An Assessment of a Program for Rural Youth from Low-Income Families in South Carolina. Extension Circular 559.


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Aspiration; *Attitudes; Caucasians; *Change Agents; Community; *Economically Disadvantaged; Education; Expectation; *Negroes; Occupations; *Program Evaluation; Racial Differences; *Rural Youth; Self Concept; Sex Differences; *Tables (Data); Youth Clubs

*South Carolina

The effectiveness of a special South Carolina rural youth project was evaluated. Initiated in 1972, the project was designed to improve the quality of life of rural youth from low income families via community clubs for youth between the ages of 9 and 16. In order to measure the attitude changes (aspirations and expectations) of club members, a questionnaire was designed which included items relative to: (1) education, (2) residence, (3) occupation, (4) marriage and family, (5) community, (6) self-image, (7) self-concept, (8) concept of chance for success. Useable data were obtained from black and white, male and female, youth in attendance at club meetings (n=509) and summer camps (n=559). The research effort failed to measure any pattern of statistically significant changes in the attitudes of program participants. It was suggested that possible reasons for failure to measure change might have been: (1) the sophistication of the questionnaire, (2) the lack of overlap in interviews, (3) the variations in time lapse between questionnaires, (4) the use of responses from youth who had not been in the program long. The evaluation team did make some "impressionistic" observations which indicated: (1) program variations had met the different needs of differing groups; (2) participants and their parents had accrued positive benefits from the program; (3) the program had been successful since members wished to continue club activities. (JC)
AN ASSESSMENT OF A PROGRAM FOR RURAL YOUTH
FROM LOW-INCOME FAMILIES IN SOUTH CAROLINA

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2/ Formerly Visiting Instructor in Agricultural Economics and Rural Sociology, Clemson University, Clemson, South Carolina.
3/ Agricultural Research Associate, Department of Agricultural Economics and Rural Sociology, Clemson University, Clemson, South Carolina.
One project developed by the 1890 Extension component in South Carolina is a rural youth program intended to upgrade the quality of life for youngsters from low-income families. Youth clubs were organized in communities of five counties in 1972 shortly after the program was begun. These clubs enrolled youth in the 9 to 16 age group who were not involved in the regular 4-H clubs.

A summer camping program was begun in 1972 for those members who actively participated in community clubs. This camping experience differed from the traditional 4-H camps in that campers came from low-income families, there was no charge to campers and the duration of the experience was two weeks per camper (see Appendix A for Project Proposal).

In the summer of 1973, the young people who participated in this special camp program were selected from families enrolled in the 1890 Extension Program in five counties in South Carolina, Chesterfield, Georgetown, Hampton, Marlboro, and Orangeburg (see Figure 1). As a part of the 1890 Extension Program in these counties, young people ages 9 to 16 were enrolled in youth clubs patterned somewhat after the traditional 4-H clubs sponsored by the Clemson University Cooperative Extension Service. Campers were selected from the members of these youth clubs. A two-week camp was conducted for each of the five counties with 200 campers participating in each session.

Early in 1974, arrangements were made with Professor Virlyn A. Boyd and his associates, Department of Agricultural Economics and Rural Sociology, College of Agricultural Sciences of Clemson University, to conduct an evaluation of the "Special Youth Project" sponsored by the 1890 component of the Clemson University Cooperative Extension Service. The purpose of this report is to present the results of that evaluation.

R. L. Hurst, Coordinator
1890 Extension Program
S. C. Cooperative Extension Service

South Carolina State College
Orangeburg
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CHAPTER 1

Introduction

This report presents the results of an evaluation of a special program for rural youth from low-income families in South Carolina, conducted as a part of the 1890 Extension Program of the South Carolina Cooperative Extension Service.

Purpose

The purpose of this evaluation is to measure the extent to which the special youth program succeeded in accomplishing its goals. These goals as stated in the project proposal are "...to lift the aspirations and productivity of low-income rural youth," ..."to help them prepare for a better life," and ..."to create the desire in these youngsters to be as good as anyone else and to work to that end."

Methods and Procedures

It was decided that a two-stage examination of the aspirations, values, and attitudes of these young people would best measure changes associated with their participation in the special youth project.

A questionnaire devised to measure these changes is included as Appendix B of this report. The questions included in the questionnaire on the educational, occupational, residential, and marital and family-related aspirations are adapted from a questionnaire used in the Southern Regional Research Project S-81, "Development of Human Resource Potentials of Rural Youth in the South and Their Patterns of Mobility." Other

1/ See Appendix A.
questions were designed to measure changes in attitudes the youth have
toward the community, their self-images, self-concepts, and their
concepts of their chances for success in the adult world.

Interviews

Between May 4 and July 9 of 1974, this questionnaire was adminis-
tered to 509 young people in 20 neighborhood clubs in the five counties
in which the Special Youth Project of the 1890 Extension Program was
operating. These clubs are listed in Table 1. The questionnaires
were administered to all youth who were in attendance at the club meet-
ings on the day of the interviews. No attempt was made to secure the
data from members who were absent at the time of the interview. Like-
wise, all youth who were present at the meetings were interviewed whether
or not they were club members. Questionnaires from children under 9 or
over 16 were later excluded from the study. In many cases older or
younger siblings of members were at the meetings and it was easier to
include them in the interviews and to discard the questionnaires later
than to explain why they were not being interviewed.

The questionnaire was administered in as uniform a manner as possible
by one of four trained persons from the faculty or staff of Clemson Uni-
versity. At least two of these researchers were present at all times.
The researcher taking the lead first introduced himself or herself and
the assisting researchers to the club members. It was then explained
that the research was being conducted by the Department of Agricultural
Economics and Rural Sociology of Clemson University for the 1890.

Virlyn A. Boyd, Associate Professor of Agricultural Economics
and Rural Sociology; Allie Funk and Gordon Lurie, Visiting Instructors
of Agricultural Economics and Rural Sociology, or Thales Parker, Research
Associate in Agricultural Economics and Rural Sociology.
Table 1. Number of Respondents at Club Interviews and Camp Interviews of Special Youth Project, in South Carolina, by Race and Sex, 1974

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The Extension Program (South Carolina Cooperative Extension Service) based at South Carolina State College. The club members were informed that the questionnaire was not a test and that there were no right or wrong answers -- there would be no grades. It was explained that since the purpose was to find out how the young people felt, the "right" answer was determined by how they felt about the questions.

The children were requested not to talk among themselves and not to look on each other's papers. It was explained that completing the questionnaire was voluntary. All the children elected to participate. Also, there was a clear explanation, in terms the children could understand, that their answers would be kept confidential.

The lead researcher read the questions one by one and requested the respondents to keep pace and not to go ahead of the reading. Most of the questions were forced-choice items. The children were requested to indicate by raising their hand if the reading was too fast or if they needed assistance with a particular question. This assistance was provided by members of the research team, Program Assistants, and Youth Coordinators. Counselors also assisted with the interviews at camp. These staff members were instructed to assist the children only when they asked for help. They were cautioned not to read over the children's shoulders and not to "feed" them the answers. They also assisted in assembling the children and in maintaining order and decorum during the time the questionnaire was being administered.

Conditions under which the questionnaire was administered in club meetings were often less than ideal. The clubs meet in various
facilities such as churches, schools, community centers, and private homes. In one case, the meeting was in a building used by a volunteer fire department. These places seldom had facilities (such as desks) suitable for the administration of the questionnaire. In addition, there were other distracting factors such as members baby-sitting younger siblings or the interest of the members in continuing their regular club activities.

The range in age from 9 to 16 made it difficult to pace the reading of the questionnaire to meet the needs of all the members.

At camp, though not ideal, the circumstances were better than in club meetings. Two sessions were used at each camp with the first one made up of campers aged 9-11 and the second one of those 12-16. This separation by age made it somewhat easier to administer the questionnaire. The sessions were held in the cafeteria where there were enough tables and chairs for all campers to be comfortably seated. There was still the distraction that other camp activities were more fun and the atmosphere, as expected in a camp situation, was not highly disciplined. Although the relaxed atmosphere made administration difficult, it may have encouraged more candid answers.

Information was collected from the Youth Coordinator and Program Assistants in each county concerning their evaluation of each child on some of the items included in the questionnaire administered to the children. An attempt was also made to secure information on each club and on the family background of each child. See Appendices C-F for copies of forms used for these purposes.
Counselors were requested to complete an evaluation of each of the campers living in the cabins with them on the third and eighth day of camp. The form used for this evaluation is reproduced as Appendix F.

Even though the children for the most part, seemed to be straightforward and conscientious in completing the questionnaire, six major problems were observed as follows:

1. Some of the younger children had difficulty in understanding how to answer the closed-end, multiple-choice questions. The smarter children had some difficulty with the forced choice questions because they thought of answers not included in the choices.

2. In some cases, children did not know the answers to some of the questions. For example, some did not know their parents' occupations. Younger children had not formulated job or other aspirations. Some of the children had no opinion on community involvement. These problems were not unexpected.

3. A third problem was peer group influence. Despite the efforts of the researchers, there was a tendency for some children to copy answers and for some to tell others how to answer. Often, some of the children would announce their answers aloud.

4. A fourth problem was with jokers. It was noticed, however, that some made joking answers aloud and wrote more realistic answers on their questionnaires.

5. Varying patterns of speech made it difficult for the researchers to understand the children on occasion. For example, one child stated that his father was a "busha" at the storehouse. Further questioning revealed that the child's father was a meat cutter in a supermarket.
6. A disconcertingly large proportion of the children were functionally illiterate. With the staff available, however, the number of non-responses due to poor spelling or illegible handwriting was kept to a minimum.

Study Population

After interviews were completed, the questionnaires were edited and data were punched onto IBM cards. Usable data were obtained from 509 youth at club meetings and from 559 young people at camp with 167 respondents completing interviews at both club meetings and camp. The distribution of these respondents by age, sex, and color is included in Table 2. The discrepancy in the total number of respondents at club meetings in Tables 1 and 2 is due to the exclusion from Table 2 and subsequently of all respondents under 9 and over 16 years of age.
Table 2. Study Populations by Age, Sex, Color, and Place of Interview, South Carolina 1890 Extension Special Youth Project, 1974.

<table>
<thead>
<tr>
<th>Age, color, and sex of respondents</th>
<th>Place of interview</th>
<th>Club</th>
<th>Camp</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>509</td>
<td>559</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Under 13</td>
<td>243</td>
<td>350</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>13 and over</td>
<td>266</td>
<td>209</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>228</td>
<td>277</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Under 13</td>
<td>106*</td>
<td>170</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>13 and over</td>
<td>122</td>
<td>107</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>281</td>
<td>282</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Under 13</td>
<td>137</td>
<td>180</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>13 and over</td>
<td>144</td>
<td>102</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Whites and Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>10</td>
<td>58</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Under 13</td>
<td>7</td>
<td>43</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13 and over</td>
<td>3</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>7</td>
<td>28</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Under 13</td>
<td>6</td>
<td>21</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13 and over</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>3</td>
<td>30</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Under 13</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13 and over</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER II

Results from Club Interviews

This section of the report consists of a presentation of the responses given by the 548 young people when they were interviewed at the club meetings. A later section will present a comparison of the responses given by the 167 young people who were interviewed both at club meetings and again during their camp experience. Since the number of young people who were not blacks (white and other races) was so small, tables are not separated by race.

Educational Aspirations and Expectations

When asked to indicate what they most wanted to do about going to school, over half of the club members indicated a desire to attend college with almost one fifth wanting to take advanced work beyond a college degree (Table 3). It is interesting to note that fewer than ten percent of the young people expressed the desire to quit school before they graduated from high school. Only minor differences existed in the educational aspirations of males as compared to females.

