____

- Unattractive: 1. _____
2. _____
3. _____
4. _____
5. _____

- A2. As nearly as you can recall, what were some of the things that made you interested in the Youth Conservation Corps, things that made it seem like a good idea at the time you applied?

Here are some of the main reasons that different people give for being interested in the Youth Conservation Corps. For each item, mark whether it was VERY IMPORTANT, SOMEWHAT IMPORTANT, or NOT VERY IMPORTANT at the time you applied.

- A3. Youth Conservation Corps offers experience or training that will be useful in one's personal development or later career.

1. VERY IMPORTANT

3. SOMEWHAT IMPORTANT

5. NOT VERY IMPORTANT

- A4. Youth Conservation Corps offers an interest and challenging change--a kind of adventure or change of pace or break from ordinary things.

1. VERY IMPORTANT

3. SOMEWHAT IMPORTANT

5. NOT VERY IMPORTANT

- A5. The Youth Conservation Corps program is important, and one has an obligation to learn about the environment and to do what you can to take care of it.

1. VERY IMPORTANT

3. SOMEWHAT IMPORTANT

5. NOT VERY IMPORTANT

- A6. The Youth Conservation Corps offers a chance to find out about yourself--what you can do and how you can get along in new situations.

1. VERY IMPORTANT

3. SOMEWHAT IMPORTANT

5. NOT VERY IMPORTANT

- A7. The Youth Conservation Corps offers a chance to make a little money.

1. VERY IMPORTANT

3. SOMEWHAT IMPORTANT

5. NOT VERY IMPORTANT

Now, think of all the people you talked to or wrote to about the Youth Conservation Corps and the possibility of your attending this camp. Include those whose opinions you got without asking as well as those whose advice you asked for.

FOR EACH PERSON, MARK A BOX CORRESPONDING TO YOUR ANSWERS TO THE QUESTIONS ON THE LEFT.

	FATHER	MOTHER	BROTHERS, SISTERS	FRIENDS	TEACHERS AND SCHOOL COUNSELORS
A8. How would you say they generally felt about your joining the Youth Conservation Corps?					
1. THEY APPROVED.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. THEY DISAPPROVED...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. THEY HAD NO CLEAR OPINION.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0. I DIDN'T GET THEIR VIEWS.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A9. Did their view carry any weight when you were deciding about whether to join the Youth Conservation Corps or not?					
1. YES.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. NO.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0. I DIDN'T GET THEIR VIEWS.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A10. Was there a person not mentioned above whose views were important in your decision to join the Youth Conservation Corps?

☐ YES - PLEASE DESCRIBE _____

☐ NO

A11. What kinds of things do you expect to be doing in camp?

1. _____
2. _____
3. _____
4. _____
5. _____

A12. Which one of these things do you think you'll like best?

A13. Is there anything about the camp that you think you might not like - or that might give you trouble in any way?

☐ YES



☐ NO (GO TO QUESTION 16)

A14. What is that? _____

A15. Why don't you think you'll like that--in what way will it bother you?

A16. Considering everything, how well do you expect this summer to turn out?

1. EXTREMELY WELL

2. VERY WELL

3. WELL ENOUGH

4. NOT VERY WELL

A17. Keeping in mind the things you want to accomplish and the fun you hope to have this summer, how much will these depend on the camp staff?

1. A LOT

2. PRETTY MUCH

3. A LITTLE

4. HARDLY AT ALL

A18. And how will the things you want to accomplish and the fun you hope to have depend on your fellow corps members?

1. A LOT

2. PRETTY MUCH

3. A LITTLE

4. HARDLY AT ALL

Here are some things that young people are sometimes bothered about when they enter the Youth Conservation Corps. We would like to know how much these things bother you.

		I DON'T THINK IT WILL BE A PROBLEM	I THINK IT MAY BE A PROBLEM AND THIS BOTHERS ME:			
			A LOT 1	PRETTY MUCH 2	A LITTLE 3	HARDLY AT ALL 4
A19.	How about getting along with the staff. Do you think this might be a problem for you, and if so, how much are you bothered by the idea you might not be able to get along with them?.....	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
A20.	How about getting along with other corps members in general?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A21.	How about getting along with corps members of different racial backgrounds?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A22.	How about getting along with corps members of your own race whose families are much richer or poorer than your family?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A23.	How about living by a schedule and following camp rules and regulations?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A24.	How about living or working in the out-of-doors?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A25.	How about working or living where there are insects such as mosquitos or hornets?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A26.	How about working or living where there are snakes?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A27.	How about working or living where there may be wild animals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A28.	How about not being as good as others are at recreational activities and sports?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A29.	How about being in unfamiliar surroundings where you might get lost?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANSWER THE NEXT THREE QUESTIONS ONLY IF YOU ARE IN A RESIDENTIAL CAMP						
A30.	How about being away from home, family and friends?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A31.	How about living in a group where your privacy and the chance to get off by yourself may be limited?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A32.	How about living where there are strange sounds at night?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A33. Considering all the things you do, how would you rate yourself as to the amount of physical activity you get compared with other young people your age and sex?

- ☐ 1 I AM MUCH LESS ACTIVE
- ☐ 2 I AM SOMEWHAT LESS ACTIVE
- ☐ 3 I AM ABOUT THE SAME
- ☐ 4 I AM SOMEWHAT MORE ACTIVE
- ☐ 5 I AM MUCH MORE ACTIVE

A34. About how many evenings do you get together with friends?

- ☐ 0 SELDOM OR NEVER
- ☐ 1 ONCE OR TWICE A MONTH
- ☐ 3 ABOUT ONCE A WEEK
- ☐ 5 TWO OR THREE TIMES A WEEK
- ☐ 7 MORE OFTEN

A35. We're interested in knowing how many good friends you have. Please write the number of your good friends who are:

BOYS _____

GIRLS _____

A36. Are any of your friends from home here in camp with you?

☐ YES

☐ NO - (GO TO QUESTION A39)

A37. What are their names?

	<u>First</u>	<u>Last</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

A38. Are any of the names listed above among your two closest friends that you spend most time with at home?

☐ YES → (WHICH ONES) 1. _____
2. _____

☐ NO - (GO TO QUESTION A39)

A39. There are many things young people can do today to improve themselves. What are some of the things you'd like to improve about yourself?

A40. In some schools the students participate in running school affairs; in others, the teachers and administrators decide everything. In your school, how much do the students participate in running school affairs?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A41. Do you feel that students should have more or less or about the same say in running school affairs?

1. MORE

2. LESS

3. ABOUT THE SAME

There are some who think corps members should participate in running the Youth Conservation Corps camps. There are others who think the camp supervisory staff should decide everything?

A42. How much do you think corps members should participate in planning the camp work program?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A43. How much do you think corps members should participate in planning the camp recreational program?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A44. How much do you think corps members should participate in planning the living and eating arrangements?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A45. How much do you think corps members should participate in the layout and building of camp facilities?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A46. How much do you think corps members should participate in camp discipline?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A47. Among the following sets of people, how many are there who really care about you-- who care how you feel or what happens to you?

<u>PEOPLE WHO REALLY CARE ABOUT ME:</u>	<u>NO ONE</u>	<u>ONE PERSON</u>	<u>2-4 PEOPLE</u>	<u>5 OR MORE PEOPLE</u>
1. My parents or other <u>older</u> relatives.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
2. My brothers, sisters, or other <u>relatives about my</u> <u>age</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My <u>friends</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Persons in position of <u>authority</u> such as super- visors, teachers, or offi- cials.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other adults.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A48. Recently, how much pressure have you felt from other people who are trying to tell you how to run your life?

<u>PRESSURE FROM:</u>	<u>NONE</u>	<u>A LITTLE</u>	<u>PRETTY MUCH</u>	<u>A LOT</u>
1. My parents or other <u>older</u> relatives.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
2. My brothers, sisters, or other <u>relatives about my age</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My <u>friends</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Persons in position <u>authority</u> , such as super- visors, teachers or officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other adults.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A49. We're interested in the kinds of clubs and organizations young people belong to. What clubs or groups do you belong to in your neighborhood, at school or church, or other places?

- ☐ Church connected or religious group
- ☐ Fraternity or sorority
- ☐ Sports teams
- ☐ Country club
- ☐ Ecology or environmental action groups
- ☐ Political clubs
- ☐ Other issue or action-oriented groups
- ☐ Scouts, Y's, 4-H, etc.
- ☐ Community centers, Teen centers, etc.
- ☐ Charity or welfare organizations
- ☐ Career or Profession-related organization
- ☐ School connected clubs not mentioned above (e.g., Spanish club)
- ☐ Civic groups
- ☐ Others - DESCRIBE _____
- ☐ None - GO TO NEXT QUESTION

A50. Suppose you had a job where your supervisor was a qualified person of a different race (white, black). Would you mind that A LOT, A LITTLE, or NOT AT ALL?

- ☐ 1 I'D MIND IT A LOT
- ☐ 3 I'D MIND IT A LITTLE
- ☐ 5 I WOULDN'T MIND IT AT ALL

A51. If a family of a different race (but same level of education and income) moved next door to you, how would you feel about it?

☐ 1 I'D MIND IT A LOT

☐ 3 I'D MIND IT A LITTLE

☐ 5 I WOULDN'T MIND IT AT ALL

A52. If you had small children, would you rather they had only white friends, only black friends, or both?

