Youth Conservation Corps recreation program.

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YOUTH CONSERVATION CORPS
RECREATION PROGRAM

By
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B.A., University of Illinois, 1976

Presented in partial fulfillment of the requirements for the degree of Master of Public Administration
UNIVERSITY OF MONTANA
1980

Approved by:

[Signatures]
Chairman, Board of Examiners
Dean, Graduate School

Date 3-7-80

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INTRODUCTION

A. Purpose of Paper

The objectives of this paper is to discuss some problems and make some suggestions to aid in the administration of an effective comprehensive recreation program in the Youth Conservation Corps (YCC). The YCC program is made up of three components: work, environmental awareness (E.A.), and recreation. Therefore, this paper should not be considered all inclusive but should be used in conjunction with the YCC Handbook. The handbook does not adequately address any of the problems or concerns of the recreation program. I was made aware of this lack of information when I was working at the Little Blackfoot YCC in the Helena National Forest (now known as Moose Creek) in the summer of 1978. I wanted to find out if some of my concerns about recreation were widespread or were isolated to the camp at which I was working. It was felt that if some of the concerns and problems were written down, it might facilitate the recreation program at all YCC Camps.

There are two reasons why I feel that there has not been more information on recreation until this time. First, recreation, although said to be an equal part of the program, is actually the lowest priority in camp, and second, the
recreation programs are extremely diverse from one camp to another. This does not imply that some underlying principles of administration cannot be developed for a more productive recreation program.

The Helena National Forest and the YCC Camp Director of that forest suggested that I approach the Region I Forest Service Human Resource Program with my prospectus for an internship as part of my graduate work in public administration at the University of Montana (see Appendix A). The intent of my internship was twofold: 1) to develop a resource handbook of activities, ideas, and sources of information that would be relevant to the YCC Program, (completed October, 1979); and, 2) to develop a detailed manual covering those aspects involved in administering an effective comprehensive recreation program to date not covered in the YCC Handbook.

I traveled to the Region I Forest Service Residential YCC Camps in Montana (see Appendix B) in June and July of 1979 to obtain information about their recreation programs. I interviewed the recreation director at each camp and recreation leaders if time permitted. I found that the recreation programs were diverse based on the camp's location and the expertise of the staff. There were, however, areas of concern which were common to all of the camps which will be discussed in this paper.
Many of these ideas and suggestions may have been voiced at one time or another by YCC staffs but they have never been compiled. These concerns should be brought to the attention of the administrators of the program for two reasons: 1) there are certain problems that people in higher levels of administration are not always made aware of because of their rank; and, 2) YCC staff jobs are temporary and new people are constantly being brought into the program who are not aware of some of these problems. I feel that my visit to these camps provided an honest and objective picture of the recreation program and areas of concern.

One should not think that recreation is an entity in itself; it is an equal part of the YCC Program. However, there are some problems specific to this component of the program which need to be discussed. Points brought up in the paper might apply to other aspects of the program. The evaluation process is not specific to recreation. Parts of the evaluation process are geared more to recreation but the evaluation process looks at all three components of the program. The term "recreation" in this paper is used as an all-encompassing word referring to all group living situations, formal and informal recreation, and all other camp functions that are carried on during that time. Group living refers to any time an enrollee is not working or in environmental awareness.
The following paper presents a brief overview of the YCC Program and seven areas of concern which are pertinent to an effective recreation program. There is a general analysis of the areas of concern, followed by some suggestions. This is followed by an evaluation process which pertains to all components of the program.

B. Overview of the YCC Program

YCC is a federal program jointly administered by the Department of Agriculture and the Department of Interior. The YCC program has three main objectives: 1) to accomplish needed conservation on federal lands; 2) promote gainful employment for 15 through 18 year old males and females from all social, economic, ethnic, and racial classification; and, 3) develop an understanding and appreciation in participating youths of the Nation's natural environment and heritage. These objectives should be accomplished in a manner that will provide the youth with an opportunity to acquire increased self-dignity and self-discipline to better work and relate with peers and supervisors.

YCC Camps run from 28 to 90 days with 10 to 50 enrollees. These enrollees take part in an environmental work-learning experience on public lands 40 hours a week. They are paid minimum wage for 30 hours a week and the other ten hours are devoted to environmental awareness. The work is tailored to the youth's capabilities with consideration
given to sex and age.

At the end of camp the youth should have a general knowledge of ecology, the land management philosophies of various Federal land management agencies and an increased awareness of the need to wisely manage, maintain and protect the natural resources. The youth should understand the purpose of the work done and how it fits into the forest service overall natural resource management program.
A. Recreation Personnel

1. Analysis

One of the most important components of the recreation program is a competent staff who can relate to teenagers (15-18 years of age) in a positive manner. For many of these enrollees, this experience at YCC is different and unique. Many of the enrollees have never been away from home for four to thirteen weeks, never experienced physically strenuous work in the out-of-doors or had to relate to 20 to 50 other persons their same age in a group living situation.

The staff becomes mom, dad, nursemaid, and friend for a very intense four to thirteen weeks. It takes a very self-assured and understanding individual to deal with this age group. These teenagers are full of emotion and are just forming self-identities. This eight week experience can have an effect on these enrollees so it is important that their emotions be handled in the right manner. Some of the teenagers have a fear of not being accepted by others (peer pressure) and scared of being on their own and having to make their own decisions. All of these emotions are very real to these teenagers. This is why it is extremely important to
select a staff from varied backgrounds that can deal with a variety of situations that will arise in camp.