In an attempt to distinguish between educational aspirations and educational expectations, the young people were also asked "What do you really think you will do about your education?" The distributions of answers to this question are also shown in Table 3. As would be expected, expectations were slightly lower than aspirations with the major difference being that a larger proportion of
Table 3. Educational Aspirations and Expectations of Club Members in Special Youth Program in South Carolina, 1974, by Sex

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Percentage Distribution of Club Members Wanted schooling</th>
<th>Expected schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=236)</td>
<td>Female (N=312)</td>
</tr>
<tr>
<td>Quit now</td>
<td>1.7</td>
<td>2.6</td>
</tr>
<tr>
<td>Complete junior high</td>
<td>9.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Complete high school</td>
<td>20.8</td>
<td>26.3</td>
</tr>
<tr>
<td>Business, vocational or technical school</td>
<td>6.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Junior College</td>
<td>14.8</td>
<td>12.8</td>
</tr>
<tr>
<td>College</td>
<td>28.0</td>
<td>27.2</td>
</tr>
<tr>
<td>Additional studies after college</td>
<td>17.8</td>
<td>18.6</td>
</tr>
<tr>
<td>No answer</td>
<td>0.8</td>
<td>0.6</td>
</tr>
</tbody>
</table>

young people expected to end their schooling upon graduation from high school.

**Occupational Aspirations and Expectations**

The distribution of answers to the questions, "If you were completely free to choose any job, what would you desire most as your lifetime job?" and "What kind of job do you really expect to have most of your life?", are presented in Table 4. It is notable that there was a substantial proportion of respondents aspiring to occupations classified as "glamour." This classification includes such jobs as professional musicians, airline stewardesses, and professional athletes.
Table 4. Occupational Aspirations and Expectations of Club Members in Special Youth Program in South Carolina, 1974, by Sex

<table>
<thead>
<tr>
<th>Occupational classification</th>
<th>Percentage Distribution of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wanted Job</td>
</tr>
<tr>
<td></td>
<td>Male (N=236)</td>
</tr>
<tr>
<td>Professional and technical</td>
<td>10.6</td>
</tr>
<tr>
<td>Managers</td>
<td>3.8</td>
</tr>
<tr>
<td>Clerical, sales and kindred</td>
<td>3.0</td>
</tr>
<tr>
<td>Craftsmen and foremen</td>
<td>7.2</td>
</tr>
<tr>
<td>Operatives and kindred</td>
<td>19.9</td>
</tr>
<tr>
<td>Service workers</td>
<td>13.6</td>
</tr>
<tr>
<td>Laborers</td>
<td>6.8</td>
</tr>
<tr>
<td>Glamour occupations</td>
<td>28.8</td>
</tr>
<tr>
<td>Military</td>
<td>1.7</td>
</tr>
<tr>
<td>Non-earned income</td>
<td>-</td>
</tr>
<tr>
<td>No answer</td>
<td>4.6</td>
</tr>
</tbody>
</table>

Among the males, a low proportion indicated a desire for jobs classed as professional and technical, with a relatively high proportion aspiring to work as operatives or service workers. The fact that over four out of ten females aspire to professional and technical jobs is partially due to the inclusion in this category of such jobs as school teachers and nurses. A smaller proportion of the girls than the boys aspired to glamour occupations.
Residential Aspirations

In response to the question, "Where would you most like to live?" two thirds of the female club members but less than half of the male club members expressed the desire to live in a large city (Table 5). Conversely, more males than females indicated a desire to live in areas of lower population density with 14.0 percent of the males and only 3.2 percent of the females giving "on a farm" as their first choice of residence.

Table 5. Residential Aspirations of Black Club Members in Special Youth Program in South Carolina, 1974, by Sex

<table>
<thead>
<tr>
<th>Desired residence</th>
<th>Sex of respondent</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males (N=236)</td>
<td>Females (N=312)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Large city</td>
<td>42.8</td>
<td>67.0</td>
<td></td>
</tr>
<tr>
<td>Small city</td>
<td>15.7</td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>Town near a city</td>
<td>14.8</td>
<td>14.1</td>
<td></td>
</tr>
<tr>
<td>Country not on farm</td>
<td>11.4</td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>On a farm</td>
<td>14.0</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>0.6</td>
<td></td>
</tr>
</tbody>
</table>

Family-Related Aspirations

The questions used to elicit family-related aspirations were, "If you want to get married, at what age would you want to get married?", and "How many children would you like to have?"
second question was restated by the interviewer as, "If you do get married, and you could have what you consider an ideal-sized family, how many children would it include?" Answers to these questions are summarized in Tables 6-8.

Table 6. Percentage of Club Members in Special Youth Project in South Carolina, 1974, Expressing Desire to Marry

<table>
<thead>
<tr>
<th>Answer</th>
<th>Males (N=236)</th>
<th>Females (N=312)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>17.4</td>
<td>24.4</td>
</tr>
<tr>
<td>Yes</td>
<td>82.6</td>
<td>75.6</td>
</tr>
</tbody>
</table>

Table 7. Age Want to Marry for Club Members in Special Youth Project in South Carolina, 1974, Who Expressed Desire to Marry

<table>
<thead>
<tr>
<th>Age want to marry</th>
<th>Male (N=195)</th>
<th>Female (N=236)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16</td>
<td>3.6</td>
<td>3.4</td>
</tr>
<tr>
<td>17-19</td>
<td>14.9</td>
<td>28.8</td>
</tr>
<tr>
<td>20-22</td>
<td>44.6</td>
<td>37.7</td>
</tr>
<tr>
<td>23-25</td>
<td>20.0</td>
<td>18.6</td>
</tr>
<tr>
<td>26 or over</td>
<td>14.9</td>
<td>9.7</td>
</tr>
<tr>
<td>No answer</td>
<td>2.0</td>
<td>1.8</td>
</tr>
</tbody>
</table>
Table 8. Number of Children Desired by Club Members in Special Youth Project in South Carolina, 1974

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Sex</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males (N=236)</td>
<td>Females (N=312)</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>None</td>
<td>8.9</td>
<td>21.8</td>
</tr>
<tr>
<td>One</td>
<td>12.7</td>
<td>15.1</td>
</tr>
<tr>
<td>Two</td>
<td>34.8</td>
<td>42.3</td>
</tr>
<tr>
<td>Three</td>
<td>16.9</td>
<td>7.1</td>
</tr>
<tr>
<td>Four-Six</td>
<td>21.6</td>
<td>10.9</td>
</tr>
<tr>
<td>More than six</td>
<td>3.0</td>
<td>2.2</td>
</tr>
<tr>
<td>No answer</td>
<td>2.1</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is interesting to note that a larger proportion of males than females expressed the desire to get married. The females who did desire to get married, indicated that they would like to get married and at an earlier age than their male counterparts.

The female respondents also expressed the desire for fewer children than did the males. Also, a larger proportion of the females indicated a desire to have no children if they were to get married.
Desired Level of Participation in Clubs and Organizations Next Year

It is generally assumed that participation in organized social activities is a measure of good citizenship. The target population of the Special Youth Project would be expected to have very low levels of participation. Over one-third of the club members indicated that they belonged to only one club or organization (Table 9). Clubs or organizations were loosely defined to include in addition to groups such as 4-H, Scouts, and church-related groups, any kind of organized athletic team. Since membership in the Youth Clubs sponsored by the Special Youth Project was included in this tabulation, this means that over one-third of the young people did not participate on any organized athletic team or hold membership in any organized group or club at school or church. Fewer than one-fifth of the young people reported membership in more than three clubs or organizations. Approximately two-thirds of the respondents did not hold an office in a club or organization. Patterns of participation were similar for males and females.

That the young people in this population would like to increase their participation in clubs and organizations is indicated by the responses presented in Table 10. When asked, "How many clubs and organizations would you like to belong to next year?", over two-thirds of the males and three-fourths of the females answered "more than this year" with only one out of ten indicating that they would like to be a member of fewer clubs next year. The same patterns prevailed for leadership in clubs and organizations.
Table 9. Participation in Clubs by Young People Involved in Special Youth Program in South Carolina, 1974, by Sex

<table>
<thead>
<tr>
<th>Club Participation</th>
<th>Member</th>
<th>Leader</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (<em>N=236</em>)</td>
<td>Female (<em>N=312</em>)</td>
<td>Male (<em>N=236</em>)</td>
<td>Female (<em>N=312</em>)</td>
</tr>
<tr>
<td>None</td>
<td>1.7</td>
<td>0.9</td>
<td>66.1</td>
<td>59.3</td>
</tr>
<tr>
<td>1</td>
<td>37.7</td>
<td>35.0</td>
<td>22.9</td>
<td>25.0</td>
</tr>
<tr>
<td>2</td>
<td>26.3</td>
<td>26.9</td>
<td>5.1</td>
<td>9.9</td>
</tr>
<tr>
<td>3</td>
<td>15.7</td>
<td>17.7</td>
<td>2.1</td>
<td>1.6</td>
</tr>
<tr>
<td>4-6</td>
<td>14.8</td>
<td>14.7</td>
<td>1.7</td>
<td>1.3</td>
</tr>
<tr>
<td>More than 6</td>
<td>1.7</td>
<td>4.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No answer</td>
<td>2.1</td>
<td>0.3</td>
<td>2.1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Table 10. Desired Level of Participation in Clubs and Organizations Next Year by Club Members in Special Youth Project in South Carolina, 1974

<table>
<thead>
<tr>
<th>Desired level of participation next year</th>
<th>Membership in Clubs</th>
<th>Leadership in Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (<em>N=236</em>)</td>
<td>Female (<em>N=312</em>)</td>
</tr>
<tr>
<td>More than this year</td>
<td>69.1</td>
<td>74.4</td>
</tr>
<tr>
<td>Same as this year</td>
<td>18.6</td>
<td>17.0</td>
</tr>
<tr>
<td>Less than this year</td>
<td>11.9</td>
<td>8.0</td>
</tr>
<tr>
<td>No answer</td>
<td>0.4</td>
<td>0.6</td>
</tr>
</tbody>
</table>
Attitudes Relating to Self-determination

Responses given by the club members to three questions concerning their attitudes about the extent to which they have control of what happens to them rather than being controlled by the actions of others or luck are summarized in Table 11. It is interesting to note that six out of ten of both males and females attribute "something good" happening to them to luck but over half of the young people believe that whether they get what they want in the future will be determined by their own action.

Table 11. Attitudes Relating to Self-determination of Club Members in Special Youth Project in South Carolina, 1974, by Sex

<table>
<thead>
<tr>
<th>Type of happening</th>
<th>One's own action</th>
<th>Someone else's action</th>
<th>Luck</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When something good happens</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (N=236)</td>
<td>24.2</td>
<td>12.3</td>
<td>61.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Female (N=312)</td>
<td>23.1</td>
<td>14.4</td>
<td>61.9</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>When something bad happens</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (N=236)</td>
<td>43.7</td>
<td>19.5</td>
<td>36.0</td>
<td>0.8</td>
</tr>
<tr>
<td>Female (N=312)</td>
<td>43.9</td>
<td>16.0</td>
<td>39.8</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Whether or not I get what I want in the future</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (N=236)</td>
<td>55.1</td>
<td>9.8</td>
<td>33.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Female (N=312)</td>
<td>58.3</td>
<td>9.9</td>
<td>31.2</td>
<td>0.6</td>
</tr>
</tbody>
</table>
School-Related Attitudes

The club members were asked to indicate the extent to which they agreed with two statements about schools. Their answers are summarized in Table 12. There was strong disagreement by one-fourth of the youth to the statement that "a young person is foolish to keep going to school if he can get a job" with another third disagreeing with the statement.

