

PROJECT IN RESEARCH IN UNIVERSITIES

CCC Camp Education:  
Guidance and  
Recreational Phases

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# Foreword

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THIS BULLETIN is one of a series reporting the findings of investigations undertaken during 1936-37 under the Project in Research in Universities of the Office of Education. The project was financed under the Emergency Relief Appropriation Act of 1935, and conducted in accordance with administrative regulations of the Works Progress Administration. Study findings in addition to those reported in this bulletin will be made available in other Office of Education or institutional publications.

The Project in Research in Universities represents a unique and significant innovation in cooperative research. Sixty universities and comparable institutions located in 32 States, the District of Columbia, and Hawaii combined efforts with the Office of Education to conduct 40 studies, 23 of which were proposed by the Office and 17 by the institutions. Each institution was invited to participate in all of the approved studies that it was in a position to undertake. From 1 to 14 studies were conducted in each institution, and a total of more than 150 separate study reports were made to the Office of Education.

An important feature of the project was the widespread and coordinated attack on each problem by a number of universities at the same time. Each study proposed by the Office of Education and accepted by the universities was conducted by two or more institutions. As many as 31 institutions, located in 20 States representative of each major geographical division of the country, participated in one study alone. The task of planning, administering and supervising the many projects and studies on a national scale, under complex and often difficult conditions, demanded the finest type of cooperative endeavor. Except in two places where qualified relief workers could not be found or retained, every institution which actually began work on the project carried it through to successful completion. The fine professional spirit in which responsibility for the work was accepted and maintained by the institutions made possible the successful completion of the project within approximately 1 year.

With this professional spirit of cooperation in worth-while research and study of educational problems, was manifested a strong humanitarian desire to join hands with Federal agencies striving during the years of the

depression to afford gainful and socially desirable employment to college graduates or former college students in the type of work for which they were best prepared. For these contributions to educational research and to the social good of the Nation, the Office of Education extends to its colleagues and helpers in the universities of the country its grateful acknowledgement and appreciation.

This bulletin is based on a description of the development of CCC education and two university research studies entitled: (1) A Study of Successful Counseling and Guidance Techniques in CCC Camp Education and (2) A Study of Successful Practices in the Development of a Coordinated Recreational Program in CCC Camps.

The CCC educational program has developed to the point that it is attracting Nation-wide attention not only for its services in educating and rehabilitating thousands of young men annually but also for the significant and progressive methods of training it is putting into practice. Educators in many parts of the country view the camp program as an important adjunct to the public-school system and as a laboratory for further educational experimentation. In view of the increasing national interest which the camp educational program is now receiving, this new study appears to be a particularly timely one.

J. W. STUDEBAKER,  
*Commissioner of Education.*

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## CCC Camp Education: Guidance and Recreational Phases

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### GROWTH AND DEVELOPMENT

THE CIVILIAN CONSERVATION CORPS camps were originally established to provide emergency work for unemployed, out-of-school youth. Soon after their establishment, educational opportunities were provided to enable these youths better to prepare themselves for employment and civic usefulness. After having observed the CCC for more than 4 years the American people seem quite universally convinced that the Civilian Conservation Corps has within it the elements for contributing not only to the conservation of our natural resources but to the conservation of American youth as well.

Now that the camps have been in operation for more than 4 years, they have thrown off their emergency aspects and are beginning to take on signs of permanency. It is well, therefore, that the whole camp program should be deliberately and critically examined and evaluated to determine what their future course in American life should be.

There seems to be no question as to the necessity of such an agency as the CCC camps to provide employment and training for unemployed and inadequately trained youth in this country. A number of studies are already under way which, when completed, may contribute to our store of knowledge on this subject. The two studies summarized in this publication are intended to add to this growing store of knowledge about the work of CCC camps.

Soon after the first few camps had been set up in April 1933, opportunities for educational work were provided. Scores of jobs of vocational training value were being performed; tools and machinery of various types were being used; specifications for materials were to be checked; job analyses were required; and an understanding of job instructions was needed. Many of the enrollees began to ask for opportunities to continue their academic and vocational training in order that they might better prepare themselves for employment. They saw a chance to acquire skills and adaptation in a given vocation or trade. Accordingly, instructional facilities

ties were provided enrollees during the first few months of the Corps. In December 1933, CCC education was placed on an organized basis, under the administration of the War Department, with the advisory assistance of the Office of Education in the Department of the Interior. A director of CCC camp education, together with a small staff of assistants, was appointed in the Office of Education to advise with the War Department and to select and appoint camp educational personnel. In each of the nine Army corps areas, a corps area educational adviser was appointed by the Office of Education to advise the corps area commander in initiating and developing the educational program of the corps area. Two years later, in June 1935, district educational advisers were assigned to district commanders to render similar service in each Army district. Camp educational advisers were provided in the beginning although the budget did not permit the employment of an adviser for each camp until July 1935. At first, two camps had to share the services of one adviser. No school buildings or shops were provided. However, a number of camps provided classrooms and shops from company funds. The remainder set aside space for educational purposes in the barracks or some other building. Indications now point toward an educational building in every camp within another year. In the meanwhile, CCC libraries have been built up to a total of approximately 1,500,000 books. In 1937, more than 87 percent of the enrollees, by their own choice, were regularly participating in the camp educational program.

Four years of experience in CCC education have revealed its many possibilities. As an agency for conservation of material resources the CCC has dramatized for the country the urgency of the conservation problem. As an agency for youth conservation, it has made the country more conscious of the need for a comprehensive and flexible educational program in order to provide for the varied interests and needs of the young men found in CCC camps.

#### NATURE OF CCC EDUCATION

When the educational advisers were sent into the camps in the winter of 1934, they were instructed to build wherever possible upon the educational activities under way. Their dominant aims were to:<sup>1</sup>

1. Develop in each man his powers of self-expression, self-entertainment, and self-culture.
2. Develop pride and satisfaction in cooperative endeavor.
3. Develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions.

<sup>1</sup> United States Department of the Interior, Office of Education. A handbook for the educational advisers in the Civilian Conservation Corps, Washington, Government Printing Office, 1934. pp. 3-4.