☐ 1 I'D LIKE THEM TO HAVE ONLY WHITE FRIENDS

☐ 3 I'D LIKE THEM TO HAVE ONLY BLACK FRIENDS

☐ 5 I'D LIKE THEM TO HAVE BOTH WHITE AND BLACK FRIENDS

SECTION B

Here is a list of problems facing the nation.

B1. We'd like to know how serious you think these problems are for the United States today. For each problem, please check whether you think it is EXTREMELY SERIOUS, VERY SERIOUS, QUITE SERIOUS, NOT VERY SERIOUS, NOT AT ALL SERIOUS for the United States.

(CHECK ONE BOX FOR EACH LINE)

<u>PROBLEM</u>	<u>EXTREMELY SERIOUS</u>	<u>VERY SERIOUS</u>	<u>QUITE SERIOUS</u>	<u>NOT VERY SERIOUS</u>	<u>NOT AT ALL SERIOUS</u>
a. Inadequate housing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack of open space and recreation lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. National morale and unity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Too few job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overpopulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Water pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The draft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Inadequate educational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Litter and trash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Air pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Hunger and poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Crime and violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Poor leadership in government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Visual pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Inflation and high prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The war in Southeast Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. Of course, not all citizens face these problems to the same degree. How about yourself? How important will each of these problems be in your life during the next three years?

<u>PROBLEM</u>	<u>EXTREMELY</u> <u>IMPORTANT</u>	<u>VERY</u> <u>IMPORTANT</u>	<u>QUITE</u> <u>IMPORTANT</u>	<u>NOT VERY</u> <u>IMPORTANT</u>	<u>NOT AT ALL</u> <u>IMPORTANT</u>
a. Inadequate housing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Lack of open space and recreation lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. National morale and unity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Too few job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overpopulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Water pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The draft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Inadequate educational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Litter and trash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Air pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Hunger and poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Crime and violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Poor leadership in government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Visual pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Inflation and high prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The war in Southeast Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C

The questions in this section attempt to find out about your understanding of the physical environment, environmental problems and your feelings about them.

For each statement, please check the one answer which you think is correct.

C1. MURC Index is:

- ☐ 1. The amount of mercury pollution in water
- ☐ 2. A measure of air pollution
- ☐ 3. A measure of the murkiness of water
- ☐ 4. An indicator of how well the stock market is doing
- ☐ 5. A Measure of Urban-Rural Commuting

C2. A brown out is:

- ☐ 1. Heavy soot from pollution
- ☐ 2. A war time safety measure
- ☐ 3. An action taken during an electric power shortage
- ☐ 4. An outing for Brownie scouts
- ☐ 5. The drying up of lawns when there is too little water

C3. A measure of noise pollution is:

- ☐ 1. The airport audiogram
- ☐ 2. The noise response earometer
- ☐ 3. The Gunnar Jarring Discordancy Index
- ☐ 4. The decibel
- ☐ 5. The SST quotient

C4. Stewart Udall is:

- ☐ 1. The author of the Migratory Bird Act of 1957
- ☐ 2. The head of the Forest Service
- ☐ 3. Father of the Youth Conservation Corps
- ☐ 4. Author of The Quiet Crisis
- ☐ 5. A lobbyist for the oil industry

C5. A temperature inversion:

- ☐ 1. Explains why it is winter in the northern hemisphere when it is summer in the southern hemisphere
- ☐ 2. Can be broken with aspirin and a lot of rest
- ☐ 3. Concentrates air pollution in parts of the country
- ☐ 4. Is an index of thermal pollution
- ☐ 5. Explains why the desert is dry

C6. A food chain is:

- ☐ 1. A term used to describe the eating habits of sick animals
- ☐ 2. A row of different foods on the shelf of a grocery store
- ☐ 3. A series of organisms through which energy flows
- ☐ 4. An animal's digestive tract
- ☐ 5. The process of feeding prisoners on a chain gang

C7. Rachel Carson is best known for her:

- ☐ 1. Writings on the population explosion
- ☐ 2. Television campaign to save the Florida alligator
- ☐ 3. Films of African wildlife
- ☐ 4. Aunt Rachel's canned pickles
- ☐ 5. Criticism of the use of pesticides

C8. Here are some of the ways in which an individual can deal with the problem of water pollution. Please check how willing you would be to take each of the following actions in dealing with this problem.

<u>ACTION</u>	<u>DEFINITELY WILLING</u>	<u>MIGHT BE WILLING</u>	<u>DEFINITELY NOT WILLING</u>
a. Write letters to government officials	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 5
b. Do something which could result in your going to jail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with citizen groups in attempting to help solve the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pay higher taxes to cover the cost of solving the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Become involved in active protests such as demonstrating or picketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C9. In general how concerned are you about environmental problems?

1. EXTREMELY CONCERNED	2. VERY CONCERNED	3. MODERATELY CONCERNED	4. A LITTLE CONCERNED	5. NOT AT ALL CONCERNED
---------------------------	----------------------	----------------------------	--------------------------	----------------------------

C10. How many books on environmental issues and problems have you read during the past year?

(WRITE NUMBER OF BOOKS READ) _____

C11. If you had your choice, in what kind of place would you prefer to have your home? (CHECK ONE)

- ☐ 1. a large city of more than 500,000 people
- ☐ 2. a medium size city of 100,000 to 500,000 people
- ☐ 3. a suburb of a medium or large city
- ☐ 4. a small city of 25,000 to 100,000 people
- ☐ 5. a small town of less than 25,000 people
- ☐ 6. a rural area
- ☐ 7. Other (PLEASE SPECIFY) _____

C12. How close to a city of at least 500,000 people would you like to live?

- ☐ 1. Right in the city
- ☐ 2. In the suburbs around the city
- ☐ 3. Not in the suburbs but near the city
- ☐ 4. Further away
- ☐ 5. As far away as possible

C13. If you could choose any place in the United States to go for two weeks during next summer's vacation, would you choose:

- ☐ 1. A city such as New York or San Francisco
- ☐ 2. A medium or small town
- ☐ 3. A farm
- ☐ 4. The mountains
- ☐ 5. A lake or seashore
- ☐ 6. Some other place (PLEASE SPECIFY) _____

C14. Why did you choose this place? _____

C15. Do you feel your understanding of natural resource management and planning is:

1. MUCH ABOVE AVERAGE	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. MUCH BELOW AVERAGE
--------------------------	---------------------	------------	---------------------	--------------------------

C16. How many people would you estimate there are in the United States today?

- ☐ Less than 75 million
- ☐ 75 - 125 million
- ☐ 125 - 175 million
- ☐ 175 - 225 million
- ☐ 225 - 275 million
- ☐ More than 275 million

C17. Turning now to a more general issue, what do you think would be the ideal population size for the United States?

- ☐ Much smaller than it is now
- ☐ Somewhat smaller than it is now
- ☐ About the same as it is now
- ☐ Somewhat larger than it is now
- ☐ Much larger than it is now

C18. How many people would you estimate there are in the world today?

- ☐ Less than 1 billion
- ☐ 1 - 2 billion
- ☐ 2 - 3 billion
- ☐ 3 - 4 billion
- ☐ 4 - 5 billion
- ☐ 5 - 7 billion
- ☐ 7 - 10 billion

C19. What do you think would be the ideal population size for the entire world?

- ☐ Much smaller than it is now
- ☐ Somewhat smaller than it is now
- ☐ About the same as it is now
- ☐ Somewhat larger than it is now
- ☐ Much larger than it is now

C20. How long do you think it would take the world to double its population at the present rate of increase?

- ☐ 1 - 10 years
- ☐ 10 - 25 years
- ☐ 25 - 50 years
- ☐ 50 - 100 years
- ☐ 100 - 250 years
- ☐ 250 - 500 years
- ☐ 500 - 1000 years

SECTION D

Here is a list of activities that young people do. Would you first check all of those you have done in the last year. Then would you please check those you enjoyed doing the most.

<u>ACTIVITY</u>	<u>ACTIVITIES DONE THE PAST YEAR</u>	<u>THOSE ACTIVITIES ENJOYED MOST</u>
D1. Playing cards or board games.....	<input type="checkbox"/>	<input type="checkbox"/>
D2. Going to movies.....	<input type="checkbox"/>	<input type="checkbox"/>
D3. Talking with friends, Rap sessions.....	<input type="checkbox"/>	<input type="checkbox"/>
D4. Parties.....	<input type="checkbox"/>	<input type="checkbox"/>
D5. Dancing.....	<input type="checkbox"/>	<input type="checkbox"/>
D6. Listening to radio or records.....	<input type="checkbox"/>	<input type="checkbox"/>
D7. Listening to live music.....	<input type="checkbox"/>	<input type="checkbox"/>
D8. Playing a musical instrument.....	<input type="checkbox"/>	<input type="checkbox"/>
D9. Acting, being in plays.....	<input type="checkbox"/>	<input type="checkbox"/>
D10. Writing stories, poems, etc.	<input type="checkbox"/>	<input type="checkbox"/>
D11. Painting or sketching.....	<input type="checkbox"/>	<input type="checkbox"/>
D12. Watching television.....	<input type="checkbox"/>	<input type="checkbox"/>
D13. Reading, not school work.....	<input type="checkbox"/>	<input type="checkbox"/>
D14. Nature study such as bird study.....	<input type="checkbox"/>	<input type="checkbox"/>
D15. Nature photography, nature (wildlife, etc.)...	<input type="checkbox"/>	<input type="checkbox"/>