Table 12. School-Related Attitudes of Club Members in Special Youth Project in South Carolina, 1974

<table>
<thead>
<tr>
<th>Statement About School</th>
<th>Male (N=236)</th>
<th>Female (N=312)</th>
<th>Male (N=236)</th>
<th>Female (N=312)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person is foolish to keep going to school if he can get a job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14.0</td>
<td>10.3</td>
<td>15.3</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>12.7</td>
<td>13.1</td>
<td>17.8</td>
<td>23.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>13.1</td>
<td>17.9</td>
<td>19.9</td>
<td>19.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>33.1</td>
<td>31.4</td>
<td>30.1</td>
<td>28.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>24.2</td>
<td>26.0</td>
<td>14.4</td>
<td>16.0</td>
</tr>
<tr>
<td>No answer</td>
<td>2.9</td>
<td>1.3</td>
<td>2.5</td>
<td>1.3</td>
</tr>
</tbody>
</table>

There might be cause for concern, however, in the fact that approximately one-fourth of the young people agreed with the statement. It is logical to assume that the target population of this special youth project are likely candidates to drop out of school and these attitudes indicate that this is the case.
This assumption is further indicated by the fact that over one-fourth of the club members agreed with the statement that school courses are too impractical.

Looking-Glass Self

A series of four questions was asked in an attempt to get some indication of how the young people felt they were viewed by other people. The questions were asked for (a) most of your teachers, (b) your mother, (c) your program assistant (special youth project para-professional) and (d) other people your own age (Questions 39-42). The questions were phrased "Would you say think(s) you are (1) a wonderful person, (2) a pretty nice person, (3) an average person, (4) a little bit of a nice person, or (5) not such a nice person?" The responses are summarized in Table 13.

The most favorable responses occurred for mothers and peers while the lowest proportion indicating "a wonderful person" occurred for teachers. It is possible that this response supports the fairly common belief that school teachers respect the values of the middle class segment of society from which a majority of the teachers come.

Club-Related Attitudes

The answers to three questions asked the club members about their participation in their favorite club or organization are summarized in Table 14. Less than half of the young people
Table 13. Looking-Glass Self Attitudes of Club Members in Special Youth Project in South Carolina, 1974

<table>
<thead>
<tr>
<th>Kind of person others think I am</th>
<th>Teachers Male</th>
<th>Teachers Female</th>
<th>Mother Male</th>
<th>Mother Female</th>
<th>Prof. Asst. Male</th>
<th>Prof. Asst. Female</th>
<th>Others Own Age Male</th>
<th>Others Own Age Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonderful person</td>
<td>28.0</td>
<td>36.2</td>
<td>45.8</td>
<td>48.7</td>
<td>33.5</td>
<td>36.5</td>
<td>42.4</td>
<td>48.4</td>
</tr>
<tr>
<td>Pretty nice person</td>
<td>32.2</td>
<td>37.5</td>
<td>25.8</td>
<td>27.6</td>
<td>39.4</td>
<td>37.3</td>
<td>35.2</td>
<td>33.3</td>
</tr>
<tr>
<td>Average person</td>
<td>19.1</td>
<td>15.4</td>
<td>15.2</td>
<td>10.3</td>
<td>11.4</td>
<td>13.8</td>
<td>11.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Little bit of nice person</td>
<td>13.6</td>
<td>5.8</td>
<td>8.5</td>
<td>8.3</td>
<td>9.3</td>
<td>8.0</td>
<td>6.8</td>
<td>5.2</td>
</tr>
<tr>
<td>Not such a nice person</td>
<td>5.5</td>
<td>2.9</td>
<td>3.4</td>
<td>4.2</td>
<td>5.5</td>
<td>3.8</td>
<td>3.4</td>
<td>2.2</td>
</tr>
<tr>
<td>No answer</td>
<td>1.6</td>
<td>2.2</td>
<td>1.3</td>
<td>0.9</td>
<td>0.9</td>
<td>0.6</td>
<td>0.8</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Table 14. Club-Related Attitudes of Club Members in Special Youth Project in South Carolina, 1974

<table>
<thead>
<tr>
<th>How much of the time</th>
<th>Are Club activities interesting to you?</th>
<th>Do leaders give you a chance to have your say?</th>
<th>Do Club members follow your ideas?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=236)</td>
<td>Female (N=312)</td>
<td>Male (N=236)</td>
</tr>
<tr>
<td>All of the time</td>
<td>40.2</td>
<td>39.7</td>
<td>30.1</td>
</tr>
<tr>
<td>Most of the time</td>
<td>28.0</td>
<td>36.6</td>
<td>34.3</td>
</tr>
<tr>
<td>Some of the time</td>
<td>19.1</td>
<td>19.2</td>
<td>23.3</td>
</tr>
<tr>
<td>Seldom</td>
<td>8.9</td>
<td>4.2</td>
<td>9.8</td>
</tr>
<tr>
<td>No answer</td>
<td>3.8</td>
<td>0.3</td>
<td>2.5</td>
</tr>
</tbody>
</table>
indicated that the club activities were interesting to them all the time, while almost ten percent of the males reported that club activities were seldom interesting. A larger proportion of both males and females indicated that other club members seldom followed their ideas.

Community-Related Attitudes

As would be expected of the age group represented in the clubs in the special youth project, no strong feeling was expressed for the need for new community development programs. See Table 15. The greatest level of agreement was to the statement that young people do not have enough say about community affairs. Over one-third of the young people expressed agreement with the idea that community improvement should be left to community leaders.

Miscellaneous Attitudes

An attempt was made to get the young people to indicate their feelings about their self worth and about their success in the world of their peers and in the adult world. Positive changes on some of these measures during the participation of the young person in the special youth project would be an indication of the success of the program in meeting some of its objectives by bringing about changes in the attitudes of the participants. Because of the number of these items, the responses are included as Appendix Tables 1-3 in Appendix F.
Table 15. Attitudes Toward Community Improvement of Club Members in Special Youth Project in South Carolina, 1974

<table>
<thead>
<tr>
<th>Level of agreement with statement</th>
<th>Attitudes About Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See no need for community development program</td>
<td>What is good for the community is good for me</td>
</tr>
<tr>
<td>Male (N=236)</td>
<td>Female (N=312)</td>
<td>Male (N=236)</td>
</tr>
<tr>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15.7</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>23.3</td>
<td>21.2</td>
</tr>
<tr>
<td>Don't know</td>
<td>25.9</td>
<td>30.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>19.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>13.6</td>
<td>14.1</td>
</tr>
<tr>
<td>No answer</td>
<td>2.5</td>
<td>0.9</td>
</tr>
</tbody>
</table>
CHAPTER III

Comparison of Responses at Club Interviews with Responses at Camp Interviews

As explained earlier in the section on methods and procedures, an attempt was made to have participants in the special youth program complete one questionnaire at a club meeting and then a second questionnaire the second Monday of the special youth camp for each of the five counties. The purpose of this was to allow for analysis of the extent of change in attitudes of the young people after their participation in the special youth program.

Several difficulties were encountered in this procedure. The first was that while 519 young people were interviewed at the club meetings and 617 were interviewed during the special camp, only 172 of these were interviewed at both places, see Table 2. Reasons for this lack of "overlap" and other problems will be explored in Chapter IV. Since only 5 whites were interviewed both times, it was decided to limit the comparison to the blacks. The remainder of this chapter will consist of a comparison of the responses given by the 167 black youth who completed both questionnaires.

Changes in Educational Aspirations

A comparison of the educational aspirations of the 78 black males and of the 89 black females who were interviewed both at club meetings and during the camp is given in Table 16. Examination of these data reveals no statistically significant changes in responses.
Table 16. Changes in Percentage Distribution of Educational Aspirations from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Level of educational aspiration</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club Interview</td>
<td>Camp Interview</td>
</tr>
<tr>
<td>Quit now</td>
<td>7.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Complete jr. high</td>
<td>12.8</td>
<td>17.9</td>
</tr>
<tr>
<td>Complete high school</td>
<td>34.7</td>
<td>35.9</td>
</tr>
<tr>
<td>Commercial or technical</td>
<td>7.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Jr. college</td>
<td>17.9</td>
<td>16.7</td>
</tr>
<tr>
<td>College</td>
<td>17.9</td>
<td>16.7</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Changes in Occupational Aspirations

Although there was a noticeable drop in the percentage of black males aspiring to "glamour" occupations, it also is apparent from examination of the data presented in Table 17 that there was no discernible trend of change from club responses to camp responses for the youth studied.

Changes in Place of Residence Aspirations

The proportion of both black males and black females who expressed the desire to live in a large city decreased between the club interviews and the camp interviews (Table 18). On the other hand, there was an increase in the proportion who expressed the desire to live in a town. These changes did not prove to be statistically significant.
Table 17. Changes in Percentage Distribution of Occupational Aspirations from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Occupational aspirations</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club</td>
<td>Camp</td>
</tr>
<tr>
<td>Professional</td>
<td>6.4</td>
<td>10.3</td>
</tr>
<tr>
<td>Managers</td>
<td>5.2</td>
<td>3.8</td>
</tr>
<tr>
<td>Clerical and sales</td>
<td>-</td>
<td>2.6</td>
</tr>
<tr>
<td>Craftsmen</td>
<td>3.8</td>
<td>6.4</td>
</tr>
<tr>
<td>Operatives</td>
<td>19.2</td>
<td>25.6</td>
</tr>
<tr>
<td>Service workers</td>
<td>15.4</td>
<td>14.1</td>
</tr>
<tr>
<td>Laborers</td>
<td>7.7</td>
<td>1.3</td>
</tr>
<tr>
<td>Glamour</td>
<td>41.0</td>
<td>21.8</td>
</tr>
<tr>
<td>Military</td>
<td>1.3</td>
<td>-</td>
</tr>
<tr>
<td>Non earned</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Table 18. Change in Percentage Distribution of Place of Residence Aspirations from Club Interview to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Place of residence aspirations</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club</td>
<td>Camp</td>
</tr>
<tr>
<td>Large city</td>
<td>52.6</td>
<td>47.4</td>
</tr>
<tr>
<td>Small city</td>
<td>9.0</td>
<td>10.3</td>
</tr>
<tr>
<td>Town</td>
<td>16.7</td>
<td>18.0</td>
</tr>
<tr>
<td>Country</td>
<td>9.0</td>
<td>6.4</td>
</tr>
<tr>
<td>Farm</td>
<td>12.7</td>
<td>14.1</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Changes in Desired Age of Marriage

Changes in desired age of marriage are shown in Table 19. No discernible trends are seen from an examination of these data.