4. Preserve and strengthen good habits of health and of mental development.
5. Assist each man better to meet his employment problems when he leaves camp, by such vocational training as is feasible, but particularly by vocational counseling and adjustment activities.
6. Develop an appreciation of nature and of country life.

These aims have guided the development of the educational program as it exists in the camps today.

Since its inception, 1,732,074 young men have enrolled in the corps.<sup>2</sup> Of these, approximately 55 percent are from rural regions, and the remainder are from urban centers. According to the camp reports for June 1937, more than 3 percent of the men are illiterate and 39 percent have not completed the elementary grades. The education of 46 percent is on the high-school level, and 11 percent is of college grade. More than two-thirds of them received no systematic vocational training before reaching camp. A report of the Department of Labor indicates that of 93,620 men who entered the camps during October 1936, 21,579, or 23 percent, had never held any kind of job prior to entering the corps. Of those who had been employed, the average enrollee had been jobless for nearly 7 months before joining the CCC.

In the camps, the adviser starts with the enrollee on whatever level he finds him and develops a program of educational activity around his ability, needs, and interests. Individual diagnosis and guidance form the basis of educational planning. Enrollment in camp classes is voluntary with the exception of a few courses such as safety, first-aid, and lifesaving, which are compulsory in many camps. The courses must be both interesting and practical so as to hold the attention of the men. If their interest cannot be aroused and maintained, they will not attend classes regularly.

The underlying purpose of CCC education is to make each enrollee more employable and a better citizen. To achieve this purpose, the following major activities have developed:

1. The removal of illiteracy.
2. The correction of common school deficiencies.
3. Training on work projects.
4. Vocational instruction.
5. Cultural and general education.
6. Avocational and leisure-time training.
7. Character and citizenship development.
8. Job placement.

#### ACHIEVEMENTS

In discussing recently the achievements of the camp educational program, Charles H. Judd of the University of Chicago pointed out: "The camps will

<sup>2</sup> Up to June 1937.

be looked upon, when the social history of this country is written, as important experiments in the adjustment of industry and education to the young people of the country."

More than 63,905 enrollees have been taught to read and write in the camps since April 1933. More than 550,000 enrollees have been better grounded in elementary school subjects, and more than 350,000 have taken high-school subjects. College courses have been pursued by 52,000 enrollees. More than 1,150,000 men have received job instruction on work projects.

The camps have focused public attention upon the unpreparedness of a large number of young men for present-day demands. The average age of enrollees is around 20, yet the average level of their educational achievement is at the eighth grade; in two cases out of three they have received no vocational guidance or job training, and in most instances they have never held substantial jobs. The educational program of the corps has done much in the way of preparing these young men for present-day demands by offering them vocational guidance and job training.

The CCC has demonstrated that training and work can be successfully combined. Of course, the CCC is not the first agency to combine training and work successfully, but it has demonstrated that this technique may be used effectively to meet Nation-wide needs.

As nearly as is practicable, class instruction for enrollees is run on a discussion basis and lecturing is held to a minimum. In many of the camps academic training is closely related to camp work jobs and vocational experience. Each course, as nearly as possible, is organized around some practical project. For example, the agricultural class works on the camp garden; the English class publishes the camp newspaper; the arithmetic class observes the operations of the company exchange; members of the cooking class take their turn in the camp kitchen; and current events students serve as the nucleus of the local discussion group or forum. This type of teaching is used by many of the instructors and is looked upon as being the best type yet introduced into the camps. Films and special lecturers are used to enrich the instruction program. During June 1937, 6,924 educational films were shown to CCC men, and 9,525 lectures on special topics were delivered to them.

To provide for the civic interests of enrollees the camps have inaugurated company newspapers, debating societies, forums, and reading rooms containing daily papers, periodicals, and magazines. During June 1937, 1,624 companies were maintaining enrollee newspapers regularly, and more than half of the camps had forums or discussion groups. A few of the companies have organized enrollee honor councils to deal with first offenders who violate camp rules and to advise with local officials on welfare, educational, and recreational activities.

## A LOOK FORWARD

On June 28, 1937, Congress extended the CCC for 3 more years. In the opinion of many, whether or not the camps will go on permanently will depend in large measure upon their further demonstrated usefulness in the development of the young manhood of the country. On this point, Paul M. Cook, in a recent editorial in *The Phi Delta Kappan*, states: "If the CCC is to be made a permanent agency of the Government, it will be in large part a recognition of the contribution already made through the educational features of the CCC and in large part an expression of confidence that the CCC offers an opportunity without equal for the further development of an educational, guidance, and training program for the youth of the Nation."

The next 3 years should witness a special effort to relate the camps more closely to the schools and colleges of each State and make the CCC more definitely a part of the Nation's educational and human conservation program.

### A STUDY OF SUCCESSFUL COUNSELING AND GUIDANCE TECHNIQUES IN CCC CAMP EDUCATION

This section is a résumé of three university studies on CCC counseling and guidance techniques, reported by Boston University, Columbia University, and Ohio State University. In New England, Boston University surveyed 1,250 enrollees in 25 camps; Columbia tested 848 men in 20 camps of New York and New Jersey; and Ohio State University surveyed 600 men in 35 Ohio camps.

Data collected in connection with this study are related to the following topics:

1. Enrollees' family and community background.
2. Enrollees' educational and vocational training.
3. Enrollees' work experience.
4. Occupational guidance of enrollees.
5. Enrollees' choice of occupation.
6. Effectiveness of the camps in training and guiding enrollees into chosen occupations.
7. Enrollees' plans for further training and self-development.
8. Recommendations for improving CCC counseling and guidance program.

#### FAMILY AND COMMUNITY BACKGROUND

The university studies indicated that CCC enrollees came largely from labor-class parents. In order of numbers employed, the parents' jobs were listed as: Day laborers, factory workers, WPA workers, farmers, railroad workers, miners, truck drivers, janitors, and others. The majority of the

parents listed were unemployed. The family occupation may have a bearing on the vocational development of the enrollee in that it may indicate a type of occupational experience with which the youth has had some contact.

Each of the three surveys revealed that the enrollees were living with their parents before joining the CCC in consistently decreasing ratios according to their ages, 17 to 27, but that most of these younger enrollees had been living with their parents until they entered camp. This fact is of significance to CCC guidance efforts in that (1) the family is an important factor in the lives of the great majority and must be considered in developing the enrollee's camp program and, (2) a large group of boys expect to go out into the world on their own and should receive aid in making the necessary adjustment.

