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AN ANALYSIS OF THE EDUCATIONAL PROGRAM
AT THE WEST VIRGINIA FORESTRY CAMP
FOR YOUTHFUL MALE OFFENDERS

A Thesis
Presented to
the Faculty of the School of Education
Marshall University


In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

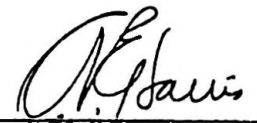
by
Joseph Martin Hickman
August 1961

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as meeting the research requirement for the master's degree.

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Dean of Graduate School

140681

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Special appreciation is expressed to the authors wife who patiently lent encouragement and assistance where needed.

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CHAPTER I

INTRODUCTION

Through the course of history, cultures have been confronted with the problem of penalizing deviant or delinquent youths. In comparatively recent years an emphasis has been placed on salvaging and rehabilitating the youthful offenders. In keeping with this trend, West Virginia, in 1955, began a forestry camp program for rehabilitating young male delinquents. This program was designed to develop self-discipline, and thus enable youths to re-enter society in a desirably productive capacity.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to analyze the four-fold educational program at the West Virginia Forestry Camp for Boys, at Davis, Tucker County, West Virginia. The facets of the program are: (1) work, (2) recreation, (3) counseling or guidance, and (4) formal education. The stated objectives of this study are: (1) to discern the extent and scope of the rehabilitation program; and (2) to determine if the educational needs of the young men are being met.

Contributions of the present study. As this is an initial study of the West Virginia Forestry Camp, it may serve both to provide explanatory data concerning that institution and to be the basis for further studies which may be made there. Secondly, some insight will be shed by the study upon the adequacy of the rehabilitation program.

II. DEFINITIONS OF TERMS USED

Juvenile offender, or juvenile delinquent. In this study the terms juvenile offender and juvenile delinquent are used synonymously to refer to any youth between the ages of 16 and 21, who has either confessed or been found guilty by a court, of a crime other than one of capital magnitude.

Discharge. The term discharge refers to the returning home of the juvenile offender after full completion of the time for which he was sentenced to the camp.

Self-discipline. Self-discipline is used to refer to that inner quality of being able to keep one's self within the bounds set by society.

Curriculum. Curriculum refers to the incorporation of the four facets of the rehabilitation program by considering them as integral parts of the camp's teaching-learning experience.

III. THE THESIS

Procedures and techniques. Some difficulties in procedures and techniques were encountered because of total lack of factual published data about the camp in Tucker County. Information for this research was obtained through the use of tests, questionnaires and personal interviews.

Intelligence test. The test used to obtain intelligence scores was the "Detroit General Intelligence Examination," Form A, Grades 7 to 12, revised in 1954.¹ This examination involves verbal and non-verbal factors. The nature of the test allows the examiner to arrive at a score based either on reading or non-reading ability or on a combination of the two. Harry J. Baker, Ph.D., Divisional Director of Psychological Clinic and Paul H. Voelkner, M.A., Director of Special Education of Public Schools, Detroit, Michigan, used 45,000 cases in establishing the norms for this test.

Achievement test. For obtaining data concerning grade achievement, the "Stanford Achievement Test," Form J,

¹Harry J. Baker, Ph.D. and Paul H. Voelker, M.A., Detroit General Intelligence Examination, Form A, Grades 7 to 12. Bloomington, Illinois: Public School Publishing Company, Revised 1954.)

published in 1953, was used.² The intermediate battery (grades 5-6) was given in preference to the advanced battery (grades 7-8-9) on the basis of a calculated guess that despite the chronological age of the boys being tested, their scholastic attainment or age would be lower.

Both of the tests that were administered were the property of the forestry camp. Before this study it had not been common procedure to obtain a record of achievement level of new committals.

The questionnaire used in getting information concerning the interests and past history of the boys was formulated for that specific purpose by the author. A similarly constructed questionnaire was used for obtaining information from camps in other states. Copies of these questionnaires may be found in Appendix A. Table X., Appendix B, presents a general resume of the characteristics of the other camps in the United States.

Data concerning the various portions of the camp program was acquired by means of personal interviews with

²Truman L. Kelley and others, Stanford Achievement Test, Intermediate Form J, Grades 5-6, (Yonkers-on-Hudson, New York and Chicago, Illinois: World Book Company, 1953.)

the camp superintendent, educational-guidance director, and physical education instructor.

The research disclosed that the camp records of the more than 400 boys who had been committed between 1955 and 1960 contained very little data pertinent to this study.

The constant influx and outgo of young men in the camp, occasioned by discharges and committals, made the task of testing and questioning more difficult than it would have been under more stable circumstances.

The attitude of the boys being studied was generally cooperative.

Brief summary of findings. The content of this study deals with the history of the West Virginia State Forestry Camp for Boys from its establishment in 1955 until January 1960. It will be found that information for this study is based largely on tests and interviews given to only a small group of boys present at the camp during the winter of 1959-1960.

It was found that the forestry camp had more aspects of being a work camp than it had of being a well coordinated rehabilitation program.

CHAPTER II

THE RESEARCH

I. LEGAL MACHINERY AND HISTORY OF THE CAMP

To achieve the proper perspective from which to view the current status of the Forestry Camp, it was necessary for the author to examine the legal measures establishing it. On March 15, 1955 the West Virginia Legislature amended the state code by adding Article 4 to Chapter 25. This article provided for the establishment of "forestry camps to operate in connection with the state penal system in order to provide appropriate facilities for housing of youthful offenders who are amenable to discipline other than closed confinement."³ Therefore, the prescribed purpose of such camps was to segregate offending youths as to capabilities, interests, and ability to accept responsibility; and to encourage self-discipline.⁴

Ultimate supervision of the camps was placed by the lawmakers under the state board of control. With the responsibilities of acquiring land, directing construction

³A. Hewson Michie (ed.) and others, The West Virginia Code of 1955, The General Laws of West Virginia to and Including the Legislative Session of 1955, Complete Annotations, Vol. I (Charlottesville, Virginia: The Michie Company, Law Publishers, 1955), parag. 2625~~4~~ (1).