<u>ACTIVITY</u>	<u>ACTIVITIES DONE THE PAST YEAR</u>	<u>THOSE ACTIVITIES ENJOYED MOST</u>
D16. Photography, other than nature.....	<input type="checkbox"/>	<input type="checkbox"/>
D17. Collecting things, out-of-doors (rocks, leaves, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
D18. Collecting things, other than out-of-doors (coins, stamps, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
D19. Arts and crafts or shop.....	<input type="checkbox"/>	<input type="checkbox"/>
D20. Sewing.....	<input type="checkbox"/>	<input type="checkbox"/>
D21. Cooking for pleasure.....	<input type="checkbox"/>	<input type="checkbox"/>
D22. Visiting a zoo.....	<input type="checkbox"/>	<input type="checkbox"/>
D23. Roller skating.....	<input type="checkbox"/>	<input type="checkbox"/>
D24. Bowling.....	<input type="checkbox"/>	<input type="checkbox"/>
D25. Pool, billiards, etc.	<input type="checkbox"/>	<input type="checkbox"/>
D26. Ping-pong, table tennis.....	<input type="checkbox"/>	<input type="checkbox"/>
D27. Basketball.....	<input type="checkbox"/>	<input type="checkbox"/>
D28. Handball or squash.....	<input type="checkbox"/>	<input type="checkbox"/>
D29. Volley ball.....	<input type="checkbox"/>	<input type="checkbox"/>
D30. Badminton.....	<input type="checkbox"/>	<input type="checkbox"/>
D31. Tennis.....	<input type="checkbox"/>	<input type="checkbox"/>
D32. Ice skating and ice hockey.....	<input type="checkbox"/>	<input type="checkbox"/>
D33. Snow skiing.....	<input type="checkbox"/>	<input type="checkbox"/>
D34. Sledding or tobogganing.....	<input type="checkbox"/>	<input type="checkbox"/>
D35. Water skiing.....	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITY	ACTIVITIES DONE THE PAST YEAR	THOSE ACTIVITIES ENJOYED MOST
D36. Swimming.....	<input type="checkbox"/>	<input type="checkbox"/>
D37. Skin diving or snorkeling.....	<input type="checkbox"/>	<input type="checkbox"/>
D38. Canoeing.....	<input type="checkbox"/>	<input type="checkbox"/>
D39. Sailing.....	<input type="checkbox"/>	<input type="checkbox"/>
D40. Boating other than canoeing or sailing.....	<input type="checkbox"/>	<input type="checkbox"/>
D41. Fishing.....	<input type="checkbox"/>	<input type="checkbox"/>
D42. Hunting or shooting.....	<input type="checkbox"/>	<input type="checkbox"/>
D43. Gardening.....	<input type="checkbox"/>	<input type="checkbox"/>
D44. Wild berry picking.....	<input type="checkbox"/>	<input type="checkbox"/>
D45. Picnicking away from home.....	<input type="checkbox"/>	<input type="checkbox"/>
D46. Camping, overnight or longer.....	<input type="checkbox"/>	<input type="checkbox"/>
D47. Mountain or rock climbing.....	<input type="checkbox"/>	<input type="checkbox"/>
D48. Caving or spelunking.....	<input type="checkbox"/>	<input type="checkbox"/>
D49. Hiking.....	<input type="checkbox"/>	<input type="checkbox"/>
D50. Bicycling.....	<input type="checkbox"/>	<input type="checkbox"/>
D51. Driving or motorcycling for pleasure.....	<input type="checkbox"/>	<input type="checkbox"/>
D52. Horseback riding.....	<input type="checkbox"/>	<input type="checkbox"/>
D53. Horseshoes and quoits.....	<input type="checkbox"/>	<input type="checkbox"/>
D54. Frisbee.....	<input type="checkbox"/>	<input type="checkbox"/>
D55. Trampoline work.....	<input type="checkbox"/>	<input type="checkbox"/>

<u>ACTIVITY</u>	<u>ACTIVITIES DONE THE PAST YEAR</u>	<u>THOSE ACTIVITIES ENJOYED MOST</u>
D56. Gymnastics.....	<input type="checkbox"/>	<input type="checkbox"/>
D57. Conditioning exercises such as calisthenics, weight lifting, etc.	<input type="checkbox"/>	<input type="checkbox"/>
D58. Golf.....	<input type="checkbox"/>	<input type="checkbox"/>
D59. Football.....	<input type="checkbox"/>	<input type="checkbox"/>
D60. Softball or baseball.....	<input type="checkbox"/>	<input type="checkbox"/>
D61. Track and Field.....	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E

The questions in this section give us some background information about you, where you live, and what you've done. In reporting the results of this study, we will not disclose information that will identify any individual by name. Instead we will report our findings by broad categories such as "all persons in the 10th grade," "all girls," "all 18 year olds," etc. We also want to know how well the camps are working out for people with different backgrounds. Therefore, these questions are very important to us. If you see a question that you prefer not to answer, however, simply leave it blank

E1. What is your sex? ☐ Male ☐ Female

E2. What is your race?

☐ White ☐ Black ☐ American Indian ☐ Other (PLEASE SPECIFY) _____

E3. How old were you on your last birthday?

☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ Other → (SPECIFY) _____

E4. What was the last grade in school you completed before coming here to camp?

☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ First Year of College

☐ Other → (SPECIFY) _____

E5. Will you be returning to school or going to college this fall?

☒ No ☐ Yes → (SKIP TO QUESTION E7)

E6. What do you plan to do this fall? _____

E7. How much schooling do you think you'll have by the time you finish your formal education? (CHECK ONLY ONE BOX)

- ☐ High school graduate
☐ Some additional technical or trade school training
☐ Some college
☐ Four years of college
☐ More than four years of college
☐ Don't know

E8. How many brothers and sisters do you have?

Brothers	<input type="checkbox"/> None	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 or more
Sisters	<input type="checkbox"/> None	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 or more

E9. Which of the following best describes the building where you normally live?

- ☐ A one family house
- ☐ A two family house
- ☐ Row house or townhouse (3 or more attached single family houses in a row)
- ☐ A small apartment house (up to 8 families)
- ☐ A large apartment house (8 families or more)
- ☐ Other (PLEASE SPECIFY) _____

E10. Which of the following best describes the place where your home is located?

- ☐ A large city of more than 500,000 people
- ☐ A medium size city of 100,000 to 500,000 people
- ☐ A suburb of a medium or large city
- ☐ A small city of 25,000 to 100,000 people
- ☐ A small town of less than 25,000 people
- ☐ a rural area
- ☐ Other (PLEASE SPECIFY) _____

E11. In what kind of place did you live most of the time during the first five years of your life?

- ☐ A large city of more than 500,000 people
- ☐ A medium size city of 100,000 to 500,000 people
- ☐ A suburb of a medium or large city
- ☐ A small city of 25,000 to 100,000 people
- ☐ A small town of less than 25,000 people
- ☐ A rural area
- ☐ Other (PLEASE SPECIFY) _____

E12. How many different states have you lived in for six months or more counting the one you now live in?

- ☐ One ☐ Two ☐ Three ☐ Four ☐ Five or more

E13. What is your father's usual occupation? _____

E14. What kind of business or industry is that in? _____

E15. Which does he do on his job? _____

E16. Does he work for himself or someone else?

☐ For himself

☐ For someone else

☐ Other (SPECIFY) _____

E17. Does your mother work for pay?

☐ Yes

☐ No (SKIP TO QUESTION E19)

E18. About how many hours a week does she work? _____ HOURS

E19. Have you given any thought to the kind of work you would like to do in the future?

☐ Yes

☐ No (SKIP TO QUESTION E23)

E20. What kind of work did you have in mind? _____

E21. Have you seriously considered a job which deals with the planning and management of the physical environment?

☐ Yes

☐ No (SKIP TO QUESTION E23)

E22. What kind of job did you have in mind?

☐ Same answer as job mentioned in Question E20

☐ Other job (DESCRIBE): _____

E23. Which of these things did you do last summer?

- ☐ Work in home town
- ☐ Work away from home
- ☐ Go to school
- ☐ Go to summer camp, scout camp, etc.
- ☐ Travel with friends
- ☐ Travel with family
- ☐ Loaf
- ☐ Other (PLEASE SPECIFY) _____

E24. Which one did you do most? (CHECK ONLY ONE)

- ☐ Work in home town
- ☐ Work away from home
- ☐ Go to school
- ☐ Go to summer camp, scout camp, etc.
- ☐ Travel with friends
- ☐ Travel with family
- ☐ Loaf
- ☐ Other (PLEASE SPECIFY) _____

- E25. We're interested in learning about your background and skills in working with different things. Please indicate the level of skill you think you have in working with each item listed below. If you have never used the item please check the no experience box. (CHECK ONLY ONE BOX FOR EACH ITEM).

<u>Item</u>	<u>No Experience</u>	<u>Not Very Skilled</u>	<u>Somewhat Skilled</u>	<u>Very Skilled</u>
1. Hammer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Hand saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hack saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Shovel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hand drill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Axe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Hatchet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Posthole digger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pitch fork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lawn mower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Blueprints or plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Rake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Transit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Compass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- E26. We'd like to know about your experiences and skills in different kinds of outdoor activities. Please check the level of skill you think you have in doing each activity listed below. If you have never been involved in the activity, please check the no experience box. (CHECK ONLY ONE BOX FOR EACH ACTIVITY).