The Personnel Office of each Forest and the Camp Director (and assistant director if possible) should work together in selecting the staff. They should look for people who have finished college or in their last year of college; have had experience in outdoor related activities; have had some type of leadership job or skills; and have had some experience with this age group. These are preferable qualities to look for in the applications, but that does not mean one should ignore applicants who do not have all of these qualities. There might be some other qualities and/or experience that an applicant will have to substitute for the above. Outdoor skills are important because of the camp environment and related activities, but more important is the person's ability to work and relate to this age-group. Experience in the out-of-doors is crucial for at least part of the staff due to safety considerations.

No aspect of the YCC Program is without its difficulties, but more problems tend to occur with the enrollees during recreation. Work and environmental awareness are highly supervised and structured with only 6-8 enrollees per work crew leader. Specific tasks and work projects are assigned for the duration of the camp. Whereas, recreation is relatively unstructured and unsupervised.
There is more time for disruptive behavior. At times the ratio of enrollees to recreation staff is 20 to 1.

Recreation is the time when emotions run high, friendships and more personal relationships form between the enrollees, and delicate situations occur. So one cannot overemphasize that the recreation staff must be topnotch and experienced in dealing with teenagers. One can teach the staff how to play a game or run a power saw but a staff member cannot learn how to deal with teenagers in three easy lessons. Unfortunately, how one relates to teenagers cannot be measured in an application form. One could be the most experienced outdoor person but not able to relate to others. The director can look at the type of previous jobs an applicant has had to determine if that person could relate to teenagers in a camp situation.

Sometimes the camp’s budget does not allow the director to obtain as many highly qualified paid staff as he/she would like. Camps, therefore, often look for other ways to get staff coverage at minimal costs. One camp successfully used two student interns in place of a paid position. A recreation intern must work in the recreation field either on a volunteer or paid basis to complete his/her undergraduate degree in recreation. The money that was originally going to be used for the paid position was put into the recreation budget, which before that time was almost
negligible. Another camp used a volunteer for extra staff coverage which later qualified as a paid Comprehensive Educational Training Act (CETA) position. The Personnel Director of each forest should be asked to look into the possibility of obtaining CETA workers as this person would be the one most familiar with the procedures and regulations regarding CETA positions. Recreation students can possibly be obtained by writing directly to the Recreation Department at various universities and colleges.

Volunteers can be a real asset or a real hindrance to the program. Two programs that one might face when using volunteers are: 1) since it is not a paid position, the individual may not be very reliable or responsible and can pick up and leave at any time; and 2) problems may arise because the volunteers may think they are doing more than the paid staff and are resentful because of this.

2. Suggestions

Below are some suggestions for the selection of recreation staff and use of volunteer staff.

a. Assuming that all things are equal (education, level of experience, etc.), choose the individual who lives further away rather than someone who lives close to camp. Distance will make commuting impractical so the individual will reside at camp and will voluntarily participate in activities. The individual who resides at camp will
participate in the program more and the camp will obtain better supervision.

b. As mentioned earlier, it is important to obtain recreation leaders from varied educational backgrounds. Fields of study which are relevant to YCC Camps besides recreation and physical education are: psychology, social sciences, forestry, music, dance, drama, and resource management. Varied backgrounds will make for a more diversified staff (keeping in mind that outdoor skills are important for at least part of the staff) and will meet the needs of all the enrollees. One can always look up a few games and/or sports to play if that is not the staff's area of expertise but one must be able to communicate and carry out activities with this age group.

c. Individuals from various age groups (both married and single, if possible) are preferred. The younger staff members can more easily relate to teenage problems because they had to cope with these same problems more recently. The older staff might act more as an authority figure and be able to handle other problems better because they have experienced life a little longer.

d. One should not hire a young individual who will at times be confronted with the problem of being an authority figure versus being liked by the enrollee. It was mentioned earlier that the staff should have at least
completed or be in their last year of college (or an equivalent level of experience). The possible exception is using an enrollee who has been a youth leader. A youth leader is one who was asked by the staff to come back to the program for another year with some added responsibility. Two to four youth leaders are picked up at each camp. To become a youth leader, this enrollee has had to be competent, hard-working, involved in all phases of camp activities and has had to relate well to other enrollees. After an individual has had one summer as an enrollee and one year as a youth leader, he/she could be valuable and knowledgeable person as a staff member. One should not use younger staff unless they are highly recommended or have worked as a youth leader.

e. A married couple might be beneficial with the increase in one-parent families. They could be an example of a healthy relationship for the enrollees.

f. Student interns might be a better choice than volunteers because they are working for a grade. Interns know the final evaluation and grade depend on what kind of job they have done. This is not to say that volunteers should not be used, but that when given the option recreation interns might be the better alternative. Also, one must understand the drawbacks if they use volunteers and should plan accordingly.
B. Job Responsibilities

1. Analysis

It was observed from new staff members at camp that they did not know what their responsibilities were before the start of camp. The letter of introduction to staff says little about what the staff would be doing. The week of staff training is usually taken up with bureaucratic procedures (personnel forms, obtaining a federal driver's license, etc.) and putting the camp site in order. There is usually little or no time to organize the recreation program. Ideally, it would be better to have a week and a half or two weeks of staff training.

2. Suggestions

If more staff training is not possible, a job description should be included with the letter of introduction. A job description would acquaint the staff with their responsibilities and duties at a YCC Camp. If more information is conveyed to new staff there might be a greater chance that the staff will come to camp with ideas and materials that might be beneficial to the recreation program. This will give the staff a chance to contribute to the recreation program. (See Appendix C for letter of introduction to the staff and Appendix D, Exhibit I and II for recreation staff job descriptions.)
C. **Introduction to Enrollees**

1. **Analysis**

   It is hard to justify spending additional money to keep a Seven-Day Residential YCC Camp in operation if the enrollees do not participate in the recreation program at night and on weekends as well as in work and environmental awareness. Seven-Day Residential YCC Camps require a greater amount of money for personnel and operational costs compared to Day YCC Programs and Five-Day YCC Programs. The enrollees live at home and work 8 to 5 Monday through Friday in Day YCC Programs. In Five-Day YCC Programs the enrollees reside and work at camp Monday through Friday and go home on the weekends. Based on the number of personnel hours, it is apparent that the administration costs are much higher for a Seven-Day Camp.