Table 19. Changes in Desired Age of Marriage of Those Expressing Desire to Marry from Club Interview to Camp Interview of Members of Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Age want to marry</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club interview</td>
<td>Camp interview</td>
</tr>
<tr>
<td>Don't want to marry</td>
<td>16.7</td>
<td>11.5</td>
</tr>
<tr>
<td>14-16</td>
<td>1.3</td>
<td>-</td>
</tr>
<tr>
<td>17-19</td>
<td>12.8</td>
<td>16.7</td>
</tr>
<tr>
<td>20-22</td>
<td>33.3</td>
<td>30.8</td>
</tr>
<tr>
<td>23-25</td>
<td>19.2</td>
<td>23.0</td>
</tr>
<tr>
<td>26 or older</td>
<td>16.7</td>
<td>15.4</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Changes in Number of Children Desired

Just as there was no discernible pattern to the changes expressed as to age of marriage, small variations both up and down occurred in the number of children desired (Table 20).
Table 20. Changes in Number of Children Desired from Club Interviews to Camp Interviews of Members of Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Number of children desired</th>
<th>Males (N=78)</th>
<th></th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club interviews</td>
<td>Camp interviews</td>
<td>Change</td>
</tr>
<tr>
<td>One</td>
<td>11.5</td>
<td>9.0</td>
<td>-2.5</td>
</tr>
<tr>
<td>Two</td>
<td>35.9</td>
<td>38.5</td>
<td>+2.6</td>
</tr>
<tr>
<td>Three</td>
<td>12.8</td>
<td>10.2</td>
<td>-2.6</td>
</tr>
<tr>
<td>4-6</td>
<td>30.8</td>
<td>29.5</td>
<td>-1.3</td>
</tr>
<tr>
<td>More than 6</td>
<td>1.3</td>
<td>-</td>
<td>-1.3</td>
</tr>
<tr>
<td>None</td>
<td>7.7</td>
<td>7.7</td>
<td>-</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>5.1</td>
<td>+5.1</td>
</tr>
</tbody>
</table>

Changes in Desired Level of Participation in Clubs and Organizations

One of the stated goals of the Special Youth Program was to make the participants better citizens. One possible way for this improvement to occur would be for the young people to have an increased participation level in clubs and organizations. However, the data presented in Table 21 do not indicate such an increase. Instead, the changes are such that again no discernible pattern of change is evident.
Table 21. Changes in Desired Level of Participation in Clubs and Organizations Next Year from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Level of participation next year</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club interviews</td>
<td>Camp interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Membership in Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than this year</td>
<td>40.5</td>
<td>64.2</td>
</tr>
<tr>
<td>Same as this year</td>
<td>21.3</td>
<td>25.6</td>
</tr>
<tr>
<td>Less than this year</td>
<td>7.7</td>
<td>6.4</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Leadership in Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than this year</td>
<td>73.0</td>
<td>65.4</td>
</tr>
<tr>
<td>Same as this year</td>
<td>24.4</td>
<td>30.8</td>
</tr>
<tr>
<td>Less than this year</td>
<td>2.6</td>
<td>3.8</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Change refers to difference between Club interviews and Camp interviews.
Changes in Attitudes Relating to Self-determination

Changes in answers to three questions asking respondents how much one is able to control his own fate or future are summarized in Table 22. Although there was a slight increase in the proportion of blacks of both sexes who felt that what they get in the future will depend on what they do, these results were not statistically significant.

Changes in School-Related Attitudes

Changes in responses to two questions relating to school are given in Table 23. For the males there was an increase in the proportion who agreed that a person is foolish to keep going to school if he can get a job. Also, a higher proportion of the black males expressed agreement that school courses are impractical when they were interviewed the second time.

Changes in Looking-Glass Self Attitudes

Four questions were used to determine how the young people felt others saw them. They were asked what kind of persons they thought that (a) their program assistants, (b) most of their teachers, (c) their mother, and (d) other persons their age thought they were. Answers to these questions are summarized in Table 24. It is of interest to note that the proportion indicating that others their own age felt they were a wonderful person or a pretty nice person increased between the club.

* Paraprofessional working as an adult leader with their club.
Table 22. Changes in Attitudes Relating to Self-determination from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Type of happening</th>
<th>Males (N=78)</th>
<th></th>
<th></th>
<th>Females (N=89)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club</td>
<td>Camp</td>
<td>Change</td>
<td>Club</td>
<td>Camp</td>
<td>Change</td>
</tr>
<tr>
<td>A. When Something Good Happens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Happening depends on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I made it happen</td>
<td>26.9</td>
<td>33.3</td>
<td>+6.4</td>
<td>23.6</td>
<td>23.6</td>
<td>-</td>
</tr>
<tr>
<td>Someone else made it happen</td>
<td>16.7</td>
<td>17.9</td>
<td>+1.2</td>
<td>13.5</td>
<td>12.4</td>
<td>-1.1</td>
</tr>
<tr>
<td>Just lucky</td>
<td>55.1</td>
<td>44.9</td>
<td>-10.2</td>
<td>62.9</td>
<td>61.8</td>
<td>-1.1</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>3.9</td>
<td>+2.6</td>
<td>-</td>
<td>2.2</td>
<td>+2.2</td>
</tr>
<tr>
<td>B. When Something Bad Happens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Happening depends on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I do</td>
<td>44.9</td>
<td>44.9</td>
<td>-</td>
<td>42.7</td>
<td>38.2</td>
<td>-4.5</td>
</tr>
<tr>
<td>What someone else does</td>
<td>17.9</td>
<td>14.0</td>
<td>-3.9</td>
<td>15.7</td>
<td>13.5</td>
<td>-2.2</td>
</tr>
<tr>
<td>Just unlucky</td>
<td>35.9</td>
<td>38.5</td>
<td>+2.6</td>
<td>41.6</td>
<td>48.3</td>
<td>+6.7</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>2.6</td>
<td>+1.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Whether or Not I Get What I Want in the Future Depends on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What I do</td>
<td>53.8</td>
<td>61.5</td>
<td>+7.7</td>
<td>58.4</td>
<td>59.6</td>
<td>+1.2</td>
</tr>
<tr>
<td>- What someone else does</td>
<td>15.4</td>
<td>6.4</td>
<td>-9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>-</td>
</tr>
<tr>
<td>- Luck</td>
<td>30.8</td>
<td>26.9</td>
<td>-3.9</td>
<td>32.6</td>
<td>31.4</td>
<td>-1.2</td>
</tr>
<tr>
<td>- No answer</td>
<td>-</td>
<td>5.2</td>
<td>+5.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 23. Changes in School-Related Attitudes from Club Interviews to Camp Interviews of Members of Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Level of agreement</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club interviews</td>
<td>Camp interviews</td>
</tr>
<tr>
<td>A. A person is foolish to keep going to school if he can get a job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>15.4</td>
<td>28.2</td>
</tr>
<tr>
<td>Don't know</td>
<td>12.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>69.2</td>
<td>57.7</td>
</tr>
<tr>
<td>No answer</td>
<td>2.6</td>
<td>6.4</td>
</tr>
</tbody>
</table>

B. School courses are impractical

<table>
<thead>
<tr>
<th></th>
<th>Club interviews</th>
<th>Camp interviews</th>
<th>Change</th>
<th>Club interviews</th>
<th>Camp interviews</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25.7</td>
<td>42.3</td>
<td>+16.6</td>
<td>31.5</td>
<td>31.5</td>
<td>-</td>
</tr>
<tr>
<td>Don't know</td>
<td>17.9</td>
<td>11.5</td>
<td>- 6.4</td>
<td>21.3</td>
<td>25.8</td>
<td>+ 4.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>56.4</td>
<td>38.5</td>
<td>-17.9</td>
<td>46.1</td>
<td>30.3</td>
<td>-15.8</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>7.7</td>
<td>+ 7.7</td>
<td>1.1</td>
<td>12.4</td>
<td>+11.3</td>
</tr>
</tbody>
</table>
Table 24. Changes in Looking-glass Self Attitudes from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Kind of person others think I am</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club Interviews</td>
<td>Camp Interviews</td>
<td>Club Interviews</td>
</tr>
<tr>
<td>A. Program Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonderful or pretty nice</td>
<td>78.2</td>
<td>67.9</td>
<td>-10.3</td>
</tr>
<tr>
<td>Average</td>
<td>10.3</td>
<td>14.2</td>
<td>+3.9</td>
</tr>
<tr>
<td>Little bit /</td>
<td>10.2</td>
<td>12.8</td>
<td>+2.6</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>5.1</td>
<td>+3.8</td>
</tr>
<tr>
<td>B. My Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonderful or pretty nice</td>
<td>69.2</td>
<td>75.6</td>
<td>+6.4</td>
</tr>
<tr>
<td>Average</td>
<td>14.1</td>
<td>14.1</td>
<td>-</td>
</tr>
<tr>
<td>Little bit /</td>
<td>15.4</td>
<td>6.4</td>
<td>-9.0</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>3.9</td>
<td>+2.6</td>
</tr>
<tr>
<td>C. My Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonderful or pretty nice</td>
<td>82.0</td>
<td>71.8</td>
<td>-10.2</td>
</tr>
<tr>
<td>Average</td>
<td>7.7</td>
<td>17.9</td>
<td>+10.2</td>
</tr>
<tr>
<td>Little bit /</td>
<td>9.0</td>
<td>7.7</td>
<td>-1.3</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>2.6</td>
<td>+1.3</td>
</tr>
<tr>
<td>D. Others my own age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonderful or pretty nice</td>
<td>55.2</td>
<td>69.2</td>
<td>+14.0</td>
</tr>
<tr>
<td>Average</td>
<td>25.6</td>
<td>14.1</td>
<td>-15.5</td>
</tr>
<tr>
<td>Little bit /</td>
<td>17.9</td>
<td>15.4</td>
<td>-2.5</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>1.3</td>
<td>-</td>
</tr>
</tbody>
</table>

1/ Little bit of a nice person or not such a nice person.
interview and the camp interview. On the other hand, their appraisal of what adults thought of them had declined somewhat. Although these data are also inconclusive, they might suggest that the experience in the clubs and the camp had increased the confidence the young people had in their ability to get along with people their own age.

Changes in Club-Related Attitudes

Answers given by the young people to questions about participation in their favorite club are included in Table 25. The proportion indicating that activities in their favorite club were always interesting decreased from the first to the second interview. There was, however, an increase in the proportion who indicated that club members followed their ideas all or most of the time. This again could be taken as an indication that the participants felt more confident in their dealings with others their own age.

Changes in Attitudes Toward Community Improvement

Examination of the responses to questions about attitudes toward community improvement reported in Table 26 reveals no definite pattern of change. The reactions of the respondents during the interviews led the researchers to believe that there was little or no understanding of the concept of community improvement on the part of the program participants.
Table 25. Changes in Club-related Attitudes between Club Interviews and Camp Interviews of Members of Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>In Your favorite club, how much of the time</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club</td>
<td>Camp</td>
</tr>
<tr>
<td>A. Are club activities interesting to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of the time</td>
<td>42.3</td>
<td>24.5</td>
</tr>
<tr>
<td>Most of the time</td>
<td>28.2</td>
<td>53.8</td>
</tr>
<tr>
<td>Some of the time</td>
<td>19.2</td>
<td>11.5</td>
</tr>
<tr>
<td>Seldom</td>
<td>5.1</td>
<td>3.8</td>
</tr>
<tr>
<td>No answer</td>
<td>5.2</td>
<td>6.4</td>
</tr>
<tr>
<td>B. Do leaders give you a chance to have your say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of the time</td>
<td>24.4</td>
<td>21.8</td>
</tr>
<tr>
<td>Most of the time</td>
<td>39.7</td>
<td>44.9</td>
</tr>
<tr>
<td>Some of the time</td>
<td>24.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Seldom</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>No answer</td>
<td>2.5</td>
<td>5.1</td>
</tr>
<tr>
<td>C. Do club members follow your ideas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of the time</td>
<td>7.7</td>
<td>15.4</td>
</tr>
<tr>
<td>Most of the time</td>
<td>26.9</td>
<td>30.8</td>
</tr>
<tr>
<td>Some of the time</td>
<td>43.6</td>
<td>37.2</td>
</tr>
<tr>
<td>Seldom</td>
<td>20.5</td>
<td>11.5</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>5.1</td>
</tr>
</tbody>
</table>
Table 26. Changes in Attitudes Toward Community Improvement between Club Interviews and Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Level of agreement with statements about community improvement</th>
<th>Males (N=78)</th>
<th>Females (N=89)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club</td>
<td>Camp Change</td>
</tr>
<tr>
<td>A. See no need for community improvement (Q56)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12.8</td>
<td>19.2 + 6.4</td>
</tr>
<tr>
<td>Agree</td>
<td>24.4</td>
<td>33.3 + 8.9</td>
</tr>
<tr>
<td>Don't know</td>
<td>24.4</td>
<td>20.5 - 3.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>23.0</td>
<td>12.8 - 10.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>12.8</td>
<td>6.4 - 6.4</td>
</tr>
<tr>
<td>No answer</td>
<td>2.6</td>
<td>7.8 + 5.2</td>
</tr>
<tr>
<td>B. What is good for community is good for me (Q57)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24.4</td>
<td>25.6 + 1.2</td>
</tr>
<tr>
<td>Agree</td>
<td>34.7</td>
<td>28.2 - 6.5</td>
</tr>
<tr>
<td>Don't know</td>
<td>17.9</td>
<td>23.1 + 5.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>17.9</td>
<td>11.6 - 6.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5.1</td>
<td>5.1 -</td>
</tr>
<tr>
<td>No answer</td>
<td>-</td>
<td>6.4 + 6.4</td>
</tr>
<tr>
<td>C. Young people do not have enough say (Q58)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>34.6</td>
<td>35.9 + 1.3</td>
</tr>
<tr>
<td>Agree</td>
<td>37.2</td>
<td>29.5 - 7.7</td>
</tr>
<tr>
<td>Don't know</td>
<td>12.8</td>
<td>11.5 - 1.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>12.8</td>
<td>14.1 + 1.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.6</td>
<td>2.6 -</td>
</tr>
<tr>
<td>No answer</td>
<td>2.6</td>
<td>6.4 + 6.4</td>
</tr>
</tbody>
</table>