The three studies showed considerable variations in the types of communities from which the enrollees came, according to the section of the country. In New England, 13.6 percent came from rural areas, in New York and New Jersey 13.2 percent, and in Ohio 28.2 percent. These percentages, however, ran well under the total percentage of enrollees from rural areas throughout the country, which was approximately 50 percent at the time these surveys were made.

#### EDUCATIONAL AND VOCATIONAL TRAINING

The grades of schooling completed by enrollees before entering camp are represented by a bi-modal curve in all three studies, with one peak at the eighth grade and the other between the eleventh and twelfth grades. The average level of educational attainment for all enrollees surveyed was slightly above the eighth grade. The tendency of large numbers to pile up at the end of elementary school and again at the end of the high-school period indicates the need for special efforts in the camp program to meet the requirements of these two groups of youth.

All three studies revealed that a considerable group of enrollees have been retarded in the public school. For example, in the Columbia study, out of the 17-year-old group only 48 of 216 reporting had reached the grade they should have normally attained or beyond. The Boston University study indicated that the younger enrollees were not passing in all subjects in previous schooling to the extent that the older ones were, suggesting the possibility that they may have joined the CCC to get away from distasteful school work. These facts are of importance to the camp counselor. He must keep in mind that many enrollees were maladjusted in school, perhaps 50 percent of them; that school was difficult for them, and that many of them had reached a stalemate. This condition requires reselling education, a more practical type of education, patience, and constant encouragement.

Of the 2,698 enrollees surveyed by the three universities, only 33.7 percent had received vocational training prior to reaching camp (table 1).

TABLE 1.—Number of enrollees who received precamp vocational training in subjects indicated

Survey by—	Number of enrollees surveyed	Agricultural	Commercial	Trades	Industrial, manual arts	Total receiving training
1	2	3	4	5	6	7
Boston University.....	1,250	22	250	94	108	474
Columbia University.....	848	3	156	38	58	255
Ohio State University.....	600	19	83	31	47	180
<b>Total.....</b>	<b>2,698</b>	<b>44</b>	<b>489</b>	<b>163</b>	<b>213</b>	<b>909</b>

Percentage receiving previous vocational training: 33.7.

#### WORK EXPERIENCE

In setting up the camp educational program, the previous work experience of the enrollees should be taken into consideration. Table 2 indicates that of the 2,453 enrollees surveyed by the research workers of Boston, Columbia, and Ohio State Universities, 27 percent had never had work experience before coming to camp, that about one-third had not been employed for a total of 1 year during their lifetime, and that only a scant 40 percent had had more than 1 year's work experience.

TABLE 2.—Number of enrollees who received precamp work experience

Survey by—	Months of employment before entering camp			Total surveyed
	None	0 to 12	More than 12	
1	2	3	4	5
Boston University.....	398	381	471	1,250
Columbia University.....	36	260	307	603
Ohio State University.....	228	173	199	600
<b>Total.....</b>	<b>662</b>	<b>814</b>	<b>977</b>	<b>2,453</b>
<b>Percentages.....</b>	<b>27</b>	<b>33.2</b>	<b>39.8</b>	<b>100</b>

According to the United States Department of Labor, of the 76,042 junior enrollees accepted for enrollment in April 1937, 20.48 percent of them

indicated they had never held employment and another 6.52 percent did not specify anything for work experience, making a total of 27 percent of the enrollment who have probably never held a job. In commenting on this situation, W. Frank Persons, representative of the Department of Labor on the Advisory Council, CCC, stated that it was well known that many young men who reported previous work experience had been employed for only a few weeks or a few months and thus could not be said to have any sustained work experience.<sup>2</sup>

The average enrollee, upon coming to camp, brings with him an inadequate knowledge of the world of occupations and little first-hand experience in a given trade. The challenge to the camp counselor is great, therefore, because of the opportunities in camp to afford the boy a chance to try out in a number of jobs and to instill in him a deeper appreciation of work habits and work operations.

### OCCUPATIONAL GUIDANCE

The three studies revealed that approximately 12 percent of all enrollees interviewed had received practically no occupational guidance from any source up to the time of the survey. The other 88 percent of the men had received this assistance from various sources, such as schools, parents, friends, CCC camps, and community organizations.

TABLE 3.—Number of enrollees receiving occupational guidance previous to survey

Survey by—	Sources of guidance				Total number of enrollees surveyed
	None	OCC camps	Schools	Other	
Boston University .....	171	217	166	696	1,250
Columbia University .....	96	131	177	444	848
Ohio State University .....	63	212	77	248	600
<b>Total</b> .....	<b>330</b>	<b>560</b>	<b>420</b>	<b>1,388</b>	<b>2,698</b>
Percentages .....	12.3	20.7	15.5	51.5	100

Of the 2,698 enrollees surveyed, 20.7 percent had received such assistance from camp counselors and 15.5 percent from counselors of the public schools (table 3). The remainder of the 88 percent had been counseled in vocations by parents, friends, and community organizations. The effectiveness of this

<sup>2</sup> Little data seem to be available as to the exact type of precamp work experience. The U. S. Department of Labor reports that it is impossible to break down the figure representing total number of enrollees who have had precamp work experience and state the percentage of enrollees who had been engaged in each of the major occupations, such as 10 percent mining, 25 percent agriculture, 25 percent factories and mills, etc.

counseling, with the exception of that done at the employment offices, is rather doubtful and is hard to measure.

It is safe to say, however, that the majority of CCC enrollees need to be reached with more systematic counseling and guidance. Many of the camp educational advisers have consistently laid plans to meet this situation. Already the average adviser is spending approximately 20 percent of his time interviewing enrollees and extending them individual guidance. During a typical school month, camp advisers held 135,991 interviews with the enrollees, and 101,106 men, or 34 percent of the corps were interviewed.

#### CHOICE OF OCCUPATION

Of the 2,698 enrollees surveyed by the three universities, 1,007, or approximately 37 percent, had not yet selected a vocation although many of them had been in camp for some time. Possibly the 37.3 percent who indicated no occupational choice are as well off as could be expected, taking into consideration their limited training and experience; nevertheless, the occupational adjustment of these men presents an important responsibility to the camp counselor.