<u>Activity</u>	<u>No Experience</u>	<u>Not Very Skilled</u>	<u>Somewhat Skilled</u>	<u>Very Skilled</u>
1. Gardening and growing things	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Taking care of shrubs and trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Taking care of farm animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Taking care of pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Building or refinishing furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Working on a car or motorcycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E27. Before coming to the Youth Conservation Corps camp, have you ever visited any of the following places for a day or more? (CHECK ALL PLACES VISITED).

- ☐ A national park
- ☐ A national or state forest
- ☐ The mountains
- ☐ A seashore
- ☐ A farm
- ☐ A scout or summer camp
- ☐ A state park
- ☐ A wildlife refuge area

E28. What do you think the total income will be this year (1971) for all members of your immediate family living at home?

- ☐ Under \$5,000
- ☐ \$5,000-7,499
- ☐ \$7,500-9,999
- ☐ \$10,000-12,499
- ☐ \$12,500-14,999
- ☐ \$15,000-17,499
- ☐ \$17,500-19,999
- ☐ \$20,000 or over

FINAL WEEK



SURVEY RESEARCH CENTER
INSTITUTE FOR SOCIAL RESEARCH
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48106

(Do not write in above space)

SECTION A

The questions in this section are to help us understand how you feel about your experiences in the Youth Conservation Corps' this summer....Particularly, we need to know:

- * What you liked and disliked.
- * What was worthwhile or most meaningful to you and what wasn't.
- * What were the strengths and weaknesses of the camp, the staff and the program.

A1. To begin with, how do you feel about your Youth Conservation Corps experience this summer?

- ☐ 1 I REALLY LIKED IT
- ☐ 2 I LIKED IT
- ☐ 3 I CAN'T SAY I CLEARLY LIKED OR DISLIKED IT
- ☐ 4 I DISLIKED IT
- ☐ 5 I REALLY DISLIKED IT

A2. How worthwhile to you was your Youth Conservation Corps experience this summer?

- ☐ 1 VERY WORTHWHILE
- ☐ 2 SOMEWHAT WORTHWHILE
- ☐ 3 NOT VERY WORTHWHILE
- ☐ 4 NOT AT ALL WORTHWHILE

A3. What two or three things were most worthwhile to you?

1. _____
2. _____
3. _____

A4. What things were least worthwhile or pretty much a waste of your time?

1. _____
2. _____
3. _____

A5. What things, if any, would you omit next summer?

A6. Now think of things which weren't part of the Youth Conservation Corps program but which might be added to make a better program next year - things you would have enjoyed or found worthwhile. What were these?

S1. We're interested in knowing more about your impressions of the physical or natural environment of the camp. Please list the things you found attractive and the things you found unattractive.

ATTRACTIVE

1. _____
2. _____
3. _____
4. _____
5. _____

UNATTRACTIVE

1. _____
2. _____
3. _____
4. _____
5. _____

Here are some questions about how you would rate specific parts of the Youth Conservation Corps.

	Excellent	Very Good	Good	Fair	Poor
A7. How would you rate <u>the staff</u> as <u>counselors</u> ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A8. How would you rate <u>the staff</u> as <u>work leaders</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A9. How would you rate <u>the staff</u> as <u>fellow human beings</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A10. How would you rate your <u>fellow corps members</u> as <u>companions</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A11. How would you rate your <u>fellow corps members</u> as <u>co-workers</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A12. How would you rate your <u>fellow corps members</u> as <u>fellow human beings</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A13. How would you rate your <u>fellow corps members</u> as to <u>their concern about the environment</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A14. How would you rate your <u>camp as a community...</u> a place where interests are shared and people work well and get along well together?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A15. How would you rate the <u>amount</u> of work accomplished by corps members at your camp?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A16. How would you rate the <u>quality</u> of work accomplished by corps members in your camp?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A17. How would you rate the <u>working conditions</u> of the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A18. How would you rate the <u>environmental education</u> you received as part of the work program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A19. How would you rate the <u>coordination</u> between the work and the environmental education program -- how well did one tie into the other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A20. How would you rate the <u>camp food</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>ANSWER THE NEXT QUESTION ONLY IF YOU WERE IN A RESIDENTIAL CAMP.</u>					
A21. How would you rate the <u>living accommodations</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A22. Did you do the kinds of things you expected to do in camp?

- ☐ 1 YES, ALMOST ENTIRELY (GO TO A23)
- ☐ 3 PARTLY YES, PARTLY NO (GO TO QUESTIONS A22a-A22d)
- ☐ 5 NO, HARDLY AT ALL (GO TO QUESTIONS A22a-A22d)

A22a. What did you not do that you had expected to do? _____

A22b. How do you feel about this? _____

A22c. What did you do that you had not expected? _____

A22d. How did you feel about this? _____

A23. Among the things you did in camp which did you like best? _____

A24. Was there anything about the camp that you really did not like or that gave you trouble in any way?

- ☐ 1 YES ☐ 5 NO —————> (GO TO QUESTION A25)

A24a. What was that? _____

A24b. Why didn't you like that - in what way did it bother you? _____

Here are some things that young people are sometimes bothered about when they enter the Youth Conservation Corps. We would like to know how these things actually bothered you.

		THIS WAS A PROBLEM WHICH BOTHERED ME:				
		THIS WAS NOT A PROBLEM	A LOT	PRETTY MUCH	A LITTLE	HARDLY AT ALL
A25.	How about getting along with the staff?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A26.	How about getting along with other corps members in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A27.	How about getting along with corps members of different racial backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A28.	How about getting along with corps members of your own race whose families are much richer or poorer than your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A29.	How about living by a schedule and following camp rules and regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A30.	How about living or working in the out-of-doors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A31.	How about working or living where there are insects such as mosquitos or hornets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A32.	How about working or living where there are snakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A33.	How about working or living where there may be wild animals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A34.	How about not being as good as others are at recreational activities and sports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A35.	How about being in unfamiliar surroundings where you might get lost?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANSWER THE NEXT THREE QUESTIONS ONLY IF YOU ARE IN A RESIDENTIAL CAMP						
A36.	How about being away from home, family and friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A37.	How about living in a group where your privacy and the chance to get off by yourself may be limited?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A38.	How about living where there are strange sounds at night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some of the main things that different people might get out of joining the Youth Conservation Corps. For each of the following statements please mark how important it was to you.

- A39. Youth Conservation Corps offers experience or training that will be useful in one's personal development or later career.

1. VERY IMPORTANT

3. SOMEWHAT IMPORTANT

5. NOT VERY IMPORTANT

- A40. Youth Conservation Corps offers an interest and challenging change--a kind of adventure or change of pace or break from ordinary things.

1. VERY IMPORTANT

2. SOMEWHAT IMPORTANT

3. NOT VERY IMPORTANT

- A41. The Youth Conservation Corps program is important, and one has an obligation to learn about the environment and to do what you can to take care of it.

1. VERY IMPORTANT

2. SOMEWHAT IMPORTANT

3. NOT VERY IMPORTANT

- A42. The Youth Conservation Corps offers a chance to find out about yourself--what you can do and how you can get along in new situations.

1. VERY IMPORTANT

2. SOMEWHAT IMPORTANT

3. NOT VERY IMPORTANT

- A43. The Youth Conservation Corps offers a chance to make a little money.

1. VERY IMPORTANT

2. SOMEWHAT IMPORTANT

3. NOT VERY IMPORTANT

- A44. Keeping in mind the things you wanted to accomplish and the fun you hoped to have this summer, how much did these depend on the camp staff?

1. A LOT

2. PRETTY MUCH

3. A LITTLE

4. HARDLY AT ALL

- A45. And how much did these depend on your fellow corps members?

1. A LOT

2. PRETTY MUCH

3. A LITTLE

4. HARDLY AT ALL

A46. How many good friends do you have here in camp?

_____ Boys _____ Girls

A47. Who were your best friends in camp - the ones you spent most of your time with?

	First Name	Last Name
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

A48. In some schools the students participate in running school affairs; in others, the teachers and administrators decide everything. In your school, how much do the students participate in running school affairs?

1. A GOOD DEAL	2. SOME	3. VERY LITTLE	4. NOT AT ALL
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A49. Do you feel that students should have more or less or about the same say in running school affairs?

1. MORE	2. SOME	3. NOT AT ALL
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A50. How much do you think corps members should participate in planning the camp work program?

1. A GOOD DEAL	2. SOME	3. VERY LITTLE	4. NOT AT ALL
----------------	---------	----------------	---------------

A51. How much do you think corps members should participate in planning the camp recreational program?

1. A GOOD DEAL	2. SOME	3. VERY LITTLE	4. NOT AT ALL
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A52. How much do you think corps members should participate in planning the living and eating arrangements?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A53. How much do you think corps members should participate in the layout and building of camp facilities?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A54. How much do you think corps members should participate in camp discipline?

1. A GOOD DEAL

2. SOME

3. VERY LITTLE

4. NOT AT ALL

A55. Among the following sets of people, how many are there who really care about you--who care how you feel or what happens to you?