Continued
Table 26. (Continued) Changes in Attitudes Toward Community Improvement between Club Interviews and Camp Interviews of Members in Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>Level of agreement with statements about community improvement</th>
<th>Males (N=78)</th>
<th></th>
<th>Females (N=89)</th>
<th></th>
<th></th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club</td>
<td>Camp</td>
<td>Club</td>
<td>Camp</td>
<td>Club</td>
<td>Camp</td>
</tr>
<tr>
<td>D. Community improvement should be left to community leaders (Q59)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11.5</td>
<td>15.4</td>
<td>+ 3.9</td>
<td>13.5</td>
<td>12.4</td>
<td>- 1.1</td>
</tr>
<tr>
<td>Agree</td>
<td>25.6</td>
<td>29.5</td>
<td>+ 3.9</td>
<td>25.8</td>
<td>27.0</td>
<td>+ 1.2</td>
</tr>
<tr>
<td>Don't know</td>
<td>23.1</td>
<td>20.5</td>
<td>- 2.6</td>
<td>28.2</td>
<td>28.1</td>
<td>- 0.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>30.8</td>
<td>20.5</td>
<td>-10.3</td>
<td>19.1</td>
<td>10.1</td>
<td>- 9.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9.0</td>
<td>9.0</td>
<td></td>
<td>11.2</td>
<td>11.2</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td></td>
<td></td>
<td>5.1</td>
<td>5.1</td>
<td></td>
<td>+ 5.1</td>
</tr>
</tbody>
</table>


CHAPTER IV

Conclusions, Observations, and Recommendations

The purpose of this evaluation effort was to assess the effectiveness of the Special Youth Project in meeting its objectives. The research design decided on was to attempt to measure changes in attitudes of the participants in the project that would reflect the attainment of the goals or objectives of the project.

Conclusions

As reported in the preceding chapter, this research effort failed to measure any pattern of statistically significant changes in the attitudes of the young people participating in the project. It would be incorrect, however, to conclude that no changes occurred. Rather, the conclusion reached is that this attempt to measure changes in attitudes was unsuccessful. This lack of success could have been due to any one or some combination of factors that will be examined in the following paragraphs.

Reasons for Failure to Measure Change

Some of the possible reasons for the failure to measure changes in the attitudes of the program participants are as follows:

(a) One possibility is, of course, that no change occurred.

(b) Another possible reason is that the questionnaire was too sophisticated for the respondents. A large proportion of the young people were both economically and educationally disadvantaged. The participants were not familiar with
some of the concepts used in the questionnaire. There was also some indication that the time required to administer the questionnaire exceeded the "attention-span" of some of the program participants.

(c) Variations in time lapse between questionnaires. There was no uniform time lapse between the interviews with a variation from two to five or six weeks. It would have been much more desirable to have administered the first questionnaire as the young people entered the program. As it was, some of them had been in the program two or more years while others had just entered. Thus, any attitude changes brought about by participation in club programs or in camps the two previous summers would not have been measured.

(d) Lack of "overlap" in interviews. While 519 young people were interviewed at the club meetings in the five counties and 617 were interviewed at the five camping sessions, two interviews were obtained from only 172 persons. This was due to the fact that many of the participants in the club meetings did not attend the camp session and many of those who attended the camp sessions were not regular participants in the club programs or at least were absent the day of the club interview. Many of the older club members did not attend the camp session because they had secured part-time or regular employment for the summer period and did not choose to forego the income from their jobs.
In addition, some of the county personnel seemed to feel that they should fill their allotted "slots" for the camp session. (Each county was allowed to bring approximately 150 campers for a 10-day session.) They attempted to fill these "slots" by enlisting eligible people who had not been participating in the club meetings to attend the camp session.

Observations

1. Variations in Program

As the research team visited the counties to conduct the club interviews, and became more familiar with the program as conducted in each of the five counties, it became apparent that there was no one uniform program. Instead, there were five different programs being conducted one in each county.

This observation should not be construed to be a criticism of the program. On the other hand, it was possibly one of its strongest features. Each of the five counties had developed a program that was geared to the interests of the young people and to the interests and abilities of the county staff. In one county, athletic participation was stressed with activities centering around a county-wide softball league with each of the youth clubs entering a team. In another county, personality and attitude development was stressed. In one county, projects similar to the traditional 4-H type program were the primary activity. In this manner, the interests and proclivities of the youth and their leaders were maximized. Even though this did make for a better program, it also made evaluation of the total program more difficult.
2. Individual Development

Although this effort yielded no empirical evidence in this regard, one very strong "impressionistic" observation had to do with the individual development of the participants and their parents. It seemed evident to the research team that positive benefits had accrued both to the youth club members and, also in some cases, to their parents. This came about through the involvement of the several hundred youth aged 9-16 from disadvantaged families in the five counties in group activity that was not normally available to them. Many of the children reported no organized group activity other than the youth clubs. Their participation in the youth clubs and/or camp experience would have positive benefits toward making them "better" citizens in the future. Likewise, the instances where the parents were also involved in the programs in such ways as supervising dances and other social activities would possibly result in positive benefits.

It was the impression of the researchers that these benefits were especially valuable for the segment of the population being reached by the program.

3. Indications of Benefits from Participation

Even though there were no changes that proved to be statistically significant, some of the results of the research suggest that beneficial or desirable changes may have occurred to the participants in the special youth program.

One of these benefits respondents expressed is the desire for increased participation in clubs and organizations next year as compared to the year of the interview. The decline in the proportion of black males aspiring to "glamour" occupations could have been influenced by
participation in the special youth program. There was also some indication that the confidence the young people had in their ability to get along with people their own age had increased between the time of the club interview and the camp interview.

Recommendations

The results of this effort reinforce the standard plea of researchers asked to do evaluation research. In this instance, as is so often the case, the evaluation effort was introduced after the program was well underway. In this case the evaluation effort was started during the third year of the special program.

The members of the research team believe that the evaluation effort would have been more meaningful if it had been initiated with the beginning of the project. They also believe that the benefits derived from the research would have been greater if the evaluation effort had been designed as the project goals were being formulated and as the project itself was being designed and planned.

It is also suggested that anyone undertaking an evaluation of other educational programs of an informal nature might consider adapting both the research design and the research instruments used in this effort.
APPENDIX A
PROJECT STATEMENT
A PROGRAM FOR RURAL YOUTH FROM LOW-INCOME FAMILIES

A Proposal Submitted to and Approved by Extension Service - USDA for Special Need Funds

R. L. Hurst, Coordinator
1890 Extension Program

Cooperative Extension Service
South Carolina State College, cooperating with Clemson University and USDA
The 1890 Extension funds allocated to South Carolina State College have been assigned to projects designed to upgrade the quality of life for low-income rural families. South Carolina State College and Clemson University jointly chose to work with such projects as (1) rural community revitalization, (2) improving the quality of homelife, and (3) youth programs intended to lift the aspirations and productivity of low-income rural youth.

The youth program has received, and probably will continue to receive, major interest. It is our belief that if disorganized rural America is ever to be revitalized it will come through the efforts of rural youth.

**Justification**

As the 1890 Extension program examined needs of rural families and the extent to which their most pressing needs are being met, we assigned youth programs top priority. It is the philosophy of this program that the strength of rural South Carolina -- and indeed, rural America -- depends upon the attitude of rural youth and their willingness to undertake creative and productive ventures that will reestablish rural community organizations at the grassroots level.

Most youth in rural South Carolina come from families whose annual income is less than $4,000. Many youngsters from low-income families become dissatisfied with their lot at an early age. Their desires for goods and services are by far in excess to their meager means, and most of them leave the rural areas in search of a better life. This farm-to-city migration not only weakens the institutional fiber of rural communities but also concentrates a mass humanity in urban centers far beyond available economic opportunity. Thus youngsters find themselves in an alienated community with no saleable skills, and too many resort to jungle warfare for economic survival.

If the youth problems of central cities are to be treated seriously, we shall have to make rural America more attractive to young folk because urban problems often start with youth migration from the rural communities. The rural-to-urban youth movement began at a time when economical, educational, and social opportunities for low-income rural youth were greater in urban areas than in rural areas. But today, this is not true, especially for the untrained rural youngsters.

Rural communities have begun to attack the problem of their untrained human resource, but it seems that they face the problem "too little and too late". Technical or vocational schools are available well within commuting distance of most rural families in the state. Young people can learn a saleable skill at these centers if they would only attend. It seems, however, that false reports, rumors, lack of aspirations, and the belief that smart people get "something for nothing" are diverting the active interest of youngsters into wasted human effort. This general belief that seems to be so common among many young people must be corrected. We believe that a supervised camping experience will do much to dispel such opinions.

**Objectives**

The youth project is intended not only to lift the aspirations of low-income rural youth but also to help them prepare for a better life. The principal focus of this effort is on the 9 to 16 age group. These youngsters are being organized into community youth clubs to generate such activities as (1) recreation, (2) arts and crafts; (3) youth outreach efforts that include community beautification, voter registration, and volunteer work with the most needy; (4) athletic groups; (5) general buzz sessions on improper use of drugs, sex education, economic systems, how to qualify for the better jobs, political systems, and patriotism.
The immediate objective is to provide this group an opportunity to belong to an organized action club supervised by trained youth counselors and then to challenge them into self-help efforts. It is intended to create the desire in these youngsters to be as good as anyone else and work to that end.

The long-range outcome is expected to help change their basic orientation and help them develop into well-adjusted adults -- both economically and socially.

**Procedure**

Black and white campers in the 9 to 16 age group will be selected from rural families with an income at or below the established poverty level. These youngsters may be in school or they may be dropouts as long as their parents or guardians are members of the 1890 rural development program. They must reside in the homes of these parents. They will be recruited by program aides in the county.

Each county will supply 200 campers who did not attend state 4-H club camp last year and who will not attend during the 1973 summer for lack of money. The comfortable capacity of Camp Harry Daniels near Elloree, South Carolina, is 200 campers. Four counties will participate in the program for two weeks each. All expenses including transportation to and from camp, insurance, lodging, food, educational equipment, personal necessities (e.g., soap, towels, toothpaste, toothbrushes), cost of instruction, educational supplies, and recreational equipment will be borne by the program.