All three studies revealed that the majority of enrollees do not desire to choose as their vocations the type of work which they pursued previously to their enrollment. On this point the data from the Columbia study are representative. Of the 587 enrollees questioned, only 72 planned to enter the vocations previously pursued, and only 27 planned to enter similar vocations. Thus, only 99, or 16.8 percent, were entering the vocations previously pursued or similar vocations. At the same time, 443 reported definitely no relationship between prior and desired vocations. While their jobs may have helped them discover vocations they did not care to enter, these jobs very definitely did not show the enrollees the vocation into which they felt they fitted. The reasons for this lack of desire to enter jobs they have held and the extent to which they will reenter such jobs after leaving camp despite another preference should be subjects for attention by camp counselors.

#### EFFECTIVENESS OF CAMP GUIDANCE PROGRAM

The program of counseling and guidance in CCC camps includes the following steps and provisions:

1. Individual interview of each new enrollee by camp advisers and others.
2. Group counseling of new men by advisers, military and technical officials, and others.
3. Orientation course to camp life for new men.
4. Cumulative record card on each enrollee.
5. Try-out experiences on work projects and jobs within the camp.
6. Vocational classes.
7. Classes on occupational information.

8. Periodical interviews of all enrollees by camp adviser or by other members of company overhead personnel to check on enrollee's progress and offer him further guidance.
9. Assistance for the enrollee in locating employment.
10. Follow-up of former CCC members.

Each of these 10 steps is not fully developed in any camp today, but taken together, they represent the objectives of every adviser in reaching CCC men with a system of individualized education.

From his initial interview with each new enrollee, the adviser attempts to ascertain the essential facts concerning the individual's previous schooling, previous work experience, family conditions, and personal development. The demands of camp life are made known to the new enrollees through the medium of lectures from the camp commander, the project superintendent, and the camp adviser. Publications on the purpose and objectives of the CCC, such as *Once in a Lifetime*<sup>3</sup> and *Happy Days*,<sup>4</sup> are used to acquaint the new enrollee with his responsibilities and opportunities in camp. In many companies, study groups are organized, using these and similar materials as bases for study. In such groups, handbooks which present the salient features of camp life, camp traditions, and official regulations are often employed. Group interviews are sometimes held, in which each member of the administrative and supervisory personnel discusses with the new enrollees the various features of camp life.

The major portion of the responsibility for general counseling rests with the camp adviser. Since a large number come into the camps without any notion of what they wish to fit themselves for in life, the adviser faces a large task in helping enrollees meet their various problems. The questions of vocational, educational, and personal adjustments offer a wide field of operation for the adviser. He may call upon officers or technical personnel for assistance in meeting some particular vocational or educational problem. Often the problems of personal adjustment that arise necessitate consultation with the commanding officer. A system of cumulative records has been developed to provide for continuing guidance throughout camp residence, as well as to assist in placement.

To meet the problems of vocational choice presented by the enrollees, various procedures have been developed. In some camps, special courses are being taught on "job getting." These courses include training in locating vacancies, approaching employers, and the technique of interview and of conduct during the first days of a new job.

The supplying of occupational information bulks large in the total demand for vocational guidance. This information is supplied in a number of ways in the camp. An officer, a camp foreman, or one of the tech-

<sup>3</sup> Dearborn, Ned H. *Once in a lifetime*, New York, N. Y., Charles H. Merrill Co., 1936.

<sup>4</sup> *Happy Days* (weekly newspaper). Hoyt, Ray, and Ryder, Melvin, Editor. Happy Days publishing co., Washington, D. C.

nical staff often has accurate and recent information and experience relating to the problem of a particular group of boys. This person then interviews the individual or group. There are available in all camps standard texts on occupational information. Another approach is through the organization of a class in occupations. Practically every camp has had such a course, under a variety of titles, for new groups of enrollees entering at the beginning of an enrollment period.

An important aspect of the vocational guidance offered in the camps is the training of enrollees on the work project and in vocational classes. In an article on *Job Training in the CCC* appearing in the May 1937 issue of *The Phi Delta Kappan*, Fred Morrell, Assistant Chief of the United States Forest Service, stated that training could be offered in the camps in 40 occupations, which could be broken down into more than 300 jobs for training purposes. Without doubt, the camps can afford an unusual opportunity to every enrollee to try out his talents and skills in a number of jobs. This job training, supplemented by in-camp vocational instruction, can supply the individual with much-needed vocational guidance and development.

The three university studies, however, indicated that only a beginning has been made in the camps with job and vocational instruction. On this subject, the Columbia University study reported that out of 725 enrollees questioned, 464, or 64 percent, stated that they had received no training in the CCC for their chosen vocation. Of the remaining number, 102 replied that the camp work program was providing such training, 96 that "training on the job" was contributing to this end, and 63 that a vocational course was helping them. The Boston University study found that 58 percent of the enrollees surveyed were receiving no training in camp for their chosen vocation, and 34.7 percent were reported in the Ohio State study.

From these data, therefore, it is evident that the camp vocational program has yet to meet the occupational interests and needs of approximately one-half of the corps' membership. A much more comprehensive educational program of training-on-the-job and vocational courses will be necessary to serve the majority of enrollees in terms of their vocational choices. The situation undoubtedly will necessitate more educational and vocational facilities and personnel for each camp.

The techniques for assisting the enrollee in securing employment have been developed to the point where approximately one-fourth to one-third of those leaving the camp to accept jobs have been aided by camp personnel.<sup>5</sup> This assistance takes the form of interviews with employers,

<sup>5</sup> Based on compilation made by Russell A. Beam, Assistant Corps Area Educational Adviser, CCC Sixth Corps Area Headquarters, Chicago, Ill.

letters to prospective employers, enrollment with employment agencies, and other activities designed to assist enrollees in securing jobs.

The most frequently used methods for discovering prospective employment are the usual channels of information, i. e., camp information, newspapers, and correspondence. The Federal and State employment agencies are being used to a greater extent than are private employment agencies. Enrollees are being assisted in making job applications by correspondence more frequently than by any other method. One of the most outstanding features of the placement program in the camps is the emphasis on using other agencies rather than trying to set up a job-placement bureau or office in the camp itself.