2. **Suggestions**

   The camp director's letter of introduction to the enrollee should point out all the responsibilities enrollees have when they accept a position in a Seven-Day YCC Program. It is important to explain that the enrollees are expected to participate fully in all components of the program, recreation as well as work and environmental awareness.

   It is also suggested that the duties and responsibilities of the enrollees be included in the introduction letter so the parents know what is expected. This way the
parent(s) and the enrollee will have no misunderstanding if an enrollee has to be dismissed for not fulfilling his camp responsibilities. (See Appendix E for an example of an Introduction Letter to an Enrollee.)

D. Discipline Procedures

1. Analysis

Most of the time, dismissal of an enrollee is occasioned by something that happens during recreation at camp. Recreation is the most unstructured aspect of camp, leaving more time for enrollees to do unauthorized activities and to exercise their own judgment.

Dismissing an enrollee is one of the most unpleasant duties of a director. There are several reasons which require immediate dismissal such as the use of narcotics and alcohol. There are other types of behavior which require other types of disciplinary action.

No one likes to dismiss an enrollee, but if it is warranted it must be done or it will have grave effects on the authority structure of the camp and the morale of the staff. If the enrollee is not reprimanded or sent home for unwarranted behavior, then it could continue and have a snowball effect. At the same time, the staff will become frustrated because they will have little if any control of the camp situation.
Sending an enrollee home may prompt some of the other enrollees to behave. It will set an example of what will happen if there is anymore unwarranted behavior. The enrollees know it is worse to be sent home to their parents than to comply with camp procedures and rules.

2. Suggestions

Unwarranted behavior should not be ignored. If serious misbehavior occurs, one of two things should be done, probation or dismissal. If the offense is the enrollee's first minor offense, a written report (see Appendix F (should be filled out and/or the parent(s) should be contacted. The incident should be recorded in case there are other reasons for dismissal at a later date. Contacting the parent(s) might also improve the enrollee's behavior. If the same act or another offense occurs which does not warrant dismissal (or there are other extenuating circumstances), an extra work detail should be assigned to that enrollee. Failure to do the extra duty would be the cause for dismissal from the program. Sending an enrollee home could benefit the morale structure of the staff and the behavior of the enrollees.

E. Youth Leaders

1. Analysis

The youth leaders can be a real asset to the recreation program if their energy is channeled in the right
manner. The youth leader should be given more responsibility than the other enrollees. One must remember, however that the youth leaders are the same age as the rest of the enrollees and should not be put into conflicting situations. One should not involve enrollees in situations where the youth leader is confronted with the problem of being liked by the other enrollees versus being an authority figure.

2. Suggestions

Most of the precarious situations in camp develop during recreation and the youth leader should be encouraged to inform the staff when these situations could turn into problems. The staff should explain to the youth leaders that if they tell the staff about a problem in camp, the information will remain confidential. At that point the staff will take over and look into the situation.

As far as accepting responsibilities in the recreation program, youth leaders can be a real asset in the Camp Committees and the Mid-Camp Evaluation, (refer to those sections).

F. Camp Committees

1. Analysis

It has been said that the enrollees have to accept responsibility in the program and be accountable for their actions and decisions. This means that they are expected to adhere to sleeping hours and be accountable for their
performance at work. Another part of responsibility is allowing the enrollees to have some voice in the camp program. This can be done through committees. Usually a staff member and a youth leader are assigned to each committee. The enrollees are assigned to a committee based on their preference.

The staff member should act only as an organizational person with the youth leader or one of the other members of the committee being in charge. Youth leaders can be a real asset because they already know about the program and can be a source of ideas for the other enrollees.

The staff member, the youth leader, and the enrollees assigned to the committee should sit down and discuss possible changes in the camp structure and/or plan activities for the upcoming weeks. One should reemphasize that the staff member is there only as an advisor. The enrollees should feel that they have made some decisions in the camp structure, no matter how minor it might have been, and made some contribution to the recreation program.

2. Suggestions

The suggested camp committees are recreation, public relations, government, guidelines, and ideas for each committee are listed in Appendix G, Exhibits I through III.
G. Recreation Program Planning

1. Analysis

One of the most difficult parts of the recreation program is getting the enrollees to participate in the evening program after they have worked all day. The physical work that is demanded of the job is new for many of the enrollees and is especially difficult the first week. If the recreation program is going to be an established component of the YCC Program, it must start the first week. Some of the enrollees feel that they do not have to participate because they are not getting paid for it. The staff should point out to the enrollees that when they accepted the position in the Seven-Day YCC Program they were expected to participate in all phases of the program (refer to Appendix E).

Although one should allow the enrollees some free time to themselves, programed activities should be a part of the camp’s program from the very start. This way programed recreation will become an accepted part of the YCC Program from the beginning. If one is lax with recreation in the beginning, it could be most difficult to institute a program at a later date and expect the enrollees to participate.

Many of the enrollees react to the reaction program with comments such as: "Do we HAVE to do this?"; "What are we doing anyway?"; or "Why do we have to do this?" Many times this is their reaction no matter what the activity
(unless of course it is a trip to town). Trying to get the enrollees to do something, especially something different, at times is very difficult. Then once they have participated in the activity, they find out it was not so bad after all; in fact it was enjoyable.