Twelve high school and college students will be employed as camp counselors. These counselors must demonstrate skills in subject-matter areas -- such as arts and crafts, music, dancing, industrial arts, cosmetics, sociology, and student counseling; and must display a firm but empathetic attitude. Counselors will be the key personnel in keeping activities rolling from 7:00 a.m. until 10:30 p.m.

The daily camping program will include the following activities:

1. **Flag raising ceremony** 7:00 A.M.
2. **Close order drill** 7:15 A.M.
3. **Breakfast** 7:30 A.M.
4. **Barracks inspection** 8:00 A.M.
5. **Group activities** 9:00 A.M.
   a. Instruction in hygiene and sanitation
   b. Instruction in Industrial arts
   c. Instruction in personal grooming
   d. Instruction in arts and crafts
   e. Instruction in food habits and proper nutrition
   f. Discussion on economic and political systems
   g. Discussion on job opportunities and how to qualify
   h. Instructional swimming
   i. Instructional fishing
   j. Instructional dancing
   k. Instructional singing
6. **Lunch** 1:00 P.M.
7. **Free time and special-interest activities** 2:00 P.M.
   a. Industrial arts
   b. Arts and crafts
   c. Recreational swimming
   d. Recreational fishing
   e. Basketball
   f. Badminton
   g. Softball
   h. Group singing
8. Dinner 6:00 P.M.
9. Social hour in Recreation Building (except on Wednesday) 7:30 P.M.
10. Talent show (Wednesday evening) 7:30 P.M.
11. Softball each evening 8:30 P.M.
12. Vespers each evening 10:00 P.M.
13. Canteen 10:30 P.M.
14. Bedtime 11:00 P.M.
15. Dance (Saturday evening) 8:00 P.M.
16. Church Service (Sunday) 9:30 A.M.
17. Write letters home (Saturday and Sunday)
18. Camping trip (Saturday)
19. Boat ride (Sunday)

Camp discipline will be charged to the nine county program aides who will attend camp and sleep in the barracks with campers from their communities. Program aides will be responsible for bed check, sick call, and muster.

Four cooks and two kitchen helpers will prepare and serve three meals per day in the camp kitchen, with sufficient food for everyone. Kitchen helpers will clean utensils, kitchen, and steam tables after each meal.

One maintenance worker will keep the electrical, sewage, and water systems working. One man will keep the buildings and grounds functional and will also dispose of solid waste.

A male director and a female co-director will plan and direct all camping activities. They will supervise the staff and will be responsible to the project leader who will be responsible to the State Director of Cooperative Extension Service.

Evaluation and Reporting

The program will be evaluated in part by having campers answer some questions that measure their attitudes, aspirations, and their individual adjustment to the socio-economic system on their first day at camp. After a 10-day stay, the same questions, in somewhat different wording, will be answered again by the campers. The individuals' first answer will be compared with their second answers to measure any covert changes.

Counselors will be instructed to observe behavior patterns of their groups during the first week of camp and will give special attention to apparently confused campers. Behavior patterns of campers will also be observed during the last week of camping. A report, identifying noticeable changes in attitudes and physical behavior, will be submitted by counselors to the directors who will analyze and pass on to the project leader.

The third evaluation will be made by the youth program coordinator in the home communities. Such an evaluation will determine how well these youngsters participate in useful activities in the home community after they return from camp. It will show whether self-images have changed and, if so, in what directions. This report will be submitted by the youth coordinators to the camp directors within the first month after camp.

Results of this camping experience will be made available to the other 1890 Extension Coordinators to provide a model for mobilizing interest among low-income youth in a self-help effort.
South Carolina State College, in cooperation with Clemson University, conducted a summer camp program at Camp Daniels, Elloree, South Carolina, on a limited basis in 1972 for youngsters of low-income rural families. Some $40,000 of the 1890 Extension allocation to South Carolina was used for this purpose by special permission. Although the main purpose of this camping experience was to lift the sights of these youngsters, we observed in addition (1) the willingness of low-income parents to have their youngsters participate in a camping experience, (2) a positive attitude of low-income white parents to have their youngsters participate in camping activities with black youngsters from their home community, (3) an agreeable attitude of white campers to black leadership, and (4) a positive interaction between black and white youngsters in such competitive activities as softball and swimming; and in buzz sessions on dope, sex education, and their opinion of a good life.

The results of this summer camp was beyond our most elastic imagination. I have had the privilege to meet with other 1890 Extension Coordinators and describe the organization, conduct, direction, and funding of our summer camp, which was held between June 1 and July 28, 1972, and exposed some 600 low-income youth to a type of youthful activity that only twelve of the group has experienced before.

Personnel

Dr. R. L. Hurst, Coordinator of 1890 Extension Program for South Carolina, will be the project leader. His academic training includes the B.S. degree from Tennessee State University; M.S. from the University of Minnesota; and a Ph.D. from the University of Missouri, with a major concentration in agricultural economics and minor work in rural sociology. He was reared on a farm in southern Mississippi and has spent most of his professional life working with low-income families and their youngsters.

L. G. Chavous, Assistant State Coordinator, 1890 Extension Program, will coordinate the camping program. His academic training includes the B.S. degree in agricultural education from South Carolina State College, the M.S. in poultry science from the University of Rhode Island and is a Ph.D. candidate from Michigan State University. Since his graduation from South Carolina State College in 1959, Mr. Chavous has taught agricultural subjects at the secondary and college level. His major area of concentration is poultry science.

C. A. Brown, camp director, has a B.S. degree in agriculture from South Carolina State College. He has done additional study in Extension work. He was reared on a farm in South Carolina and spent his first 24 professional years as Negro County Agent and Associate County Agent in Marion County, South Carolina.

Mrs. L. J. Limehouse, camp director, has a B.S. degree in home economics from South Carolina State College. She has done additional study in Extension methods. Mrs. Limehouse grew up in Orangeburg County, South Carolina and spent some 25 years as an Extension Home Economist.

Samuel D. Bass, Youth Coordinator in Chesterfield County, has a B.S. degree in agronomy from Clemson University.

Clifton C. Knox, Youth Coordinator in Georgetown County, has a B.S. degree in elementary education from Allen University, Columbia, South Carolina.

Harold D. Williams, Youth Coordinator in Hampton County, has a B.A. degree in social sciences from Fort Valley State College, Fort Valley, Georgia. Mr. Williams has done additional study in guidance and counseling.
Sammie Jackson, Youth Coordinator in Marlboro County, has a B.A. degree in sociology from Paine College, Augusta, Georgia. He has done additional study at Emory University, Atlanta, Georgia.

Mrs. A. R. Gilmore, Youth Coordinator in Orangeburg County, has a B.S.H.E. degree in home economics from Limestone College, Gaffney, South Carolina.

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<tr>
<th>Item</th>
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<tr>
<td>State Contribution</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>Equipment</td>
<td>2,000.00</td>
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<tr>
<td>Food and other items</td>
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</table>

Cost per camper per two-week encampment - $53.25

This project is requested to extend over a three-year period, which will require $120,000 of federal funds.
This set of questions is part of a study of young people enrolled in the Special Youth Project of the 1890 Extension Program. It is not a test. There are no right or wrong answers. We are only interested in finding out your opinions about these questions. No one in your county will ever see your answers. Special precautions will be taken to keep your replies confidential.

Thank you for your cooperation.
1. I am a:
   1) Male 2) Female

2. On my last birthday, I was _______ years old.

3. My race is: 1) Black 3) Oriental 5) Other
   2) White 4) Indian

4. Check by the following people who live in your house.
   1) Mother 3) Brother(s) 5) Grandmother
   2) Father 4) Sister(s) 6) Grandfather

5. Is your father working?
   1) Yes
   2) Not working, looking for work
   3) Not working, not looking for work
   4) Not living

6. What is (or was) your father's main job? What does he do?
   ____________________________________________

7. What is (or was) your Mother's main job?
   ____________________________________________

8. Write the names of your two best friends in this room
   a) __________________    b) __________________
   I have no best friends in this room

9. How many club or organizations like student government, Scouts, 4-H, church, etc. do you belong to:
   1) None 3) Two 5) Four 7) Six
   2) One 4) Three 6) Five 8) More than Six
10. In how many clubs are you a leader or officer?
   1) None  3) Two  5) Four  7) Six
   2) One  4) Three  6) Five  8) More than Six

11. I make as good grades as I want to make.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

12. I am as popular as I want to be.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

13. I am as good at sports as I want to be.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

14. I am in the clubs I want to be in.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

15. My parents are as pleased with me as I would like them to be.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

16. My teachers praise me as much as I would like to be praised.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

17. I get to do the things I want to do.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time
18. I get to have the things I want to have.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

19. I can make for myself the things I want.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

20. I am successful in the projects or activities I undertake.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

21. I like someone else to tell me how to solve my personal problems.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

22. I think of new ways to do things.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

23. I like to be told and shown exactly what I am supposed to do.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

24. I would rather be praised by my friends than by my teachers.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time

25. I would rather work on my own activity or project than on a school or club project.
   1) seldom  3) half of the time  5) most of the time
   2) occasionally  4) a good deal of the time
26. The most important thing about working on a project is to be neat and careful.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

27. I am smart.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

28. I am truthful.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

29. I am well behaved.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

30. I am hard working at school.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

31. I am good at making jokes.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

32. I am friendly.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time

33. I try to do the best I can.

1) seldom  3) half of the time  5) most of the time
2) occasionally  4) a good deal of the time
34. I am helpful.
   1) seldom _____  3) half of the time _____  5) most of the time _____
   2) occasionally _____ 4) a good deal of the time _____

35. I am competitive.
   1) seldom _____  3) half of the time _____  5) most of the time _____
   2) occasionally _____ 4) a good deal of the time _____

36. I am independent.
   1) seldom _____  3) half of the time _____  5) most of the time _____
   2) occasionally _____ 4) a good deal of the time _____

37. I am sure of myself.
   1) seldom _____  3) half of the time _____  5) most of the time _____
   2) occasionally _____ 4) a good deal of the time _____

38. People can count on me to do what I say I'll do.
   1) seldom _____  3) half of the time _____  5) most of the time _____
   2) occasionally _____ 4) a good deal of the time _____

39. Would you say most of your teachers think you are:
   1) a wonderful person _____  4) a little bit of a nice person _____
   2) a pretty nice person _____  5) not such a nice person _____
   3) an average person _____

40. Would you say your mother thinks you are:
   1) a wonderful person _____  4) a little bit of a nice person _____
   2) a pretty nice person _____  5) not such a nice person _____
   3) an average person _____
41. Would you say other people your age think you are:

1) a wonderful person
2) a pretty nice person
3) an average person
4) a little bit of a nice person
5) not such a nice person

42. Would you say the program assistant thinks you are:

1) a wonderful person
2) a pretty nice person
3) an average person
4) a little bit of a nice person
5) not such a nice person

43. When something good happens to me it is most often because

1) I made it happen
2) someone else made it happen
3) I was just lucky

44. When something bad happens to me it is most often because

1) I did something wrong
2) someone else made it happen
3) I was just unlucky

45. Whether or not I get what I want in the future depends on

1) what I do
2) what someone else does or decides
3) how lucky I am

46. If you could do anything you wanted, how high a grade would you want to make?

1) among the best in the class
2) same as everyone else
3) lower than most of the class
4) don't care

47. If you could do anything you wanted, how many clubs or organizations would you like to belong to next year?

1) more than this year
2) same as this year
3) less than this year
48. If you could do anything you wanted, how many clubs or organizations would you like to be a leader or officer next year?