One feature of the job-placement program which is now in process of development is the follow-up of enrollees in employment. Studies of this nature are under way in Providence, R. I., Buffalo, N. Y., and Cincinnati, Ohio. The Cincinnati project, sponsored jointly by the Cincinnati Employment office and the Fifth Corps Area CCC Educational Program is the most comprehensive survey now in progress. This study is attempting to reach 5,000 former enrollees of Ohio and Kentucky to determine how much their CCC training and experience were of benefit to them in securing and holding employment. All such studies should be encouraged and their results used as a basis for the revision and improvement of the CCC educational program.

#### PLANS FOR FURTHER TRAINING

A measure of the average enrollee's intention to advance in employment is his plans for further training and development after he leaves the CCC. The extent to which his interest drives him in really "digging into a career" and learning more and more about it is a good sign of the youth's industriousness and resourcefulness.

All three of the university studies pointed out a wide interest among enrollees for additional instruction after leaving the CCC. The Boston University study indicated that out of the 1,250 enrollees surveyed, 695 desired apprentice training, 189 desired vocational training, 85 desired other methods of further trade training, whereas the remaining 281 desired no further trade training. The Columbia study showed that out of 700 enrollees approached, 364 desired apprentice training, 95 desired vocational training, 77 desired other methods of further trade training, and 164 did not want any further trade training. The Ohio State University study revealed that of the 370 enrollees contacted, 240 desired apprentice training, 94 wanted vocational training, 24 wanted other methods of further trade training, whereas the remaining 10 did not care for any kind of further trade training. Thus, of the 2,320 enrollees surveyed by the three universities, 1,299 declared in favor of apprentice training, 378 in favor of vocational

training, 188 in favor of other methods of further trade training, and 455 expressed a negative view. In other words, 80.4 percent of the men surveyed desired further trade training.

The large percentage of enrollees who wished to receive trade training after leaving camp is indicative of their eagerness for a more substantial and secure life, a steady job, a family, and the normal activities of life. This situation should serve as a constant incentive to camp officials to provide a larger portion of enrollees with training for their desired vocations.

On this point, the Columbia University report contends: "Training-on-the-job would contribute more profitably to this end if the camp-work program more closely resembled the chosen vocation. Perhaps a guidance program at the time of enrollment, which placed enrollees in camps where the work program would most likely give such training, would increase the number whose camp experience contributed toward training for their chosen vocation."

The Boston University report suggests that since such a large number of enrollees plan to receive further vocational development through apprentice training, the camp officials ought to explore the possibility for tying their efforts in with apprentice training programs throughout the country.

#### SUMMARY OF FINDINGS AND RECOMMENDATIONS

A résumé of the findings of the university studies suggests six salient points:

1. That a large number of enrollees look upon the camp as a transition from home to employment, and that the camp guidance program in many of the camps provides the necessary individual adjustment which this situation involves.
2. That the "piling up" of enrollees at the end of elementary school and again at the end of the high-school period indicates the need for special efforts in camp education to meet the requirements of these two groups.
3. That the retardation of a large number of enrollees in school work requires reselling education to them and a more practical type of education, patience, and constant encouragement.
4. That a much more comprehensive training-on-the-job and vocational program is necessary, and that much more concerted effort should be made to afford the enrollee job experience and vocational training in the field for which it is found that he is best fitted.
5. That at the time of enrollment, the enrollee should be carefully interviewed for the purpose of placing him in a camp where the work program most closely approximates his chosen vocation or vocational interests.
6. That since a large number of enrollees wish further vocational development through apprenticeship training, camp educational officials

should explore the possibility for tying their efforts in with apprentice training programs being sponsored by other agencies than the CCC.

A résumé of the findings of these studies indicated that in some of the camps the counseling and guidance program was so adapted that it provided the necessary individual adjustment, a "reselling" of education to the enrollee, and an elaborate training-on-the-job and vocational program tied in with an opportunity for apprentice training. For the improvement of CCC counseling and guidance, the studies recommended that each camp should include among the objectives of its counseling and guidance program the ends to be sought under each of the above six points.

#### A STUDY OF SUCCESSFUL PRACTICES IN THE DEVELOPMENT OF A COORDINATED RECREATIONAL PROGRAM IN CCC CAMPS

The purpose of the university research studies in reviewing CCC camp recreational activities was to determine their effectiveness and to ascertain wherein a more diversified recreational program could be developed. A study of successful leisure-time practices under camp conditions should result in a better understanding of the needs and desires of young men and should lead to the correction of certain inadequacies in the present camp program.

Boston University, Columbia University, Ohio State University, and the University of Washington participated in this study. Research conducted in connection with the camp recreational program attempted to cover the following:

1. A survey of the types of recreational activities and the extent of participation in these activities by enrollees.
2. An evaluation of various types of programs on the basis of accepted criteria in the field of recreation.
3. A study of successful procedures used in developing desirable types of recreational activities.
4. A presentation of recommendations, based upon the above survey and evaluations, for the development of well-balanced, coordinated recreational programs with a view to meeting the needs for participation of the full enrollee personnel.

#### DEVELOPMENT OF CCC RECREATION

When the camps were first established in April 1933, the company commander assigned one of his lieutenants to direct the general welfare of the enrollees. Usually, the officer selected was one who had engaged in high-school or college athletics or had participated in the glee club, debating, or some other form of extracurricular activity. The officer's ability in one

or more of these activities enabled him to assist in the development of recreation among enrollees, and many camps evolved a variety of interesting activities in a short time.

When camp educational advisers, most of whom had participated in extra-curricular functions, were appointed in 1934, the company commanders placed some of them in charge of the athletic program and most of them in charge of social recreation such as dances, smokers, camp nights, music, and dramatics. With the coming of organized education into the camps, a new trend in recreation got under way. The guidance objectives, as set forth in the *Handbook for Camp Educational Advisers*, placed chief consideration on the individual enrollee, and camp advisers were soon interviewing, prescribing, and making plans.

The advisers were conscious of both social and physical requirements in devising their plans. Guidance interviews uncovered social and physical inadequacies, latent talents, hobby interests, and even skilled performers in music, drama, art, and the crafts. Particularly did the handicrafts become an effective channel for creative expression and a means for securing social approval. Music groups such as glee clubs, orchestras, and "hill-billy" bands, in addition to dramatic, forensic, journalistic, and a variety of hobby groups, multiplied as the interests and needs of the men became known.