One would like enrollees to participate in an activity because they want to, not because they have to. Sometimes they do not know what they want and have to be pushed a little before they realize the staff is not making them participate in terrible recreational activities. Having to push the enrollees into participating is probably one of the most frustrating aspects of the recreation program for the staff. It is not, however, without its rewards. It is a good feeling when the enrollees who have come back from an outing or finished an activity talk about what a great time they had. The positive feedback from these enrollees will prompt more enrollees to participate in the future.

It is important to remember that the recreational experience at camp will be a big change for many of the enrollees. There will not be any TVs, stereos, movies, pinball machines, unlimited food supply (mom's refrigerator), or the local food hangout on the strip. These things are considered to be very important to these teenagers. Although the enrollees will survive without them for eight weeks, this is still a major change in the value system to
which they were accustomed.

For some of the enrollees who live outside of town, on a ranch, or in the country, camp will not be much of a change. On the other hand, for many, camp will be an enlightening experience. Just because they are in the out-of-doors does not mean they will have an instant attraction for it. The staff must be innovative when presenting the activities to inspire the enrollees to participate.

The staff must know when to push the enrollees and when to leave them alone. They must determine when to give the enrollees time for themselves and when to require participation. One may need to make a few stringent rules, but they should be kept to a minimum. The fewer rules one has, the fewer times one may have to make exceptions to them.

2. Suggestions

a. Food is almost the number one priority with this age group. Use food to incite competition between cabins or groups of enrollees. For example, whoever wins the volleyball game receives second helpings first at dinner the following night or set up a compass course with part of their dinner or breakfast at each marker on the course. One can do endless activities with food in mind. Be creative!

b. When planning recreational activities, one should encourage the enrollees to generate enthusiasm among themselves. If it is done in this manner, the other
enrollees may respond more positively than if all the ideas always come from the recreation staff.

c. Volleyball, football, softball, and basketball are always the old standbys which get groups together. The activities are extremely good icebreakers in and between camps. The enrollees tend to feel more comfortable with activities they already know, and the competition is somewhat equal. Note the above point but not at the expense of trying some innovative games. There is a Recreation Resource Manual that was put together for the Northern Region of the Forest Service which has "New Games" and innovative "Ice-breakers" for YCC Camps.

d. It is advisable to limit in-town activities especially in the beginning of camp. If in-town activities are started in the beginning, it will become an expected form of recreation throughout camp and the enrollees might become resentful if it does not occur. This is not to say that some carefully selected activities cannot be allowed, but try to program them toward the end of camp if possible.

e. If there is a university in the area, see what type of services they have to offer. They can usually provide the same services as the private sector for less money or free in some cases. Check their film libraries, theater, equipment rental, and other services. For example, University of Montana Campus Recreation Department built a

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rope course at Lubrecht Experimental Forest which groups can go through with a trained leader for a fee.

f. It is important to plan recreation programs as soon as possible. Certain activities need to be finalized in advance if a group is concerned. Also, films must be ordered in advance and materials may need to be ordered. Ideally, it would be beneficial if someone could do some program planning a month before camp starts. This is not always possible. The planning process might be facilitated if the recreation staff from the previous year wrote down pertinent information about the recreation program, such as: people to contact, places to go in the area, addresses, etc. This would definitely decrease the time needed to put together an effective recreation program (refer to Camp Journal).
EVALUATION

Evaluation should be a continuous process integrated into the program by the camp director and the staff. Evaluation in the YCC Program should:

1. guide analysis of activities in light of overall objectives of the program as well as those of a specific activity;

2. be carried out as a continuous process according to the following scheme:
   a) implement during the planning stage,
   b) implement during the program activity,
   c) implement most thoroughly and intensely following a program activity;

3. lead to improvement rather than criticism;

4. recognize individual differences;

5. be the subject of periodic staff meetings;

6. note the differences between responses of those participants and nonparticipants;

7. be sensitive to informal evaluative expressions of participants, such as:
   a) spirit of enthusiasm,
   b) reflections of personal satisfaction,
   c) recognition of personality growth; and

8. encourage self-analysis and improvement on the part of the leader, supervisor and/or administrator.

The evaluation process should look at the work, environmental awareness, and recreation aspects of camp because of their interdependence to each other. The following is a list of suggestions which should be used to
obtain a comprehensive evaluation process which to date has not been adequately addressed to most YCC programs.

A. Staff Meetings

Staff meetings are both to ease the flow of communication and to assist in the evaluation process of the program. The staff meeting should be scheduled at a time when most of the staff can attend. (Due to the nature of the recreation program, one of the recreation staff member's days off will be the day of the staff meeting.) The best time for a staff meeting is at the end of the day before the work staff is off and the recreation staff is starting. The beginning of the week would be a good time to have a staff meeting so the staff can review the previous week, plan the current week, and plan for future weeks. In this way the whole staff will know what is happening in all phases of the camp. When the previous week is reviewed, any recommendations should be written down so they will not be forgotten and they can be included in the final camp recommendation report.

After the staff meets as a whole it will probably be necessary for the work and recreation staff to meet and discuss any details for their program. Oftentimes the staff gets so caught up with the operation of camp and implementing the program that they forget or do not allow time for staff meetings. This creates confusion around camp because every-

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one is not aware of what should be happening and of problems that have arisen. So, no matter how involved one gets, it is essential to take the time to plan, implement, and evaluate as a staff.