1) more than this year  3) less than this year
2) same as this year

49. If you were completely free to choose any job, what would you desire most as your lifetime job? (In answering this question give an exact job. For example, do not say "work on the railroad," but tell us what railroad job you would like to have).

50. Sometimes we are not always able to do what we want most. What kind of job do you really expect to have most of your life?

51. In picking the job you would most like to have, how important are the following things about the job? (Circle one number for each statement).

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>important</th>
<th>Not very important</th>
<th>Not at all important</th>
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</thead>
<tbody>
<tr>
<td>A chance to make a lot of money</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>A chance to help other people</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>A chance to become an important person</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Steady employment</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Be your own boss</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Chance for excitement</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Chance to do the work I like and am trained for</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Meet other people</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
52. Where would you most like to live? (Circle only one number).
   1) Large city  3) Town near a city  5) On a farm
   2) Small city  4) Country not on farm

53. If you could have as much schooling as you desired, which of the following would you do?
   1) Quit school right now
   2) Complete Junior High School
   3) Complete high school
   4) Complete business, commercial, electronics, or some other technical program after finishing high school
   5) Graduate from Junior college (2 years)
   6) Graduate from College or University
   7) Additional studies after graduating from a college or university

54. If you want to get married, at what age would you want to get married?
   1) Don't want to marry
   2) 14-16
   3) 17-19
   4) 20-22
   5) 23-25
   6) 26 or older

55. How many children would you like to have?
   1) None
   2) One
   3) Two
   4) Three
   5) Four
   6) Five
   7) Six
   8) Seven
   9) Eight or more

56. Most communities are good enough as they are without starting any new community improvement program.
   1) strongly agree
   2) agree
   3) don't know
   4) disagree
   5) strongly disagree

57. What is good for the community is good for me.
   1) strongly agree
   2) agree
   3) don't know
   4) disagree
   5) strongly disagree
58. Young people do not have enough of a say in community affairs.
   1) strongly agree  3) don't know  5) strongly disagree
   2) agree  4) disagree

59. Community improvement should be the concern of only a few leaders in the community.
   1) strongly agree  3) don't know  5) strongly disagree
   2) agree  4) disagree

60. A person is foolish to keep going to school if he can get a job.
   1) strongly agree  3) don't know  5) strongly disagree
   2) agree  4) disagree

61. School courses are too impractical.
   1) strongly agree  3) don't know  5) strongly disagree
   2) agree  4) disagree

62. In any group, it is more important to keep a friendly atmosphere than to get things done.
   1) strongly agree  3) don't know  5) strongly disagree
   2) agree  4) disagree

63. Which is most important to you?
   1) Being able to get people to cooperate with me.
   2) Being popular with everyone.

64. Which is most important to you?
   1) Help lead my group's activities.
   2) Not let people get away with saying unfair things about my group.

65. Which is most important to you?
   1) To do well in school.
   2) To be praised by my teacher.
66. Which is most important to you?
   1) Being good in some sport. ______
   2) Build up my physical strength. ______

67. Which is most important to you?
   1) Being looked up to by others. ______
   2) Being able to lead other people. ______
   3) Being friendly with people who are well respected. ______

68. Which is most important to you?
   1) To try out new ideas. ______
   2) Doing what I can do the best I can. ______

69. What do you really think you will do about your education?
   1) Quit school right now. ______
   2) Complete high school. ______
   3) Complete a business, commercial, electronics, or some other technical program after finishing high school. ______
   4) Graduate from a junior college (2 years). ______
   5) Graduate from college or university. ______
   6) Complete additional studies after graduating from a college or university. ______

70. How certain are you that you will achieve the education you expect?
   1) very certain ______ 3) not very certain ______
   2) certain ______ 4) uncertain ______ 5) very uncertain ______

71. What kinds of jobs could you get around here with this amount of education?
   Name Two: ___________________________________________
   ___________________________________________
72. What kind of job could you get even if you moved with this kind of education? Name Two:________________________

73. In your favorite club, are the club's activities interesting to you?
   1) all the time _______  3) some of the time _______
   2) most of the time _______  4) seldom _______

74. In your favorite club, do the group leaders give you a chance to have your say?
   1) all the time _______  3) some of the time _______
   2) most of the time _______  4) seldom _______

75. In your favorite club, do club members follow your ideas?
   1) all the time _______  3) some of the time _______
   2) most of the time _______  4) seldom _______
1890 Extension Service
Special Youth Study

1. Students Name ________________________________________
2. Youth Club __________________________________________
3. School ______________________________________________
4. County ______________________________________________
5. Date _________________________________________________
6. Parents Name __________________________________________
   (Person you live with)
   Father _____  Mother _____  Grandmother _____
   Other (who?) _________________________________________
APPENDIX C

CLUB INFORMATION SHEET
1890 Extension  
Special Youth Project  

CLUB INFORMATION SHEET

Name of Club

1. Who has major responsibility for this club's activities?
   Name ____________________________
   (This person should complete this form)

2. When was this club organized? Year ______ Month ______

3. List the officers of this club for this year (1974):
   Office ____________________________
   Name of Officer ____________________

4. What percent of the members are present at (a) meetings?
   25% ______ 50% ______ 65% ______ 75% ______ 90% ______
   (b) activities (picnics, etc.)
   25% ______ 50% ______ 65% ______ 75% ______ 90% ______

5. Describe the major types of activities this club engages in:

6. What do you see as the major needs of the members of this club?
7. What do you see as the most effective or beneficial results of this club?

What are the biggest shortcomings of the club in meeting the needs of the members?

8. What suggestions do you have for improving the way this club meets the needs of its members?
APPENDIX D

MEMBER INFORMATION SHEET
1890 Extension
Special Youth Project

MEMBER INFORMATION SHEET
(Youth Coordinator or Program Assistant to fill out for each member)

Name of Youth Club ___________________ Date ___________________

Name of Program Assistant or Youth Coordinator (Last) (First) (Middle)

Name of member ___________________ (Last) (First) (Middle)

1. Is this member an officer or leader in the club?
   □ Yes □ No
   If yes, What office? ___________________

2. How often does this member attend club meetings and activities?
   □ Seldom, □ Occasionally; □ About half the time
   □ A good deal of the time □ Most or all the time

3. How long has this member been in the club? Years _______ Months _______

4. Does this member have a job, chores, or other activities or circumstances that interfere with club participation? □ Yes, □ No
   If yes, explain ___________________

5. Did this member go to camp in 1972 _______ (Yes or no)
   1973 _______ (Yes or no)

6. Is this member going to camp this year (1974)? _______ (yes or no)
   If not, why not ___________________

7. Names of other club members from the same household
   Name __________________ Relationship (Brother or Sister etc.) Going to Camp 1974: (Yes or no)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
8. (a) Is this member's family a program family? _______ (Yes or no)
   (b) If yes, how active is the family in participating in program activities?
       □ Seldom;   □ Occasionally;   □ About half the time;
       □ A good deal of the time;  □ Most of all the time.

9. How active is this member's family in supporting the youth club?
   □ Seldom;   □ Occasionally;  □ About half of the time;
   □ A good deal of the time;  □ Most of all the time.

10. How much does the family participate in church or community activities?
    □ Never;  □ Occasionally;   □ About half the time;
      □ A good deal of the time;  □ Very active or a leader.

11. Describe any factors in member's home life that influence his/her club activities.

12. Describe any major or special needs of this member.

13. Describe any major changes in child's attitudes or behavior since he/she has been a member of the youth club? 
14. How often does/is this child

<table>
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<tr>
<th></th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Half of the time</th>
<th>A good deal of the time</th>
<th>Most of the time</th>
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<tbody>
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<td>a. Successful in the</td>
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<td>projects or activities</td>
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<td>he undertakes?</td>
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<td>b. Like for someone</td>
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<td>c. Think of new ways</td>
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<td>to do things?</td>
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<td>d. Likes to be told</td>
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<td>e. Rather be praised</td>
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<td>by the adult?</td>
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<td>f. Rather work on his</td>
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<td>own activity or project</td>
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<td>than on a club project?</td>
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<td>g. Act as if the most</td>
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<tr>
<td>careful?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>h. Smart?</td>
<td></td>
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</tr>
<tr>
<td>i. Truthful?</td>
<td></td>
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<tr>
<td>j. Well-behaved?</td>
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<tr>
<td>k. Hard working at</td>
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<td></td>
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<tr>
<td>school?</td>
<td></td>
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</tr>
<tr>
<td>l. Gets along well</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>with other children?</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>m. Shy?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>n. Trys the best he can?</td>
<td></td>
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<tr>
<td>o. Helpful?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Competitive?</td>
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<tr>
<td>q. Independent</td>
<td></td>
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<tr>
<td>Sure of himself?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>r. Count on this child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to do what he says he will</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Circle one number on each line)
15. Do you think this child is

1. A wonderful person

2. A pretty nice person

3. An average person

4. A little bit of a nice person

5. Not such a nice person
APPENDIX E.

PARENT'S OR GUARDIAN'S INFORMATION SHEET
1890 Extension Service  
Special Youth Project  
PARENT'S OR GUARDIAN'S INFORMATION SHEET

The following information is necessary to complete the study. You are assured that all information will be kept strictly confidential and no information will be released on an individual basis.

1. Parents or Guardian's Name

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Club Member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes  No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes  No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes  No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

2. Parents Education (check one)

- None
- Grammar School (Grades 1-8)
- Same High School but didn't graduate
- Graduated from High School
- Some College (including Junior College)
- Graduate from College

3. Parents Family Income

Write in (a) Weekly Income

Write (b) Monthly income

4. (a) Does Parent or Guardian have a full-time job?

Yes  No

(b) If yes, what is the job?
COUNSELORS CHECK SHEET

(Fill out for each camper)

CAMPER: Name ________________________________

(Last) __________ (First) __________ (Initial) __________

Home Club __________ County __________

CABIN NUMBER ________________________________

A ______ B ______ Day: Wednesday ______ Monday ______

COUNSELOR'S NAME ________________________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>(check one statement for each item)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. How interested is this camper in Camp Activities and Programs?</td>
<td></td>
</tr>
<tr>
<td>Has a strong interest</td>
<td>Not very interested</td>
</tr>
<tr>
<td>Strong</td>
<td>Not very interested</td>
</tr>
<tr>
<td>Follows up on his/her own</td>
<td>Follows up on some of them</td>
</tr>
<tr>
<td>Likes to learn</td>
<td>Learns some new skills and ideas</td>
</tr>
<tr>
<td>Works hard on group projects</td>
<td>Works hard on his/her own project</td>
</tr>
<tr>
<td>Not interested in projects but follows in his/her own project</td>
<td></td>
</tr>
<tr>
<td>Tries to be best and to make cabin or group the best</td>
<td></td>
</tr>
<tr>
<td>Camper is leader in several and/or groups</td>
<td></td>
</tr>
<tr>
<td>Not a leader</td>
<td>Not active in group projects</td>
</tr>
<tr>
<td>Not active in his/her unit</td>
<td>Not active in one camp follower</td>
</tr>
<tr>
<td>Often</td>
<td>Some of the time</td>
</tr>
<tr>
<td>Often</td>
<td>Some of the time</td>
</tr>
<tr>
<td>Fights</td>
<td>Quarrelsome</td>
</tr>
<tr>
<td>Often</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Often</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What age group does this camper associate or play with?</td>
<td>Younger than he/she is, Same age as he/she is, Older than he/she is</td>
</tr>
<tr>
<td>Does this camper make new friends or stay with old friends?</td>
<td>Stays with old friends, Mostly stays with old friends but makes some new friends</td>
</tr>
<tr>
<td>Does this camper stay with other campers or with counselor?</td>
<td>Wants to stay with counselor most of the time, Wants attention from counselor but also likes to be with other campers</td>
</tr>
<tr>
<td>How often does this camper cooperate with leaders?</td>
<td>Most of the time, Sometimes, Not cooperative</td>
</tr>
<tr>
<td>How often is this camper interested in or sensitive to personal problems of others?</td>
<td>Often, Sometimes, Not interested, Only concerned with his/her own feelings</td>
</tr>
<tr>
<td>How often does this camper help other campers complete their projects or activities?</td>
<td>Often, Sometimes, Only interested in his/her own projects or activities</td>
</tr>
<tr>
<td>How shy or outgoing is this camper?</td>
<td>Shy most of the time, Shy some of the time, Outgoing some of the time, Outgoing most of the time</td>
</tr>
<tr>
<td>How self-assured is this camper?</td>
<td>Fearful, anxious, or fearful, nervous most of the time, Self-assured, confident some of the time, Self-assured, confident most of the time</td>
</tr>
</tbody>
</table>

Additional comments or observations: (Note any special events or incidents relating to this camper and any changes that occurred in the camper during the camp. Did the camper get over old problems or develop new problems?)
APPENDIX G

APPENDIX TABLES
Appendix Table 1. Changes between Club Interviews and Camp Interviews to Response Given to Questions Relating to Self Worth of Members of Special Youth Program in South Carolina, 1974.