When the number of Army officers in the camps was reduced, the advisers were generally charged, by their company commanders, with responsibility for the entire recreational and welfare program, utilizing enrollee personnel and other staff members as assistants. Leaders' groups, recreational committees, and educational councils have aided greatly in the planning and management of the program.

The variety of leisure-time activities participated in by CCC enrollees at the present time is indicated in the list which follows:

*Informal activities in CCC camps*

ATHLETICS

Boxing	Swimming	Pool
Wrestling	Handball	Hiking
Volley ball	Tumbling	Skiing
Basketball	Fencing	Tobogganing
Baseball	Tennis	Boating
Softball	Badminton	Fishing
Football	Ping-pong	Quoits
Touch football	Shuffleboard	Horseshoe pitching
Track and field	Bowling	Weight lifting
Soccer	Billiards	Archery

*Informal activities in CCC camps—Continued*

ARTS AND CRAFTS

Drawing	Woodcraft	Photography
Cartooning	Metalcraft	Model aircraft
Painting	Weaving	Model boats
Modeling	Knot tying	Model houses
Leathercraft		

DRAMA

Play writing	Minstrels	Tap dancing
Acting	Stagecraft	Public speaking

MUSIC

Glee Club	Ensembles	Instrumental bands
Community singing	Orchestras	Music theory

OTHERS

Camp paper	Nature study	Camp nights
Reading	Collections	Spelling bees
Forums	Taxidermy	Discussions
Radio club	Dancing	Indoor games
Gardening	Socials	Motion pictures
Animal breeding		

The development of arts and crafts shows an increase of from 4 percent of the camp enrollment in November 1935, to 9.3 percent in November 1936.

TABLE 4.—Percentage of enrollee participation in selected informal activities

	November 1935	November 1936
Arts and crafts.....	4.0	9.3
Drama.....	4.1	3.6
Music.....	10.3	9.1
Total informal.....	18.4	22.0

ANALYSIS OF ACTIVITIES

For purposes of analysis and appraisal, the universities divided the camp recreational program into the five following groups: Athletics, social activities, arts and crafts, camp newspapers, and hobbies. It was felt that these five classifications would satisfactorily cover the varied leisure-time pursuits of the enrollees.

*Athletics.*—All four university studies revealed that athletic activities are well developed throughout the camps. There is a wide variety of them, with extensive enrollee participation.

First choice of athletic interests by 463 enrollees surveyed by Columbia University was as follows: Football, 132; baseball, 114; swimming, 74; basketball, 30; boxing, 30; hunting, 23; ping-pong, 23; pool, 16; golf, 12; and fishing, 9.

In more than half of the 25 camps studied by Boston University, 75 percent of all enrollees participated in some form of athletic activity. It is particularly noteworthy that in all of these camps an interbarracks program had been developed and that 24 camps had athletic relations established with local civilian groups. Although a larger number of young men gave football rather than any other sport as first choice, the practical consideration of facilities, equipment, and safety reduced the possible participation in football, while ping-pong and boxing became much more popular than the preliminary interests of enrollees would indicate.

The importance of adequate recreational facilities and leadership is revealed in the summary of data from check lists distributed to 190 junior enrollees by the Ohio State University project. In the 15 sports surveyed, enrollees participated less in camp than they previously had at home, with the exception of volley ball, tennis, and billiards.

*Social activities.*—Although camp advisers, since their first appointment in 1934, have been largely delegated the responsibility for social recreational activities, they are being aided by the camp educational councils and other camp personnel. Three-fourths of the camps surveyed have social committees to which enrollees are appointed. Many committees are made up entirely of enrollees, except for the adviser, who acts as counselor.

*Game tournaments.*—Camp game tournaments include checkers, billiards, ping-pong, horseshoes, and bingo. The most popular program calls for tournaments for each barrack or crew prior to an interbarrack or intercrew play-off. The supply of games is generally adequate.

*Dancing.*—Less than 50 percent of the new enrollees know how to dance. Since dancing may be regarded as an important social activity for many enrollees who desire to engage in social functions, the camps feel a responsibility for providing desirable opportunities for acquiring abilities for this purpose. Social dancing classes have been provided under the leadership of enrollees, townfolk, and camp personnel, with the help of Y. W. C. A.'s, girls' clubs, and NYA camps. In 1 month of 1937, the Boston University survey found that 40 percent of the camps visited were conducting classes in social dancing.

*Music.*—Music has played an important role in the leisure-time program. Glee clubs, orchestras, harmonica, and "hill billy" bands have been organized in nearly all camps. Group singing has been sponsored by advisers because of its worth to individual and camp morale.

The many religious groups, service clubs, and local fraternal organizations have furnished excellent outlets for camp musical talent. Perhaps

more popular than all of these, however, has been the radio. There have been many programs sponsored by CCC companies.

Wherever possible, individual music instruction has been given to the enrollees. One camp has as many as 35 enrollees studying piano. Other camps are teaching guitar, banjo, harmonica, and wind instruments as well as piano. More of this work could be done were it possible to provide trained instructors and a sufficient number of instruments.

Since table 5 indicates an average of 10 percent of the enrollment strength participating in music groups, it should be borne in mind that "reportable" music groups are courses of at least 12 weeks' duration. This excludes from the computation such common activities as community sings or instrumental and choral groups which do not meet at least one period per week as recognized classes.

*Dramatics.*—A little encouragement goes a long way in providing the nucleus of a dramatic unit. The first venture of every camp is nearly always a minstrel show, but this is as good a beginning as any, either from the standpoint of cast or audience. Although weightier presentations follow in their wake, most attempts at Shakespeare have fallen rather flat. Camp nights and joke sessions uncover much dramatic talent. One-act plays are very numerous. When these do not seem to fit the occasion, enrollees write their own. It should be said in this connection that dramatics have been a valuable audio-visual aid for teaching etiquette, how to apply for a job, safety, and other valuable rules of conduct (this through home-made skits). The value of dramatics for providing entertainment, expression, development of poise and self-confidence is self-evident. Parts are selected according to the needs and abilities of the enrollees, from hero to bell ringer. Property building and scenery painting furnish creative outlets. Less than 4 percent of the enrollment strength has participated in "reportable" dramatic groups. Apparently, there has been an under-emphasis of dramatics, although the report of dramatic groups does not give a complete picture of dramatics in the camps, since many skits, minstrels, and plays are produced in less than 12 weeks, are not organized as a course, and are not, therefore, reported. Most camps have either constructed or improvised stages in their recreation halls or spare barracks which have been converted into auditoriums.