PEOPLE WHO REALLY
CARE ABOUT ME:

NO
ONE

ONE
PERSON

2-4
PEOPLE

5 OR. MORE
PEOPLE

1. My parents or other older
relatives

☒

☐

☐

☐

2. My brothers, sisters, or
other relatives about my
age

☐

☐

☐

☐

3. My friends

☐

☐

☐

☐

4. Persons in position of
authority such as super-
visors, teachers, or
officials

☐

☐

☐

☐

5. Other adults

☐

☐

☐

☐

A56. Recently, how much pressure have you felt from other people who are trying to tell you how to run your life?

<u>PRESSURE FROM:</u>	<u>NONE</u>	<u>A LITTLE</u>	<u>PRETTY MUCH</u>	<u>A LOT</u>
1. My parents or other <u>older</u> relatives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. My brothers, sisters, or other <u>relatives about my</u> <u>age</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My <u>friends</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Persons in position of <u>authority</u> , such as super- visors, teachers or officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A57. Suppose you had a job where your supervisor was a qualified person of a different race (white, black). Would you mind that A LOT, A LITTLE, or NOT AT ALL?

- ☒ 1. I'D MIND IT A LOT
- ☒ 3. I'D MIND IT A LITTLE
- ☒ 5. I WOULDN'T MIND IT AT ALL

A58. If a family of a different race (but same level of education and income) moved next door to you, how would you feel about it?

- ☒ 1. I'D MIND IT A LOT
- ☒ 3. I'D MIND IT A LITTLE
- ☒ 5. I WOULDN'T MIND IT AT ALL

A59. If you had small children, would you rather they had only white friends, only black friends, or both?

- ☒ 1. I'D LIKE THEM TO HAVE ONLY WHITE FRIENDS
- ☒ 3. I'D LIKE THEM TO HAVE ONLY BLACK FRIENDS
- ☒ 5. I'D LIKE THEM TO HAVE BOTH WHITE AND BLACK FRIENDS

A60. Considering all the things you do, how would you rate yourself as to the amount of physical activity you get compared to other young people your age and sex?

- ☐ 1 I AM MUCH LESS ACTIVE
- ☐ 2 I AM SOMEWHAT LESS ACTIVE
- ☐ 3 I AM ABOUT THE SAME
- ☐ 4 I AM SOMEWHAT MORE ACTIVE
- ☐ 5 I AM MUCH MORE ACTIVE

A61. Did your camp have a library or reading room?

- ☐ 1 YES
- ☐ 5 NO → (GO TO QUESTION A62)

A61a. About how many times did you visit the camp library or reading room?

- ☐ 0 NOT AT ALL
- ☐ 1 ONCE OR TWICE
- ☐ 3 THREE OR FOUR TIMES
- ☐ 5 FIVE TO TEN TIMES
- ☐ 7 MORE OFTEN

A61b. Do you feel the camp library had enough of the type of reading material you wanted?

- ☐ 1 YES → (GO TO QUESTION A62)
- ☐ 5 NO

A61c. In what way could the reading material be improved?

A62. Do you feel you had enough time to read this summer?

- ☐ 1 YES
- ☐ 5 NO

A63. If you were to participate in the YCC program again, would you prefer to be in:

☐ 1 A camp where all corps members were of the same sex

☐ 2 A co-ed camp

A64. Would you prefer:

☐ 1 A residential camp

☐ 2 A non-residential camp

A65. Which of the following is the government agency sponsoring your YCC camp?

(CHECK ONLY ONE)

☐ 1 Bureau of Indian Affairs - U. S. Department of the Interior

☐ 2 Bureau of Land Management - U. S. Department of the Interior

☐ 3 Bureau of Reclamation - U. S. Department of the Interior

☐ 4 Bureau of Sports, Fisheries and Wildlife - U. S. Department of the Interior

☐ 5 Forest Service - U. S. Department of Agriculture

☐ 6 National Park Service - U. S. Department of the Interior

☐ 7 Office of Territories - U. S. Department of the Interior

A66. Briefly describe the main purpose or mission of this agency?

SECTION B

Here is a list of problems facing the nation.

- B1. We'd like to know how serious you think these problems are for the United States today. For each problem, please check whether you think it is EXTREMELY SERIOUS, VERY SERIOUS, QUITE SERIOUS, NOT VERY SERIOUS, NOT AT ALL SERIOUS for the United States.

(CHECK ONE BOX FOR EACH LINE)

PROBLEM	EXTREMELY SERIOUS	VERY SERIOUS	QUITE SERIOUS	NOT VERY SERIOUS	NOT AT ALL SERIOUS
a. Inadequate housing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack of open space and recreation lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. National morale and unity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Too few job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overpopulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Water pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The draft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Inadequate educational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Litter and trash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Air pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Hunger and poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Crime and violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Poor leadership in government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Visual pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Inflation and high prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The war in Southeast Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B2. Of course, not all citizens face these problems to the same degree. How about yourself? How important will each of these problems be in your life during the next three years?

<u>PROBLEM</u>	<u>EXTREMELY</u> <u>IMPORTANT</u>	<u>VERY</u> <u>IMPORTANT</u>	<u>QUITE</u> <u>IMPORTANT</u>	<u>NOT</u> <u>IMPORTANT</u>	<u>NOT AT ALL</u> <u>IMPORTANT</u>
a. Inadequate housing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Lack of open space and recreation lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. National morale and unity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Too few job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overpopulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Water pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The draft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Inadequate educational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Litter and trash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Air pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Hunger and poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Crime and violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Poor leadership in government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Visual pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Inflation and high prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The war in Southeast Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C

The questions in this section attempt to find out about your understanding of the physical environment, environmental problems and your feelings about them.

For each statement, please check the one answer which you think is correct.

C1. MURC Index is:

- ☐ 1. The amount of mercury pollution in water
- ☐ 2. A measure of air pollution
- ☐ 3. A measure of the murkiness of water
- ☐ 4. An indicator of how well the stock market is doing
- ☐ 5. A Masure of Urban-Rural Commuting

C2. Ecology is best described as:

- ☐ 1. A major environmental problem throughout the world
- ☐ 2. The study of relationships between one plant or animal and another
- ☐ 3. The study of interdependences between plants and animals and relationships between them and their environments
- ☐ 4. The science of plants and animals
- ☐ 5. A branch of economics except that it deals with plants and animals instead of goods and services

C3. A brown out is:

- ☐ 1. Heavy soot from pollution
- ☐ 2. A war time safety measure
- ☐ 3. An action taken during an electric power shortage
- ☐ 4. An outing for Brownie scouts
- ☐ 5. The drying up of lawns when there is too little water

C4. Afforestation refers to:

- ☐ 1. The burning off of excess tree growth
- ☐ 2. A process of clear cutting forests
- ☐ 3. The preparation of campsites in wooded areas
- ☐ 4. The use of materials from nature in preparing floral arrangements
- ☐ 5. The process of converting bare or cultivated lands into forests

C5. A watershed most commonly refers to:

- ☐ 1. An entire drainage area of a river or stream
- ☐ 2. A warehouse or tank for storing water
- ☐ 3. A type of outhouse
- ☐ 4. Any geographic area that sheds water
- ☐ 5. A protective covering used by outdoorsmen during wind and rain storms

C6. A measure of noise pollution is:

- ☐ 1. The airport audiogram
- ☐ 2. The noise response earometer
- ☐ 3. The Gunnar Jarring Discordancy Index
- ☐ 4. The decibel
- ☐ 5. The SST quotient

C7. Habitat refers to:

- ☐ 1. The eating habits of wild animals
- ☐ 2. A type of fish commonly sold in grocery stores
- ☐ 3. A tribal dance of the Habitaré Indians
- ☐ 4. The natural abode or environment of a plant or animal
- ☐ 5. A method of building high density housing in urban areas.

C8. Stewart Udall is:

- ☐ 1. The author of the Migratory Bird Act of 1957
- ☐ 2. The head of the Forest Service
- ☐ 3. Father of the Youth Conservation Corps
- ☐ 4. Author of The Quiet Crisis
- ☐ 5. A lobbyist for the oil industry

C9. A water table is:

- ☐ 1. A chart for measuring how much water flows in a stream or river
- ☐ 2. The upper limit of ground or earth saturated with water
- ☐ 3. A piece of furniture used next to a waterbed
- ☐ 4. A place where underground streams can always be found
- ☐ 5. A meter used in determining the amount of water consumed in a household

C10. A temperature inversion:

- ☐ 1. Explains why it is winter in the northern hemisphere when it is summer in the southern hemisphere
- ☐ 2. Can be broken with aspirin and a lot of rest
- ☐ 3. Concentrates air pollution in parts of the country
- ☐ 4. Is an index of thermal pollution
- ☐ 5. Explains why the desert is dry

C11. Aldo Leopold was best known for:

- ☐ 1. His extended visit to Walden Pond
- ☐ 2. His writings on conservation
- ☐ 3. His actions on behalf of the Sierra Club
- ☐ 4. Developing the idea for the Appalachian Trail
- ☐ 5. His humanitarian efforts in Puerto Rico

C12. A food chain is:

- ☐ 1. A term used to describe the eating habits of sick animals
- ☐ 2. A row of different foods on the shelf of a grocery store
- ☐ 3. A series of organisms through which energy flows
- ☐ 4. An animal's digestive tract
- ☐ 5. The process of feeding prisoners on a chain gang

C13. Migration in wildlife management refers to:

- ☐ 1. The range over which the migratory bird moves
- ☐ 2. A type of worker who comes to a wildlife reserve each summer
- ☐ 3. An illness commonly found in horned animals
- ☐ 4. The periodic movement of animals from one habitat to another
- ☐ 5. The speed at which different types of animals can move between different locations.