<table>
<thead>
<tr>
<th>How Much of the Time</th>
<th>Males</th>
<th></th>
<th>Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club Interviews</td>
<td>Camp Interviews</td>
<td>Change</td>
<td>Club Interviews</td>
</tr>
<tr>
<td><strong>A. Are You 'Smart?'</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>6.4</td>
<td>2.6</td>
<td>- 3.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Occasionally</td>
<td>3.8</td>
<td>2.6</td>
<td>- 1.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Half the time</td>
<td>23.1</td>
<td>29.6</td>
<td>+ 6.5</td>
<td>30.3</td>
</tr>
<tr>
<td>Good deal of time</td>
<td>30.8</td>
<td>30.8</td>
<td>--</td>
<td>24.7</td>
</tr>
<tr>
<td>Most of time</td>
<td>33.3</td>
<td>32.0</td>
<td>- 1.3</td>
<td>34.9</td>
</tr>
<tr>
<td>No answer</td>
<td>2.6</td>
<td>2.6</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>B. Are you 'Truthful?'</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>3.9</td>
<td>6.4</td>
<td>+ 2.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Occasionally</td>
<td>10.2</td>
<td>5.1</td>
<td>- 5.1</td>
<td>5.6</td>
</tr>
<tr>
<td>Half the time</td>
<td>42.3</td>
<td>38.5</td>
<td>- 3.8</td>
<td>51.7</td>
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<tr>
<td>Good deal of time</td>
<td>24.4</td>
<td>20.5</td>
<td>- 3.9</td>
<td>12.4</td>
</tr>
<tr>
<td>Most of time</td>
<td>17.9</td>
<td>24.4</td>
<td>+ 6.5</td>
<td>23.6</td>
</tr>
<tr>
<td>No answer</td>
<td>1.3</td>
<td>5.1</td>
<td>+ 3.8</td>
<td>--</td>
</tr>
<tr>
<td><strong>C. Are you Sure of Yourself?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>6.4</td>
<td>5.1</td>
<td>- 1.3</td>
<td>6.8</td>
</tr>
<tr>
<td>Occasionally</td>
<td>5.1</td>
<td>2.6</td>
<td>- 2.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Half the time</td>
<td>23.1</td>
<td>30.8</td>
<td>+ 7.7</td>
<td>42.7</td>
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<tr>
<td>Good deal of time</td>
<td>30.8</td>
<td>29.5</td>
<td>- 1.3</td>
<td>20.2</td>
</tr>
<tr>
<td>Most of time</td>
<td>32.0</td>
<td>32.0</td>
<td>--</td>
<td>25.8</td>
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<tr>
<td>No answer</td>
<td>2.6</td>
<td>--</td>
<td>- 2.6</td>
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Continued
Appendix Table 1. (Continued) Changes between Club Interviews and Camp Interviews to Response Given to Questions Relating to Self Worth of Members of Special Youth Program in South Carolina, 1974.

<table>
<thead>
<tr>
<th>How Much of the Time</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club Interviews</td>
<td>Camp Interviews</td>
</tr>
<tr>
<td>D. Are you Helpful?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>10.3</td>
<td>6.4</td>
</tr>
<tr>
<td>Occasionally</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Half the time</td>
<td>23.1</td>
<td>29.5</td>
</tr>
<tr>
<td>Good deal of time</td>
<td>26.9</td>
<td>21.8</td>
</tr>
<tr>
<td>Most of time</td>
<td>35.9</td>
<td>39.7</td>
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<tr>
<td>No answer</td>
<td>1.2</td>
<td>-</td>
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Appendix Table 2. Changes between Club Interviews and Camp Interviews in Responses Given to Questions Relating to Success in Peer-Oriented World of Members of Special Youth Program in South Carolina, 1974.

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<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club Interviews</td>
<td>Camp Interviews</td>
<td>Change</td>
<td>Club Interviews</td>
</tr>
<tr>
<td>A. Are you as Popular as You Want?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>1.3</td>
<td>6.3</td>
<td>+5.0</td>
<td>4.5</td>
</tr>
<tr>
<td>Occasionally</td>
<td>2.6</td>
<td>10.3</td>
<td>+7.7</td>
<td>3.4</td>
</tr>
<tr>
<td>Half the time</td>
<td>30.8</td>
<td>28.2</td>
<td>-2.6</td>
<td>29.2</td>
</tr>
<tr>
<td>Good deal of the time</td>
<td>25.6</td>
<td>24.4</td>
<td>-1.2</td>
<td>19.1</td>
</tr>
<tr>
<td>Most of the time</td>
<td>37.2</td>
<td>30.8</td>
<td>+6.4</td>
<td>39.3</td>
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<tr>
<td>No answer</td>
<td>2.5</td>
<td>--</td>
<td>-2.5</td>
<td>4.5</td>
</tr>
<tr>
<td>B. Are You in the Clubs You Want to be in?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>10.3</td>
<td>11.5</td>
<td>+1.2</td>
<td>20.2</td>
</tr>
<tr>
<td>Occasionally</td>
<td>11.5</td>
<td>10.3</td>
<td>-1.2</td>
<td>7.9</td>
</tr>
<tr>
<td>Half the time</td>
<td>25.6</td>
<td>26.9</td>
<td>+1.3</td>
<td>22.5</td>
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<tr>
<td>Good deal of the time</td>
<td>16.7</td>
<td>19.2</td>
<td>+2.5</td>
<td>10.1</td>
</tr>
<tr>
<td>Most of the time</td>
<td>35.9</td>
<td>29.5</td>
<td>-6.4</td>
<td>39.3</td>
</tr>
<tr>
<td>No answer</td>
<td>--</td>
<td>2.6</td>
<td>+2.6</td>
<td>--</td>
</tr>
<tr>
<td>C. Are You Praised by Your Friends?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>25.6</td>
<td>21.8</td>
<td>-3.8</td>
<td>15.6</td>
</tr>
<tr>
<td>Occasionally</td>
<td>6.4</td>
<td>15.4</td>
<td>+9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Half the time</td>
<td>24.4</td>
<td>29.5</td>
<td>+5.1</td>
<td>27.0</td>
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<tr>
<td>Good deal of the time</td>
<td>14.1</td>
<td>12.8</td>
<td>-1.3</td>
<td>12.4</td>
</tr>
<tr>
<td>Most of the time</td>
<td>28.2</td>
<td>19.2</td>
<td>-9.0</td>
<td>36.0</td>
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<td>1.3</td>
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Continued
Appendix Table 2. (Continued) Changes between Club Interviews and Camp Interviews in Responses Given to Questions Relating to Success in Peer-Oriented World of Members of Special Youth Program in South Carolina, 1974

<table>
<thead>
<tr>
<th>How Much of the Time</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Club Interviews</td>
<td>Camp Interviews</td>
</tr>
<tr>
<td>D. Can People Count on You to do What you Say You Will?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>5.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Occasionally</td>
<td>5.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Half the time</td>
<td>32.0</td>
<td>24.4</td>
</tr>
<tr>
<td>Good deal of time</td>
<td>24.4</td>
<td>30.8</td>
</tr>
<tr>
<td>Most of the time</td>
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<td>37.2</td>
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<td>2.6</td>
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</table>
Appendix Table 3: Changes between Club Interviews and Camp Interviews in Response Given to Questions Relating to Success in Adult-Oriented World of Members of Special Youth Program in South Carolina, 1974

<table>
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<th></th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Camp Interviews</td>
<td>Club Interviews</td>
<td>Change</td>
<td>Camp Interviews</td>
<td>Club Interviews</td>
<td>Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Are you Competitive?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Seldom</td>
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<td>3.8</td>
<td></td>
<td>10.2</td>
<td>6.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td>1.2</td>
<td>6.5</td>
<td>+ 5.3</td>
<td>2.2</td>
<td>5.6</td>
<td>+ 3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half of the time</td>
<td>16.7</td>
<td>28.2</td>
<td>+11.5</td>
<td>14.6</td>
<td>38.2</td>
<td>+23.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good deal of time</td>
<td>24.4</td>
<td>26.9</td>
<td>+ 2.5</td>
<td>30.3</td>
<td>14.6</td>
<td>-15.7</td>
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<tr>
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<td>1.3</td>
<td></td>
<td>1.1</td>
<td>3.4</td>
<td>+ 2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Are you Independent?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td>3.8</td>
<td>6.5</td>
<td>+ 2.7</td>
<td>4.6</td>
<td>9.0</td>
<td>+ 4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td>3.8</td>
<td>5.1</td>
<td>+ 1.3</td>
<td>6.7</td>
<td>10.1</td>
<td>+ 3.4</td>
<td></td>
<td></td>
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<tr>
<td>Half of the time</td>
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<td>41.0</td>
<td>+10.2</td>
<td>34.8</td>
<td>30.3</td>
<td>- 4.5</td>
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<td></td>
</tr>
<tr>
<td>Good deal of time</td>
<td>26.9</td>
<td>19.2</td>
<td>- 7.7</td>
<td>16.8</td>
<td>14.6</td>
<td>- 2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
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<td>26.9</td>
<td>- 3.9</td>
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<td>1.3</td>
<td>- 2.6</td>
<td>1.1</td>
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<td>6.3</td>
<td>- 1.5</td>
<td>16.8</td>
<td>2.3</td>
<td>-14.5</td>
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<tr>
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<td>5.1</td>
<td>15.4</td>
<td>+10.3</td>
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<td>4.5</td>
<td>+ 2.2</td>
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<td>25.6</td>
<td>29.5</td>
<td>+ 3.9</td>
<td>29.2</td>
<td>52.8</td>
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<td>23.1</td>
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<td>23.1</td>
<td>-14.1</td>
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<td>21.3</td>
<td>-11.3</td>
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<tr>
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<td>2.6</td>
<td>+ 0.1</td>
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Continued
Appendix Table 3. (Continued). Changes between Club Interviews and Camp Interviews in Responses Given to Questions Relating to Success in Adult-Oriented World of Members of Special Youth Program in South Carolina, 1974

<table>
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<tr>
<th>How Much of the Time</th>
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<th>Females</th>
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<td></td>
<td>Camp</td>
<td>Club</td>
<td>Change</td>
<td>Camp</td>
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<td>D. Can You Make for Yourself Things You Want?</td>
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<td>-11.6</td>
<td>19.1</td>
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