B. **Camp Journal**

The camp journal should be a large unlined book that is centrally located in the living area, and is always readily accessible. It should be wide open so anyone can write anything at any time to the group at large, to anyone in specific, or to themselves. It can function as a general group scrapbook containing anything pertaining to the daily activities. The function of the camp journal is threefold: 1) to provide a means for written documentation of group feelings, conclusions, discussions, field trips, etc.; 2) to document a group's accomplishments in environmental awareness and work projects during their stay; and, 3) to provide for information for future camps.

Ideas which could be included in the camp journal are: notes from an evening discussion; personal communications between people; records of field trips; drawings; plant and animal inventory; astronomical or meteorological observations; favorite sayings; good and bad jokes; and work project problems, ideas, and accomplishments. It might take some time for this journal to be implemented. There is no need to pressure anybody into making entries, one should let it take its own course.
The Camp Journal is a good place to put information about all phases of the camp program. Information that would be helpful for future camps should be written down, such as: places to go, phone numbers, people contacted, and any other pertinent information. This information will be especially valuable to new staff to the program or new staff to the area.

C. Enrollee Journal

Every staff member should set the mood by showing enrollees how to keep a daily journal and encouraging them through example. A half an hour should be set aside for reflective writing. This half hour could be a different time for each writer to maximize the thoughtfulness of the entry.

It is hoped that the journal will serve as a source for evaluating the YCC Program. One would like the enrollees to grow comfortable in sharing their written thoughts with the staff, and possibly the rest of the camp. No one is required to share his journal with anyone else, but it is hoped that they will. It is felt that enrollees will have valuable insights, opinions, and criticisms of their learning experience. The function of the enrollee's journal is threefold: 1) a daily record of experiences for the writer; 2) a means by which the writer can record and observe personal growth and change, and therefore understand learning experiences more fully; and 3) a personal medium through which the writer communicates to the staff the scope and
quality of his camp experience.

The enrollees should understand that there is no right or wrong journal entry and any request for pages not to be read will be honored. It might be helpful to have a weekly theme or topic about which the enrollees as well as the staff can write. A list of suggestions may also give the enrollees new ways to look at their thoughts (Appendix H).

D. Mid-Camp Evaluation

Although evaluation should be a continuous process, an informal evaluation process might be necessary midway through camp. However, if there are not any problems or criticisms about the camp's program, a mid-camp evaluation might only stir up problems where there were none. Sometimes problems do not occur until one dwells on the issue. So, if there are no problems and there are other avenues for gaining comments and criticisms (refer to camp journal), then a mid-camp evaluation might not be necessary. If, however, a troubled atmosphere exists in camp, a mid-camp evaluation might clear the air.

If a mid-camp evaluation session is necessary, it would be a good time to give the youth leaders some responsibilities in organizing a meeting with all the enrollees. This meeting should be held without any staff present to obtain more constructive criticism about the program. Without the staff present, the evaluation process will tend to
be more open and honest. Some enrollees will always have a complaint about something, while others will have some constructive criticism. The youth leaders can convey the information from the meeting to the staff at their next meeting.

Some complaints and problems that will arise at the meeting can be handled. Other situations that the enrollees see as problems will not be changed due to the nature of the YCC Program and its objectives. Hopefully, the meeting will act as a complaint session and a chance for the enrollees to voice any objections they might have.

Following are some guidelines that might assist the youth leaders when they conduct the meeting:

1. Make sure every enrollee gets a chance to speak. Ask some of the less outspoken enrollees if they have any thoughts about the subject.

2. If an enrollee has a complaint, ask the enrollee what they see as a possible solution to the problem. Find out how the rest of the group feels about the issue. It might be a good idea to get some type of count as to how many feel the same about the issue.

3. There are some individuals who are perpetual complainers. Make a note without using names if the same two or three people are making all the complaints or if it is a group consensus.

4. After an issue or complaint has been discussed, do not dwell on it. Change the discussion to another point or issue.
E. Final Camp Evaluation

The purpose of the final camp evaluation is to make positive changes in the YCC Program in subsequent years. The final evaluation should be submitted to the enrollees three days before graduation. It should be administered when there are no other conflicting activities. When the survey is submitted to the enrollees, tell them to answer the questions honestly and sincerely. Also, tell them that the suggestions and criticisms will help improve the program for the next year.

The forest in which the YCC camp is located assigns the work projects based on the need of that particular area. Evaluation can do little to change the type of work project. It can possibly help in the timing of certain projects and the duration of the project. (See Appendix H for Final Camp Evaluation.)

Conclusion

The diversity in the recreation program at YCC Camps depends on the expertise of the staff and the camp location. Recreation is the most unstructured component of camp which leaves more time for disruptive behavior. This is why it is important for the recreation staff to be aware of some of the problems that could occur. This paper has presented some of the problems and concerns that a camp director and the recreation director should be aware of to keep problems
to a minimum. These areas of concerns mentioned should assist new staff as well as experienced staff.

The evaluation process looks at all three components of the program. It should be implemented from the start of the camp and be carried out by the whole staff throughout the program.
Date: February 26, 1979
To: Human Resources, YCC Program
From: Sandy Miller, Graduate Student, Public Administration, University of Montana
Re: Prospectus for Internship

The intent of my internship with Human Resources YCC Program is twofold:

1. To develop a resource handbook of activities, ideas and sources of information that would be relevant to the YCC Recreation Program; (Refer to Exhibit 1 for an outline of "some" of the activities to be included).

2. To develop a detailed manual covering those aspects involved in administering an effective comprehensive Recreation Program, to date not covered in the YCC Handbook. (Refer to Exhibit II for a detailed outline).

The first objective of the internship is to compile information for the resource handbook by: 1) contacting various recreation staffs at YCC Camps and possibly YACC Camps and the Job Corp; 2) contacting persons and/or agencies with expertise in various areas involving recreation skills or activities; and 3) any other sources, books, pamphlets, etc.