C14. Open Space generally refers to:

- ☐ 1. Those portions of the earth's surface upon which human development does not exist
- ☐ 2. That part of the atmosphere which lies out beyond the stratosphere
- ☐ 3. A dental problem common in teenagers
- ☐ 4. Space that is not closed on all sides but which is protected from above
- ☐ 5. Range land such as that used by cattlemen

C15. Rachel Carson is best known for her:

- ☐ 1. Writings on the population explosion
- ☐ 2. Television campaign to save the Florida alligator
- ☐ 3. Films of African wildlife
- ☐ 4. Aunt Rachel's canned pickles
- ☐ 5. Criticism of the use of pesticides

C16. A floodplain is:

- ☐ 1. A type of aircraft which can land on water
- ☐ 2. A level area next to a river or stream which is subject to flooding
- ☐ 3. That part of a farm which is irrigated
- ☐ 4. An instrument used to measure how high flood waters rise
- ☐ 5. The Old English spelling for flood plane - (an incline or ramp such as used in moving the stones at Stonehenge)

Please read each statement below, then decide whether you: AGREE VERY STRONGLY, AGREE, AGREE SOMEWHAT, ARE NEUTRAL, DISAGREE SOMEWHAT, DISAGREE, DISAGREE STRONGLY, or DON'T KNOW.

17

(CHECK ONE BOX ON EACH LINE)

Agree very
strongly
Agree
Agree
Somewhat
Neutral
Disagree
somewhat
Disagree
Disagree
strongly
Don't know

C17. If every family would limit their total number of children to not more than two, we would soon have the population problem in the United States under control ☒ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C18. In order to conserve scarce natural resources we should use metal telephone poles instead of wooden poles ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C19. Trees should never be managed as if they were a crop to be harvested on a rotating basis ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C20. At the present time we should require that all high voltage electric power transmission lines be placed underground to get them out of sight ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C21. Lands which have high value for other uses should never be used as natural open or green space ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C22. We should stop all offshore oil operations (such as drilling and pumping) in the Gulf of Mexico and off the coast of California ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C23. Here are some of the ways in which an individual can deal with the problem of water pollution. Please check how willing you would be to take each of the following actions in dealing with this problem.

<u>ACTION</u>	<u>DEFINITELY WILLING</u>	<u>MIGHT BE WILLING</u>	<u>DEFINITELY NOT WILLING</u>
a. Write letters to government officials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do something which could result in your going to jail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with citizen groups in attempting to help solve the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pay higher taxes to cover the cost of solving the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Become involved in active protests such as demonstrating or picketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C24. In general how concerned are you about environmental problems?

1. EXTREMELY CONCERNED	2. VERY CONCERNED	3. MODERATELY CONCERNED	4. A LITTLE CONCERNED	5. NOT AT ALL CONCERNED
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C25. How many books on environmental issues and problems have you read during the past year?

(WRITE NUMBER OF BOOKS READ) _____

C26. If you had your choice, in what kind of place would you prefer to have your home? (CHECK ONE)

- ____ 1. a large city of more than 500,000 people
- ____ 2. a medium size city of 100,000 to 500,000 people
- ____ 3. a suburb of a medium or large city
- ____ 4. a small city of 25,000 to 100,000 people
- ____ 5. a small town of less than 25,000 people
- ____ 6. a rural area
- ____ 7. Other (PLEASE SPECIFY) _____

C27. How close to a city of at least 500,000 people would you like to live?

- ____ 1. Right in the city
- ____ 2. In the suburbs around the city
- ____ 3. Not in the suburbs but near the city
- ____ 4. Further away
- ____ 5. As far away as possible

C28. If you could choose any place in the United States to go for two weeks during next summer's vacation, would you choose:

- ____ 1. A city such as New York or San Francisco
- ____ 2. A medium or small town
- ____ 3. A farm
- ____ 4. The mountains
- ____ 5. A lake or seashore
- ____ 6. Some other place (PLEASE SPECIFY) _____

C29. Why did you choose this place? (MENTIONED IN C-28) _____

C30. Do you feel your understanding of natural resource management and planning is:

1. MUCH ABOVE AVERAGE	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. MUCH BELOW AVERAGE
--------------------------	---------------------	------------	---------------------	--------------------------

C31. How many people would you estimate there are in the United States today?

- ☐ Less than 75 million
- ☐ 75 - 125 million
- ☐ 125 - 175 million
- ☐ 175 - 225 million
- ☐ 225 - 275 million
- ☐ More than 275 million

C32. Turning now to a more general issue, what do you think would be the ideal population size for the United States?

- ☐ Much smaller than it is now
- ☐ Somewhat smaller than it is now
- ☐ About the same as it is now
- ☐ Somewhat larger than it is now
- ☐ Much larger than it is now

C33. How many people would you estimate there are in the world today?

- ☐ Less than 1 billion
- ☐ 1 - 2 billion
- ☐ 2 - 3 billion
- ☐ 3 - 4 billion
- ☐ 4 - 5 billion
- ☐ 5 - 7 billion
- ☐ 7 - 10 billion

C34. What do you think would be the ideal population size for the entire world?

- ☐ Much smaller than it is now
- ☐ Somewhat smaller than it is now
- ☐ About the same as it is now
- ☐ Somewhat larger than it is now
- ☐ Much larger than it is now

C35. How long do you think it would take the world to double its population at the present rate of increase?

☐ 1 - 10 years

☐ 10 - 25 years

☐ 25 - 50 years

☐ 50 - 100 years

☐ 100 - 250 years

☐ 250 - 500 years

☐ 500 - 1000 years

SECTION D

Here is a list of activities that young people do. Would you first check all of those you have done in the last year. Then would you please check those you enjoyed doing the most.

<u>ACTIVITY</u>	<u>ACTIVITIES DONE</u>	
	<u>THE PAST YEAR</u>	<u>THOSE ACTIVITIES ENJOYED MOST</u>
D1. Playing cards or board games.....	<input type="checkbox"/>	<input type="checkbox"/>
D2. Going to movies.....	<input type="checkbox"/>	<input type="checkbox"/>
D3. Talking with friends, Rap sessions.....	<input type="checkbox"/>	<input type="checkbox"/>
D4. Parties.....	<input type="checkbox"/>	<input type="checkbox"/>
D5. Dancing.....	<input type="checkbox"/>	<input type="checkbox"/>
D6. Listening to radio or records.....	<input type="checkbox"/>	<input type="checkbox"/>
D7. Listening to live music.....	<input type="checkbox"/>	<input type="checkbox"/>
D8. Playing a musical instrument.....	<input type="checkbox"/>	<input type="checkbox"/>
D9. Acting, being in plays.....	<input type="checkbox"/>	<input type="checkbox"/>
D10. Writing stories, poems, etc.	<input type="checkbox"/>	<input type="checkbox"/>
D11. Painting or sketching.....	<input type="checkbox"/>	<input type="checkbox"/>
D12. Watching television.....	<input type="checkbox"/>	<input type="checkbox"/>
D13. Reading, not school work.....	<input type="checkbox"/>	<input type="checkbox"/>
D14. Nature study such as bird study.....	<input type="checkbox"/>	<input type="checkbox"/>
D15. Nature photography, nature (wildlife, etc.)...	<input type="checkbox"/>	<input type="checkbox"/>

<u>ACTIVITY</u>	<u>ACTIVITIES DONE THE PAST YEAR</u>	<u>THOSE ACTIVITIES ENJOYED MOST</u>
D16. Photography, other than nature.....	<input type="checkbox"/>	<input type="checkbox"/>
D17. Collecting things, out-of-doors (rocks, leaves, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
D18. Collecting things, other than out-of-doors (coins, stamps, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
D19. Arts and crafts or shop.....	<input type="checkbox"/>	<input type="checkbox"/>
D20. Sewing.....	<input type="checkbox"/>	<input type="checkbox"/>
D21. Cooking for pleasure.....	<input type="checkbox"/>	<input type="checkbox"/>
D22. Visiting a zoo.....	<input type="checkbox"/>	<input type="checkbox"/>
D23. Roller skating.....	<input type="checkbox"/>	<input type="checkbox"/>
D24. Bowling.....	<input type="checkbox"/>	<input type="checkbox"/>
D25. Pool, billiards, etc.	<input type="checkbox"/>	<input type="checkbox"/>
D26. Ping-pong, table tennis.....	<input type="checkbox"/>	<input type="checkbox"/>
D27. Basketball.....	<input type="checkbox"/>	<input type="checkbox"/>
D28. Handball or squash.....	<input type="checkbox"/>	<input type="checkbox"/>
D29. Volley ball.....	<input type="checkbox"/>	<input type="checkbox"/>
D30. Badminton.....	<input type="checkbox"/>	<input type="checkbox"/>
D31. Tennis.....	<input type="checkbox"/>	<input type="checkbox"/>
D32. Ice skating and ice hockey.....	<input type="checkbox"/>	<input type="checkbox"/>
D33. Snow skiing.....	<input type="checkbox"/>	<input type="checkbox"/>
D34. Sledding or tobogganing.....	<input type="checkbox"/>	<input type="checkbox"/>
D35. Water skiing.....	<input type="checkbox"/>	<input type="checkbox"/>