*Camp nights.*—Camp night, variously designated in different sections of the country, is an all-camp home-talent affair, often including recreational motion pictures and inspirational speakers. Held weekly, biweekly, or monthly under the direction of the camp adviser or the committee which he supervises, camp night affords an opportunity for music, dramatics, debating groups, and other camp talent to give "public" performances. It is an indispensable aid to the development of good camp spirit. Company commanders appreciate camp night not only for its effect on morale, but because

it often relieves them of the necessity of arranging another "rec" trip to town, which, at certain times of the year, when travel is hazardous, is an important safety consideration.

*Motion pictures.*—Although visual aids are being used in connection with formal leisure-time courses and work project training, motion pictures are still encountered mostly in the informal program of recreation, featuring current events, occupational information, and items of human interest. There is a decided trend towards the progressive organization of motion pictures, slides, film strips, and opaque projector showings around related subject matter. While all pictures shown are not of high quality, an effort is being made by camp, district, and corps area advisers to increase the quantity of high-grade educational and recreational pictures. Lectures generally precede educational and historic-recreational pictures and are often followed by group instruction. While a large proportion of the camps now have sound or silent projectors, there is a need for sound motion-picture machines in all camps. Film strip machines and opaque projectors are needed by the average camp.

It is a general practice for local camps to arrange for reduced rates at local theaters. Eighty percent of the New England camps have made such provision with theater owners.

*Other activities.*—Welcome night for new enrollees, social conduct (etiquette) groups, radio listening and discussion groups, and a host of other recreational features are helping to make camp life interesting, attractive, and socially constructive.

Enrollees taught to make their own fun, whether it be the construction of recreational equipment, the devising of programs, or the contributing of personal talent, have learned how to make life happier for themselves and for others.

*Arts and crafts.*—Granting that a few who are talented in music and dramatics find a means for self-expression in the general recreational program, nevertheless, one of the most effective media for the average manually inclined young man is the arts and crafts program. Commencing in 1934, camp handicrafts have developed until they are now one of the chief outlets of creative self-expression. Starting with leathercraft, but quickly expanding into wood carving, cabinet making, metal work, weaving, plastics, and sketching, the camps have received wide acclaim from professional craftsmen and the general public. Public exhibitions of craft work in various parts of the country have been so general that the educational program has sometimes appeared to the public to be largely craft work. Actually, but 9.3 percent of the enrollees were engaged in organized arts and crafts activities as late as November of 1936.

The Boston University survey indicates regular handicraft groups, meeting from one to five times per week, in 80 percent of the camps studied.

Ninety-five percent of the camps were making salable articles, and 85 percent had a crafts' library of at least six books. Twenty-four out of twenty-five camps had displayed articles at fairs and expositions. The acquisition of a full line of power tools by most camps has decreased the amount of hand work and has increased the amount of cabinet making, wood turning, and metal spinning.

One of the most desirable features of the arts and crafts program has been its vocational value. Enrollees have discovered manual and mechanical aptitudes, have developed valuable skills, and have secured important occupational information. The Second Corps Area, with headquarters in New York City, has given impetus to this by emphasizing the "industrial arts" phase of craft work. The Columbia University study cites the present need of developing a satisfactory method for selling products made by the men in this industrial-arts program.

The most pressing needs at the present time are for adequate space, equipment, and instructors. Instruction has largely come from educational advisers and camp instructors furnished by the Works Progress Administration. With the curtailment of the emergency-relief program, resulting in the withdrawal of many of the most competent instructors, a serious shortage of teaching personnel is now being faced.

*Camp newspapers.*—Camp newspapers are to be found in nearly all camps. These papers are the product of enrollee press clubs. Instruction in English, journalism, typing, mimeographing, printing in a few cases, and opportunities for valuable management training are all worthy by-products. Items in bad taste have steadily lessened until today the majority of newspapers may be regarded as possessing no small educational significance. The preparation of the news items assists in developing such values as (1) self-improvement in accordance with one's innate abilities (e. g., artistic, literary, athletic); (2) cooperation; (3) mental alertness; (4) physical fitness; (5) temperate living; and the like. The art work is often of professional competence, making for a heightened æsthetic responsiveness on the part of the enrollee. The quality of editing, in most instances, affords repeated examples of correct English usage.

TABLE 5.—Number of camps publishing newspapers, 1935-37

Date	Number of camps	Camps publishing newspapers	
		Number	Percent
February 1935.....	1,468	836	56.9
February 1936.....	2,158	1,651	76.5
February 1937.....	2,084	1,664	79.8

*Hobbies.*—A listing of hobbies and enrollee interests which provide the basis for other informal educational activities in the camp would include most of the leisure-time interests of adults today. Some groups of interests which are worthy of note, either because of their frequency or unusual character, are: Amateur radio, aviation, stamp and coin collecting, photography, botanical and mineral collections, amateur weather forecasting, hiking, painting, modeling, gardening, and all of the crafts.

#### EVALUATING CCC RECREATIONAL ACTIVITIES

The Columbia University study not only made a critical analysis of CCC recreational activities but also assigned arbitrary values to them.

In considering values in a recreational activity, it is evident that many are incidental objectives. Hence, they are "variables" and not "constants" and change with different pursuits for different enrollees. The factors in the camp recreational program which influence the various values, such as vocational, cultural, and health, are considered by the Columbia study to be (1) the inherent possibilities of an activity; (2) the thoroughness and breadth of its treatment; (3) the character, training, and leadership ability of the supervisor; (4) the adequacy of facilities and equipment; (5) the training and interest of the individual enrollee; and (6) the opportunities to apply the benefits of the activity in later years.