The purpose of this Resource Handbook will be to accumulate programs and ideas that have been or could be effective in YCC Camps and/or other camps. There are many superb recreation leaders who would like to share their ideas and possibly gain new insights or ideas. The handbook is not to be taken as all inclusive but used as a resource to help develop a comprehensive recreation program for YCC Camps and/or other camps.

Most of my emphasis in the internship will be placed on the Resource Handbook, but at the same time, I will be gathering...
information to develop an administrative manual (stated in No. 2) to be used for my professional paper and for use in the YCC Program. It is my intent that the Administrative Manual should be completed at the end of my academic study in December of 1979.
EXHIBIT I

PROGRAM ORGANIZATIONAL CHART

WORK PROJECTS

ENVIRONMENTAL EDUCATION

RECREATIONAL PROGRAM

Non-Structured
Leisure Time

Physical
Fitness Sports
Running Softball
Exercises Football
Yoga Volleyball

Experiential
Learning
New Games Rock Climbing
Day Trips

Survival Skills
Map and Compass
Backpacking
First Aid
Wilderness Skills

Educational
Films The Arts
Arts & Crafts Dance
Theater Music
EXHIBIT II

OUTLINE FOR THE ADMINISTRATIVE MANUAL

I. Introduction
   A. Authorization for YCC Program
   B. Administrative of YCC Program
   C. YCC Administrative Organizational Chart
   D. Objectives of YCC Program
   E. Program Characteristics

II. YCC-Recreation Aspects of
   A. Recreation Concepts
      1) Guidelines
      2) Objectives
      3) Human Needs
   B. Leadership Skills
      1) Communication
      2) Motivation
      3) Group Dynamics
      4) Teaching Suggestions
   C. Job Responsibilities
      1) Group Leader
      2) Group Aides
   D. Recreation-Committee Guidelines
   E. Community-Public Relations
   F. Food Contract
   G. First Week of Orientation
   H. Role of Youth Leader

III. Recreation Program
   A. Scheduled and Non-Scheduled Leisure Time
   B. Program Organizational Chart
   C. Program
      1) General Information
      2) Comprehensive Recreation Program Concept
   D. Budget Considerations

IV. Evaluation
   A. Evaluation of Program
   B. Evaluation of Staff

Bibliography

Appendixes
APPENDIX B

CAMPS VISITED

June 26 & 27 Redlodge YCC (Contracted Forest Service Camp)
July 10    Roving YCC, between Plains and Thompson Falls
July 11    East Fork YCC by Sula
July 12    Trapper Creek Job Corp by Darby
July 19    Lolo YCC
July 26    Condon YCC

All these camps were Forest Service 7-Day Residential
(except the Job Corp) YCC Camps in Region 1 in Montana
APPENDIX C

INTRODUCTION LETTER TO STAFF

(Forest Service Letterhead)

Dear __________,

We are pleased to welcome you as a member of the YCC Staff on the _______________ National Forest.

This offer is subject to your meeting all of the requirements set forth below.

THE POSITION

The position we have for you is (name job), GS _______ at $ _____ per hour.

JOB LOCATION

The YCC Camp is located ______ (give _location)_________

REPORTING TIME, DATE AND PLACE

Please report for work at 8:00 a.m. on June ____, 19___ at (give location of reporting station).

CONTACT PERSON

Please contact ________________, Camp Director.

HOURS AND WORK WEEK

For the first week of your appointment your schedule will be Monday through Friday, 8:00 a.m., to 5:00 p.m. Beginning June ____ hours and work week will be adjusted in order to have full coverage for the camp.

DUTIES

Work will consist of leading enrollees in varied activities such as work projects, recreational experiences, environmental awareness and group living in the out-of-doors.
MEDICAL AND PHYSICAL REQUIREMENTS

You must satisfactorily pass a physical examination. The examination will be set up and administered during your first week of employment. Satisfactory results on the examination are required to remain employed in your position.

BACKGROUND INFORMATION

This job will require you to obtain a Government Chauffeur's License for passenger carrying vehicles. In order to be eligible to apply for this license you must hold a valid State Chauffeur's License. We are required to check your driving record. Your appointment is conditional based on a satisfactory driving record. This includes no more than three moving violations and/or accidents within the last five years. Each incident will be evaluated separately.

PERSONAL RESPONSIBILITIES

— You must hold a current Standard Red Cross First Aid Card.
— Do not bring a pet with you.
— You are responsible for your transportation to the reporting station. Forest Service transportation will be furnished to the actual work site.
— No firearms are allowed in camp.
— You should bring clothing and personal equipment necessary for outdoor activities, day trips, backpack trips and water-related activities.
— You also need to bring bedding and toilet articles.

HOUSING AND FOOD FACILITIES

This is a residential YCC Camp which will house enrollees ages 15 through 18. Enrollees are required to live-in seven days a week.

There will be a staff of . There will be housing accommodations for the staff at the camp; however, this is optional.

Housing available for staff members are (give description of housing units) . The cost for the accommodations will be $6.00 per 2-week pay period. You must bring your own bedding.

Meals are available at the dining room for $1.05 per meal and will be deducted from your salary.
We are asking you to return the enclosed Availability Statement, Driving Consent Form AD-184 no later than _____. If we do not hear from you by that date we will assume that you are no longer interested in this position. If you have any questions you may contact the Personnel Office, (give phone number).

Enclosed for your information, is a YCC brochure which gives you objectives of the YCC Program and a job description for your position.