<u>ACTIVITY</u>	<u>ACTIVITIES DONE THE PAST YEAR</u>	<u>THOSE ACTIVITIES ENJOYED MOST</u>
D36. Swimming.....	<input type="checkbox"/>	<input type="checkbox"/>
D37. Skin diving or snorkeling.....	<input type="checkbox"/>	<input type="checkbox"/>
D38. Canoeing.....	<input type="checkbox"/>	<input type="checkbox"/>
D39. Sailing.....	<input type="checkbox"/>	<input type="checkbox"/>
D40. Boating other than canoeing or sailing.....	<input type="checkbox"/>	<input type="checkbox"/>
D41. Fishing.....	<input type="checkbox"/>	<input type="checkbox"/>
D42. Hunting or shooting.....	<input type="checkbox"/>	<input type="checkbox"/>
D43. Gardening.....	<input type="checkbox"/>	<input type="checkbox"/>
D44. Wild berry picking.....	<input type="checkbox"/>	<input type="checkbox"/>
D45. Picnicking away from home.....	<input type="checkbox"/>	<input type="checkbox"/>
D46. Camping, overnight or longer.....	<input type="checkbox"/>	<input type="checkbox"/>
D47. Mountain or rock climbing.....	<input type="checkbox"/>	<input type="checkbox"/>
D48. Caving or spelunking.....	<input type="checkbox"/>	<input type="checkbox"/>
D49. Hiking.....	<input type="checkbox"/>	<input type="checkbox"/>
D50. Bicycling.....	<input type="checkbox"/>	<input type="checkbox"/>
D51. Driving or motorcycling for pleasure.....	<input type="checkbox"/>	<input type="checkbox"/>
D52. Horseback riding.....	<input type="checkbox"/>	<input type="checkbox"/>
D53. Horseshoes and quoits.....	<input type="checkbox"/>	<input type="checkbox"/>
D54. Frisbee.....	<input type="checkbox"/>	<input type="checkbox"/>
D55. Trampoline work.....	<input type="checkbox"/>	<input type="checkbox"/>

<u>ACTIVITY</u>	<u>ACTIVITIES DONE</u>		<u>THOSE</u>	
	<u>THE PAST YEAR</u>		<u>ACTIVITIES</u>	
			<u>ENJOYED MOST</u>	
D56. Gymnastics.....		<input type="checkbox"/>		<input type="checkbox"/>
D57. Conditioning exercises such as calisthenics, weight lifting, etc.		<input type="checkbox"/>		<input type="checkbox"/>
D58. Golf.....		<input type="checkbox"/>		<input type="checkbox"/>
D59. Football.....		<input type="checkbox"/>		<input type="checkbox"/>
D60. Softball or baseball.....		<input type="checkbox"/>		<input type="checkbox"/>
D61. Track and Field.....		<input type="checkbox"/>		<input type="checkbox"/>

The questions in the first part of this section give us additional information on how you feel about the camp and its staff. The questions are designed to determine how the staff and corps members have worked together this summer and are important to the planning of future Youth Conservation Corps programs. Therefore, we would like you to answer each question as thoughtfully and frankly as possible. Remember this is not a test and there are no right or wrong answers.

Practically never	A very great extent

- E5. How much control did the staff exert over the "off-duty" activities of the corps members?
- Practically none A very great deal
- E6. To what extent did you consider individual members of the staff as friends?
- Practically never A very great extent
- E7. To what extent was the staff willing to share information with corps members about the camp and its operation?
- Practically never A very great extent
- E8. To what extent did the staff seem to know what the corps members were doing?
- Practically never A very great extent
- E9. To what extent did the staff give positive rather than negative comments or criticisms in discussing the work of corps members?
- Practically never A very great extent
- E10. How well did you feel you understood the goals and objectives of the Youth Conservation Corps program?
- Not well Very well
- E11. How well do you think the staff did in running the camp?
- Not well Very well
- E12. How well were the work and study assignments organized and clearly planned?
- Not well Very well
- E13. To what extent did one or two of the staff seem to make most of the decisions in camp?
- Practically never A very great extent

- E14. To what extent did the camp staff seem to know what they were doing?
- Practically never A very great extent
- E15. To what extent did you feel free to talk to members of the staff?
- Practically never A very great extent
- E16. To what extent did the staff treat you as an individual rather than just another member of the group?
- Practically never A very great extent
- E17. How much were you involved in making decisions about running the camp and its programs?
- Rarely Very frequently
- E18. How often did the staff and corps members meet together to discuss camp problems?
- Rarely Very frequently
- E19. To what extent did the staff try to understand your personal problems and help you deal with them?
- Practically never A very great extent
- E20. How much trust and confidence was shown by the camp staff in working with corps members?
- Practically none A very great deal
- E21. How much loyalty and pride do you have in your Youth Conservation Corps camp?
- Practically none A very great deal
- E22. How much do you feel you contributed to the success of your Youth Conservation Corps camp?
- Not much Very much

- E23. How much were you expected to follow rules and regulations such as turning lights off at a certain hour and signing out when leaving the camp?

Rarely Very frequently

--	--	--	--

- E24. How much pressure did you feel from the camp staff?

Practically none A very great deal

--	--	--	--

- E25. To what extent were your efforts this summer appreciated by the staff?

Practically never A very great deal

--	--	--	--

- E26. How much do you feel you contributed to the success of the Youth Conservation Corps program?

Not much Very much

--	--	--	--

- E27. We're interested in learning about your background and skills in working with different things. Please indicate the level of skill you think you have in working with each item listed below. If you have never used the item please check the no experience box. (CHECK ONLY ONE BOX FOR EACH ITEM).

<u>Item</u>	<u>No Experience</u>	<u>Not Very Skilled</u>	<u>Somewhat Skilled</u>	<u>Very Skilled</u>
1. Hammer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Hand saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hack saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Shovel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hand drill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Axe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Hatchet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Posthole digger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pitch fork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lawn mower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Blueprints or plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Rake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Transit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Compass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- E28. We'd like to know about your experiences and skills in different kinds of outdoor activities. Please check the level of skill you think you have in doing each activity listed below. If you have never been involved in the activity, please check the no experience box. (CHECK ONLY ONE BOX FOR EACH ACTIVITY).

<u>Activity</u>	<u>No Experience</u>	<u>Not Very Skilled</u>	<u>Somewhat Skilled</u>	<u>Very Skilled</u>
1. Gardening and growing things	<input checked="" type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
2. Taking care of shrubs and trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Taking care of farm animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Taking care of pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Building or refinishing furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Working on a car or motorcycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- E29. Have you given any thought to the kind of work you would like to do in the future?

☒ 1 Yes ☐ 5 No (SKIP TO QUESTION E33)

- E30. What kind of work did you have in mind? _____

- E31. Have you seriously considered a job which deals with the planning and management of the physical environment?

☒ 1 Yes ☐ 5 No (SKIP TO QUESTION E33)

- E32. What kind of job did you have in mind?

☐ Same answer as job mentioned in Question E30.

☐ Other job (DESCRIBE): _____

- E33. Will you be returning to school or going to college this fall?

☐ 5 No ☒ 1 Yes (SKIP TO QUESTION E35)

- E34. What do you plan to do this fall? _____

E35. How much schooling do you think you'll have by the time you finish your formal education? (CHECK ONLY ONE BOX)

- ☐ High school graduate
- ☐ Some additional technical or trade school training
- ☐ Some college
- ☐ Four years of college
- ☐ More than four years of college
- ☐ Don't know

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SECTION F
FIRST WEEK AND FINAL WEEK



SURVEY RESEARCH CENTER
INSTITUTE FOR SOCIAL RESEARCH
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48106

(Do not write in above space)

Here are some more items which give us an indication of your understanding of ecology, the physical environment and environmental problems.

Please read each statement below, then decide whether you: AGREE VERY STRONGLY, AGREE, AGREE SOMEWHAT, ARE NEUTRAL, DISAGREE SOMEWHAT, DISAGREE, DISAGREE STRONGLY, or DON'T KNOW.