The cumulative educational and practical benefits of the varied, purely leisure-interest activities in the camp can hardly be overestimated in the CCC educational situation. There is rich variety within any one category, for example: Clubs for photography, radio, taxidermy, gardening, and photoplay. Furthermore, in any one specific activity, as motion pictures, there are varied possibilities according to the purpose in mind, such as entertainment, educational discussion, audio-visual instruction, moving-picture production, and techniques of operation.

#### RECOMMENDATIONS

The following recommendations for the development of a coordinated leisure-time program in CCC camps are offered by the four university studies as practical aids to camp advisers who sense the educational, stimulative, and expressive possibilities of directed recreational activity. It is recognized that some of the practices here recommended are already in use in some of the camps. It is the purpose of these recommendations to call attention to these successful practices in the hope that they will be more widely adopted in the camps. Play for play's sake, free and undirected, has a place in a planned program. However, this form of recreation scarcely needs emphasis at the present time. Recreational guidance, on the other hand, with ample opportunity for fundamental expression of a creative

nature, is education and deserves the thoughtful study and careful analysis of recreational planners.

Too often the term recreation means only group athletics. The recommendations which are made presume the inclusion, in addition to athletics, of such activities as arts and crafts, dramatics, music, nature study, camping trips, hikes, camp fires, tours, collections, gardening, indoor games, and other types of individual or group response. The following findings and recommendations are equally applicable to all sorts of camp leisure-time functions:

1. Ascertain the facts about the recreational life of each enrollee, in terms of (a) present interests and (b) apparent needs. A check list including many of the activities enumerated on pages 15 and 16 would be helpful as an interest finder. The check list, however, at its best is purely an aid to the interview.

2. Counsel enrollee on:

(a) Continuance of the development of his present interests jointly with enrollees of like interests

(b) Further opportunities for the interesting and profitable use of leisure time through participation in additional activities.

3. Deal with recreation as a phase of the total life and experience of the enrollee. The enrollee is a unit, hence recreational guidance is a part of the total counseling program.

4. Organize a camp recreational committee of enrollees, insuring representation of each major activity interest and, if possible, each barrack. Oftentimes, the rated men, leaders and assistant leaders, if formed into a club, will constitute an effective working group. Guard against over-organization of the program, however.

5. Explain the theory of recreation in terms of both varsity teams and the largest participation of the greatest numbers. Stimulate the interest of committee members in sponsoring intrabarrack and interbarrack competition. Enlarge on the possibilities for a varied recreational program and determine its objectives in terms of social and educational values.

6. Place management and coaching responsibilities upon committee members as soon as advisable.

7. Organize and utilize subcommittees for each major interest, preferably made up of one enrollee from each barrack, using committee members as assistants in organizing the subcommittees. Each subcommittee should present a plan to the camp recreational committee for the coordination of camp recreational activities.

8. Relieve the recreational supervisor of as much routine and detail as possible, so that he will have more-time to supervise committees, train leaders, and give personal attention to backward enrollees. To gear the program to the needs of persons, calls for constant attention to the individual.

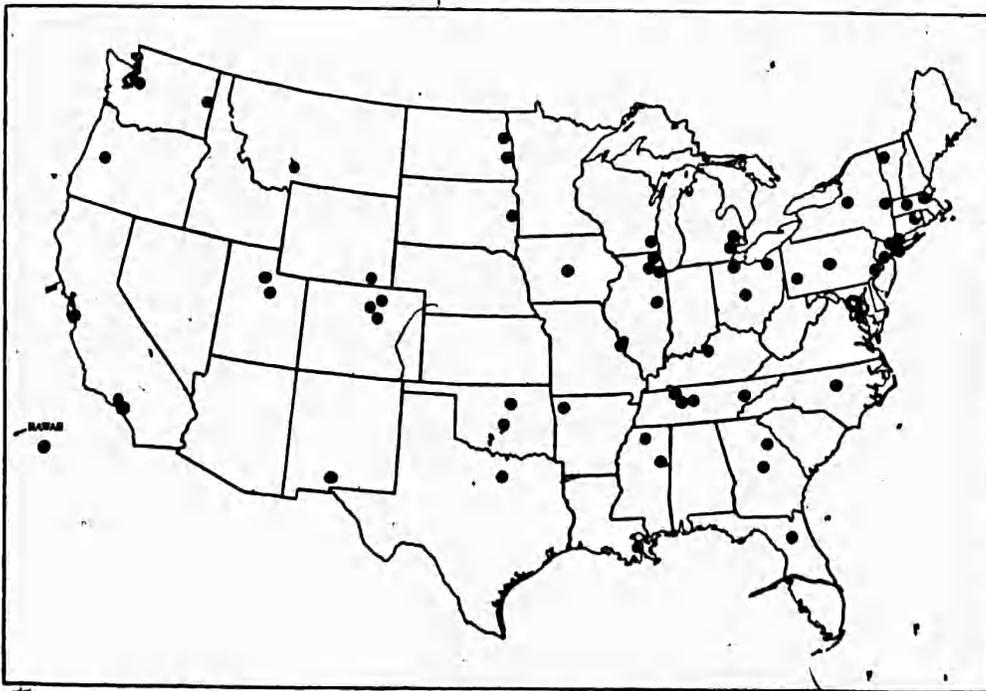
9. Mass recreational activities of both active and passive sorts render a distinct service to group life. Camp nights, motion pictures, intercamp contests, plays, debates, and community singing are essential to a high camp morale.

10. Leisure-time activities, other than athletics, in like manner should be organized around one or more persons who are deeply interested in them. Keen interests are contagious, particularly if they call for activity of a creative sort. If such activity results in articles or displays of good quality, arrangements should be made to exhibit them in both the camp and the surrounding community.

11. Review the facilities which are available. Even though athletic fields cannot be provided, the fertile mind will recognize a host of possibilities which are to be found out-of-doors or indoors.

12. Encourage, without sentimentalism, every enrollee who shows progress, whether on an elementary or an advanced level. A precaution to be taken by those advancing the industrial arts type of program should be to insure appreciation of projects with crude beginnings, to guard against standardized commercial gadgets, and to place sufficient emphasis on the constructive aspects of arts and crafts.

The criteria of success in camp recreation are derived from the effect of social and physical activity upon the happiness and satisfaction of the individual, both in the present and in later years.



Location of universities cooperating in the Project in Research in Universities.