Sincerely,

Employment Officer

Enclosure
APPENDIX D

Exhibit I

Job Title: Recreation Aid for YCC Program

Job Description:

1. Assist the recreation director in planning the recreation program.

2. Do any preparation work assigned by the recreation director.

3. Carry out recreational activities at night and on weekends.

4. Know all emergency procedures.

5. Will be on duty at night and on weekends with two days off during the week.

6. Responsible to the recreation director.

7. Adhere to all camp regulations and make sure all enrollees adhere to them also.

NOTE: The Camp Staff encourages you to bring any ideas, materials, and books that would assist in compiling a comprehensive recreation program. Bring any information on sports, physical fitness, dance, music, crafts, drama, history of the area, games, outdoor activities and any other pertinent subject. The staff also welcomes any expertise you might have in a particular area such as: photography, music, writing, survival skills, etc. Be prepared to try and do all with safety first in mind.
Exhibit II

Job Title: Recreation Director for YCC Program

Job Description:

1. Responsible for the overall planning, implementation and the evaluation of a comprehensive recreation program.

2. Plan weeknight and weekend activities with the assistance of the recreation aides.

3. Must plan diverse activities within the confines of the recreation budget and the ability levels of the staff.

4. Responsible for and in charge of the recreation aides.

5. In charge of assigning duties and tasks to recreation aides. Responsible for their fulfillment of these tasks.

6. Answer to the camp director and/or assistant camp director.

7. In charge when on duty in the absence of the camp director and/or assistant director.

8. Make sure you and the recreation aides are familiar with all emergency procedures.

9. Will be on duty at night and on weekends with two days off during the week.

10. Be responsible for staff coverage at camp at night and on weekends and recreational outings away from camp.

11. Besides the recreational program, you will be responsible for any group living requirement such as church, laundry, etc.

NOTE: The Camp Staff encourages you to bring any ideas, materials, and/or books that would assist in compiling a comprehensive recreation program. Bring any information on sports, physical fitness, dance, drama, crafts, games, history of the area, outdoor activities, and any other pertinent subject. The staff also welcomes any expertise you might have in a particular area such as: photography, music, writing, survival skills, etc. Be prepared to try and do all with safety first in mind.
APPENDIX E

INTRODUCTION LETTER FOR ENROLLEES

(FOREST SERVICE LETTERHEAD)

Dear Enrollee;

On behalf of the ______ National Forest and the staff of the ______ YCC Camp, I wish to welcome you as an enrollee in our 19_ Camp. In partial preparation for your eight week experience I have enclosed some items for your information and study.

You will be expected to participate fully in all aspects of camp: work, environmental awareness and recreation. The days are filled with physically demanding work in the environment with the rewards and personal satisfaction being proportionally as great. The weeknights and weekends are filled with sports, games, crafts and other programs. On weekends you will be involved in backpacking trips, fishing trips, boating trips and other activities. The recreation at camp is designed to give you a greater awareness and understanding of nature by involving you with it.

I would like to emphasize that this camp is organized as a work-learning experience. These two ideas are not necessarily independent but both require a positive attitude and willingness to fully participate. I am looking forward to an interesting, productive and meaningful summer for you. With mutual respect and cooperation we can accomplish that goal.

Sincerely,

Camp Director
General Guideline Rules

1. Attitude toward the general public is one of service and respect.

2. Recreation will be an outdoor experience.

3. Health and safety requires establishment of firm sleeping hours.

4. Off limits areas will be established and respected.

5. Personal vehicles will be parked and not used unless for special purposes with confirmed parental knowledge and permission.

6. Visitation will be limited during the summer. Under no circumstance will an enrollee be allowed to leave the camp with anyone other than a parent or guardian, unless permission is given in writing by the parent or guardian.

7. Alcoholic beverages, drugs and narcotics and firearms are forbidden. Violation will be sufficient reason for an enrollee to be terminated from the camp. Over the counter or prescription drug use must be reported.

8. Hitchhiking is not permitted.

9. YCC members are subject to federal, state and local laws and regulations. No legal assistance is provided by the YCC for misconduct or violation of the law. Arrangements for handling such incidents are the responsibility of the parent or legal guardian.

10. Disciplinary procedure will be as follows: warning, probation and release with no appeal beyond the Camp Director.

GENERAL CAMP OBJECTIVES

1. Develop positive work attitudes.

2. Make safety integral to work and recreation.

3. Instill a sense of responsibility.

4. Demonstrate the relevance of work and learning.

5. Effect positive environmental attitudes.
6. Produce a quantity and quality of work safely.

7. Create a sense of individual and group pride in accomplishments.

8. Develop a better understanding of the environment through outdoor recreational activities.

9. Practice sexual, ethnic and cultural equality.

Report to:  (give location, time and date)

(Map for location of camp)

Work Living Requirements

1. Work boots (hard toes preferred)
2. Work gloves
3. Work clothes—long sleeve shirts and no cuffs on pants
4. Swimming suit
5. Towels
6. Rain gear—of type that is easy to move and work in
7. Laundry bag and money for laundry
8. Social Security number
9. Physical form completed by physician

Recreation Equipment

Backpack trips are planned throughout the eight weeks. If you have your own equipment, we encourage you to bring it for your ease and convenience. Below is a list of equipment. This list should not be taken as all inclusive and other items thought to be necessary or useful may be brought.