(CHECK ONE BOX ON EACH LINE)

	Agree very strongly	Agree	Agree somewhat	Neutral	Disagree somewhat	Disagree	Disagree strongly	Don't Know	
F1. Since there is only a fixed amount of water on earth, we must be careful not to use it up too quickly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	(1:12)
F2. Mulching is an effective way of retaining the water content of the soil.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
F3. It is possible to establish wildlife reserves and other natural areas within large cities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
F4. Simple ecological systems are usually more stable than complex systems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
F5. Hunters never should be permitted to shoot doe deer.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
F6. There would be no air and water pollution without man.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
F7. We could solve most of our environmental problems if we really tried.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	

	Agree very strongly	Agree	Agree somewhat	Neutral	Disagree somewhat	Disagree	Disagree strongly	Don't Know	
F8. It really doesn't matter much if rare and endangered species of wild-life become extinct.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	(1:19
F9. At the present time, cities are definitely bad.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F10. Smokey the bear is overweight.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F11. Science is advancing so rapidly that we need not worry about using up our natural resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F12. Clearcutting is a practice in forestry which should be stopped.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F13. It will be necessary to limit the number of children born if the present standard of living in the United States is to be maintained.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F14. The best way to save water for future use is to dam streams and rivers.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F15. Generally, federal agencies are doing a good job of managing our natural resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F16. There is little a citizen can do as an individual to help improve the the quality of the environment.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F17. Practically all environmental problems are caused by industries or businesses.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F18. Few people want to live away from the conveniences and opportunities of the city.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F19. Trees are helpful in keeping soils from eroding.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F20. Generally, state agencies are doing a good job of managing our natural resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F21. Generally, the best way to increase wildlife populations is to eliminate animals which prey on other animals.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	

	Agree very strongly	Agree	Agree somewhat	Neutral	Disagree somewhat	Disagree	Disagree strongly	Don't Know	
F22. If sewage treatment plants were totally effective, disposal of solid wastes would still be a major environmental problem.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	(1:33)
F23. Most insects do more good than harm.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F24. We should try to solve the problems which are important to us and let our children solve their problems in the future.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F25. In general, business and industry are doing a good job of managing natural resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F26. I feel strongly enough about preventing overpopulation that I would be willing to limit my family to two children other than those I might adopt.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F27. Generally, the greater the variety of plants and animals in a natural area, the more likely these plants and animals will be healthy and survive.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F28. One of the amazing things about nature is that it goes on undisturbed regardless of what happens.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F29. We are running out of open land in the United States.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F30. The current environmental crisis is a fad that will pass as soon as public attention is directed to something else.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F31. Level river and creek bottom soils which are subject to flooding are well adapted to recreational use.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F32. Wildflowers should never be picked.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F33. Generally, local governmental agencies are doing a good job of managing our natural resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
F34. We are rapidly using up our fixed supply of timber resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	

- | | Agree very
strongly | Agree | Agree
somewhat | Neutral | Disagree
somewhat | Disagree | Disagree
strongly | Don't Know |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------|
| F35. The major reason that nature seems so calm and peaceful is because there is little conflict or competition in nature. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 (1:46) |
| F36. Even if the federal government would pass and enforce the right kinds of laws, we would still have problems of environmental quality. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |

Now for each statement below, please indicate whether you think it is true or false. Be sure to mark one box on each line.

- | | <u>TRUE</u> | <u>FALSE</u> | |
|---|----------------------------|----------------------------|--------|
| F37. More natural resources will be used by each citizen in a rich country than in a poor one. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | (1:48) |
| F38. Heredity is the big factor in determining how tall any one pine tree will grow. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |
| F39. Litter in parks and campsites is an example of the problem of solid waste disposal. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |
| F40. Visual pollution does not refer to eye irritation caused by dust and chemicals in the air. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |
| F41. Natural succession refers to the fact that new plants are the offspring of the plants which were there before. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |
| F42. Heavy clay soils are not well adapted to agricultural use. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |
| F43. One of the major costs of operating outdoor recreation areas is cleaning up trash and litter. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |
| F44. Green leaves, water and sunlight make food for plants. | <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | |

SECTION G

This part of the questionnaire asks you to describe the kind of person you are. Please read each sentence, then mark the box that shows how often it is true for you:

(CHECK ONE BOX ON EACH LINE)

	Almost always true	Often true	Sometimes true	Seldom true	Never true
G1. I am a useful person to have around.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 (1:56)
G2. I respect the views of older people.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G3. I wish I had more close friends.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G4. I feel that I'm a person of worth, at least on an equal plane with others.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G5. I get along well with girls my own age.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G6. I get along well with boys my own age.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G7. I try to stay out of situations where I don't see any chance for progress or advancement.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G8. I feel that I have a number of good qualities.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G9. If I needed them my friends would help me.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G10. I feel that I can't do anything right.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G11. I find it easy to get to know people.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G12. Older people have better judgment than people my own age.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G13. When I am learning something new, I like to set a goal for myself and try to reach it.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G14. I am able to do things as well as most other people.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
G15. I would be unhappy in a job that didn't ask much of me..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

		Almost always true	Often true	Sometimes true	Seldom true	Never true	
G16.	Teachers and instructors could get a lot more out of students if they treated them with more respect.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	(1:71)
G17.	I feel I do not have much to be proud of.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G18.	I look for opportunities to better myself.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G19.	I find that adults talk down to people my own age.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G20.	I take a positive attitude toward myself.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G21.	I enjoy talking to older people.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G22.	When I feel I'm not making any progress toward what I'm aiming for, I try twice as hard.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G23.	I find that I am accepted when I enter a new group.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G24.	Sometimes I think I am no good at all.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G25.	I believe the more you succeed, the more you should try.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G26.	When I have problems I prefer to share them with older people rather than people my own age.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	(2:12)
G27.	I get no sense of accomplishment from just keeping up the same level of performance.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G28.	When I do a job, I do it well.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G29.	I find other young people cooperative.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G30.	When I have reached a certain level in anything I do, I set myself a higher level and try to reach it.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G31.	I like to be alone.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G32.	I talk to older people about my personal life.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

	Almost always true	Often true	Sometimes true	Seldom true	Never true	
G33. I feel that my life is not very useful.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	(2:19)
G34. It takes time for other young people to get to know me..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G35. I would be unhappy in a job where I didn't grow and develop.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G36. Older people are not in tune with the problems of today.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G37. I find that my friendships do not last very long.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G38. In sports, I try to improve my skill, rather than just having a good time.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G39. I don't like to have the feeling I'm just standing still.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G40. I would like to be in a job where I can learn new things.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G41. If I were aiming high and then had to settle for second choice, that would really bother me.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G42. I get along well with older people.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G43. If I had to lower my goals because I just couldn't make it, that would really hurt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G44. I don't admire the athlete who breaks training.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
G45. My teachers and instructors take a personal interest in me.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

SECTION H

There are no right or wrong answers to the following questions -- we are merely interested in whether you think the statements are true of yourself or false. Be sure to mark one box on each line.

For example, if you think the statement is true of yourself, mark the box as follows:--

TRUE FALSE

☒ ☐

	<u>TRUE</u>	<u>FALSE</u>
H1. I often have new ideas for class projects.....	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 5 (2:32)
H2. New ways of teaching just make school work harder.....	<input type="checkbox"/>	<input type="checkbox"/>
H3. I don't take part if I disagree with a group.....	<input type="checkbox"/>	<input type="checkbox"/>
H4. I like to get something new started at a party.....	<input type="checkbox"/>	<input type="checkbox"/>
H5. I don't like meeting people unless they'll be around for a while.....	<input type="checkbox"/>	<input type="checkbox"/>
H6. I talk to adults and explain what teenagers need.....	<input type="checkbox"/>	<input type="checkbox"/>
H7. It's not a good idea to mix with people different from yourself.	<input type="checkbox"/>	<input type="checkbox"/>
H8. Someday I would like to go to the moon.....	<input type="checkbox"/>	<input type="checkbox"/>
H9. I take steps to get to know new people.....	<input type="checkbox"/>	<input type="checkbox"/>
H10. I often volunteer just to get things going.....	<input type="checkbox"/>	<input type="checkbox"/>
H11. I don't like to cause disagreements by bringing up my own ideas in class.....	<input type="checkbox"/>	<input type="checkbox"/>
H12. I can inspire my classmates.....	<input type="checkbox"/>	<input type="checkbox"/>
H13. Girls shouldn't be elected president of student groups.....	<input type="checkbox"/>	<input type="checkbox"/>
H14. I don't like a job where you don't know what will happen next...	<input type="checkbox"/>	<input type="checkbox"/>
H15. I am worried about the people who try to change the system.....	<input type="checkbox"/>	<input type="checkbox"/>
H16. I don't like having to try unfamiliar foods.....	<input type="checkbox"/>	<input type="checkbox"/>

		<u>TRUE</u>	<u>FALSE</u>
H17.	I don't mind working with people I don't know.....	<input type="checkbox"/>	<input type="checkbox"/> (2:48)
H18.	My boss usually takes my suggestions.....	<input type="checkbox"/>	<input type="checkbox"/>
H19.	I make up different uses for things I learn.....	<input type="checkbox"/>	<input type="checkbox"/>
H20.	I don't like to belong to clubs that get new members all the time.....	<input type="checkbox"/>	<input type="checkbox"/>
H21.	I get my friends to listen to my ideas.....	<input type="checkbox"/>	<input type="checkbox"/>
H22.	I try to take courses with teachers who have new ideas.....	<input type="checkbox"/>	<input type="checkbox"/>
H23.	I talk to teachers at school events.....	<input type="checkbox"/>	<input type="checkbox"/>
H24.	When my friends are planning something, they usually ask me for advice.....	<input type="checkbox"/>	<input type="checkbox"/>
H25.	I am a good leader.....	<input type="checkbox"/>	<input type="checkbox"/>
H26.	I don't often question my parents' views.....	<input type="checkbox"/>	<input type="checkbox"/>
H27.	I don't like to begin a new subject that I have not had before..	<input type="checkbox"/>	<input type="checkbox"/>
H28.	I wait for strangers to talk to me first.....	<input type="checkbox"/>	<input type="checkbox"/>
H29.	I don't like it when our teacher leaves things up to us.....	<input type="checkbox"/>	<input type="checkbox"/>
H30.	I don't like talking about questions that don't have answers....	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

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