1. Backpack sleeping bag (lightweight sleeping bag)
2. Backpack (preferably frame)
3. Tarp
4. Backpack tent
5. Knife

NOTE: No enrollee can be refused permission on the basis of insufficient money to be properly equipped for the YCC
Program. That is the reason that the recreational equipment is optional. It is however a good idea for those enrollees who already have the equipment to bring it because most camps have an insufficient amount of backpacking equipment and what they have is usually poor.
APPENDIX F

INCIDENT REPORT—YCC CAMP

Enrollee's Name ________________________________

Date __________________________

Time ___________________________ A.M. ______  P.M. ______

Place of Incident ________________________________

Other Enrollees Involved ________________________________

☐ Late for Work  ☐ Absent  ☐ Drugs
☐ AWOL  ☐ Non-cooperative  ☐ Smoking
☐ Insubordination  ☐ Drinking  ☐ Informal Reprimand
☐ Drinking  ☐ Open House Violation  ☐ Formal Warning
☐ Smoking  ☐ Suspension  ☐ Suspension
☐ Informal Reprimand  ☐ Termination  ☐ Termination
☐ Formal Warning  ☐ Good Performance  ☐ Good Performance

Give Details of Incident—Be Specific (Who? What? Where? When? Why?)

Action Taken or Recommended? ________________________________

__________________________________________________________

Staff Signature ________________________________

Enrollee Signature ________________________________

Director's Signature ________________________________
Recreation Committee Guidelines

Philosophy—The Youth Conservation Corps is an environmental learning and outdoor work experience. Enrollee recreation should be consistent with the total program. Recreation then should be, whenever possible, an outdoor experience.

Guidelines—1. The program budget for recreation is limited. Not expect the camp to buy your way. Consider your camp as creating or making opportunities available for you.

2. Not everyone is going to like a particular form of recreation. Understand that and seek a variety of activities.

3. Not all activities can include all enrollees at one time. Try to program an activity so that those who want to participate may. Realize also that total participation may not always be possible.

4. Not all enrollees are talented in a particular recreation activity. Your attitude should be one of encouraging participation and helping the less able to develop new skills.

Ideas—1. Contests
2. Tournaments
3. Individual Records
4. Best Teams
5. New Games
Government Committee

Exhibit II

Philosophy—The YCC Program is a work, learning and group living experience which allows the opportunity for enrollees to have input in its operation at the camp level. You should begin to assume responsibility where you are able to help determine those rules, regulations and procedures which affect the camp.

Guidelines—1. Consider the total camp in your deliberations.
2. Do not fall in "everyone wants" trap of presentation. Have facts.
3. Use civics guidelines such as: the greatest good for the greatest number, majority rules and provisions for the minority.
4. Seek not only to find fault but provide workable alternatives.
5. Remember rules you want to establish have to have enforcement, prosecution, judicial review, and penalty attached. Don't do half a job. Specify who will do what.

Ideas—1. Group living concerns
2. Scheduling of crews
3. Contact other youth groups
Safety Committee

Philosophy—The essence of any camp is its ability to provide for the human needs of those that it serves. This includes providing a safe, livable environment for all human activity.

Guidelines—1. Recognize and upgrade situations that do not meet guidelines established by OSHA and YCC Camp Safety Book.

2. Establish a no-nonsense work ethic realizing the "work" area is just that.

3. Establish acceptable safety measures for recreation time activities.

4. Be the safety conscience person of the camp.


Ideas—1. Buddy system for activities outside camp boundaries.

2. Appropriate dress for conditions and activity.


4. Award system for cabin with fewest infractions of safety code.
APPENDIX H

Below is a list of suggested weekly themes or topics which the enrollee could write about in their journal.

Opposites Journal: Use two columns to plot out two sides or a conflict, problem or analysis of something. Choose headings that fit your day. For Example: likes/dislikes, strengths/weaknesses, pros/cons, approach/avoid . . .

Newspaper Journal: Journal entry should be written to resemble a newspaper story. It should have a headline and a detailed story describing an imagined or an actual accident.

Questions Journal: Record a series of questions which come to mind or which are raised by others during the day. There may or may not be answers. This might be an ongoing, all-day entry.

Strictly Business Journal: Organize your journal entry into three parts: main events, predominating thoughts and feelings, dreams and fantasies.

Conflict Journal: Describe some of the circumstances surrounding any conflicts you witnessed or were involved in during the day. What were the causes? How did you react? Was the conflict resolved? If not, could it have been resolved and how?

Success Journal: List the successful days you have had lately and identify the things that "made your day."

Affirmation Journal: Record the nice things done for you today, or said about you by others. How does it make you feel about yourself and others?

"I GOTTA BE ME" Journal: Keep a record of how and where you show your individuality.
Role Play Journal: Review your day in search of the times and situations when you were pretending, playing a role rather than being openly and honestly you.

Special Moments Journal: List the persons and situations that evoked affectionate thoughts because they were pleasant, intimate or thoughtful.

Dream Journal: What was your dream? Why did you have it? What things from your daily life show up in your dreams? What might the dream mean?

Poetry Journal: Capture the day or an experience in the images of poetry.


Need and Wants Journal: Divide your page into three columns with the headings: I realize that I need . . . ; I realize that I am . . .

Go to ____ Journal: Some people and some situations spawn anger and even hatred. Keeping a record may reveal a pattern.

Bad Day Journal: This is a record of events on a day when it seems it would have been better to have stayed in bed.
APPENDIX I

YCC FINAL CAMP EVALUATION

1. Did you have a chance to experience different types of activities? What experience did you like most in any aspect of camp?

2. What work project did you like the most? The least? Why?

3. If you could change any procedure in the work activity, what would you have changed and why?

4. What environmental awareness session did you like the most? The least? Why?

5. What did you like most about the recreation program? Why?

6. What did you like least about the recreation program? Why?

7. What would you have added to the program if one need not be concerned about the cost?

Would you pay for the activity yourself?

Would you pay half of the cost if the Forest Service subsidized the rest?
8. What would you add to the program realizing budget restraints?

9. Add any additional comments or criticisms about any aspect of the YCC Program.