⁴Ibid.

of buildings and maintenance, this agency also provides for the employment of a professional staff and other needed personnel.⁵

Although the amendment to the state code allowed the construction of camps, at present, only one such institution has been established. It is located in Blackwater Falls State Park in Tucker County and is one mile from Davis, West Virginia.

The law provided for the camp a professional staff, consisting of a superintendent and a probation officer "who shall both have the minimum qualifications of a college degree with a major in social studies or a kindred field"; an educational director, qualified to teach in West Virginia secondary schools; and a physical education director. Clerical, maintenance, kitchen, etc., personnel may be employed as the need arises.⁶

In light of these provisions for personnel authorized by law, Table I. shows the positions presently occupied.

⁵Michie (ed.), *Op. Cit.*, The West Virginia Code of 1955, Vol. I., parag. 2625b (2) and parag. 2625c (3).

⁶Michie (ed.), *Op. Cit.*, The West Virginia Code of 1955, Vol. I., parag. 2625d (4) and parag. 2625e (5).

TABLE I
THE ROSTER OF STAFF POSITIONS
AND THE NUMBER OF EMPLOYEES
IN EACH POSITION

POSITION	No.
Superintendent	1
Educational-guidance Director	1
Business Manager	1
Secretary	1
Physical Education Director	1
Inventory Clerk	1
*Matron	1
Cooks	3
**Commanders	5
Maintenance men	2
***Relief man	<u>1</u>
Total	18

*The responsibilities of the matron are to mend clothing and to supervise the laundry.

**The major responsibility of the commanders is to supervise the boys in the barracks.

***The relief man acts in the capacity of a substitute commander.

It may be noted there is now no probation officer employed at the camp. The absence of a probation officer has caused difficulties and inefficiencies in the operation of the camp that will be noted later in this study. The lack of medical personnel and those qualified to give religious guidance is somewhat compensated for by taking boys off camp premises for medical and dental care; and by regular visits from a Protestant minister from nearby Davis who serves as camp chaplain.

The physical facilities of the camp include eleven buildings in use and a twelfth near completion. The structures are similar in design and are built of what appears to be a type of plywood sheeting, painted a dark green, trimmed in white. These buildings face an asphalt pavement "square." The buildings are used for barracks, dining hall, laundry, storage, a residence, and a staff office. The asphalt square provides an efficient approach to any part of the camp.

Also found on the grounds is an outdoor basketball court and an adjoining field that may be used for football or softball.

II. THOSE ELIGIBLE FOR COMMITMENT

The legal provision for committal to the West Virginia forestry camp states, "The Judge of any court, with original criminal jurisdiction, or any juvenile court, may suspend the imposition of sentence of any male youth convicted or pleading guilty to a criminal offense, other than a capital offense, who has attained his sixteenth birthday but has not reached his twenty-first birthday at the time of commission of the crime, and commit him to the custody of the West Virginia board of control to be assigned to the forestry camp."⁷ The period of confinement shall be a minimum of one year and not exceed two years.

If, in the opinion of the camp superintendent, a boy is not a suitable person for such a camp, he will be returned to the court of committal for re-sentencing. Youths afflicted with communicable diseases, feeble mindedness, mental illness, and psychotic, homosexual and arsonist tendencies are not eligible for admission to the forestry camp.⁸

⁷Michie, op. cit., parag. 2625f (6)

⁸Ibid., parag. 2625g.

A major significance of being committed to the forestry camp is that the offender, although relatively confined, has a greater freedom than if he were placed in a penal institution; and upon discharge from camp the stigma of a criminal record does not go with him.

From December, 1955, through January, 1960, some 420 cases were available concerning those committed to the Tucker County site. Table II. shows the frequency of committals.

During a period of four years from January, 1956, until December, 1959, the average number of committals received was 8 per month. The fewest admitted during any one month was 2, and the largest number entering in a single month was 23. The most common frequency was seven per month. The yearly gross enrollment average was 101. However, this tends to be misleading since the capacity of the camp was 87. The frequent fluctuation because of committals and discharges kept the camp population considerably below what the yearly average gross enrollment would indicate. The winter that this study was made (1959-1960), the number of youths actively enrolled was 60 to 70.

All of those committed do not complete their sentences with an honorable record. Table III. shows the percentage figures of the number who completed their sentences and returned home, presumably rehabilitated.

TABLE II
 SHOWS NUMBER OF LOYS
 COMMITTED PER MONTH
 FROM DECEMBER 1955 - JANUARY 1960

TOTAL YEARLY COMMITTALS
 AND ACCUMULATIVE MONTHLY COMMITTALS

MONTH	1955	1956	1957	1958	1959	1960	TOTAL PER MONTH
1			10	15	13	4	42
2		2	10	12	7		31
3		2	7	7	13		29
4		3	5	6	8		22
5		7	17	17	14		55
6		7	10	23	6		46
7		7	17	15	6		45
8		2	4	21	3		36
9		4	8	12	8		32
10		3	6	4	5		18
11		4	11	10	6		31
12	1	5	6	2	9		23
TOTAL YEARLY COMMITTALS	1	52	111	144	98	4	410
							INSUFFICIENT DATA 10
							TOTAL 420

TABLE III

PERCENTAGE FIGURES
FOR SUCCESSFUL AND UNSUCCESSFUL
CAMP COMPETITOR LISTED OF 420 CASES
FROM DECEMBER 1955 TO JANUARY 1960

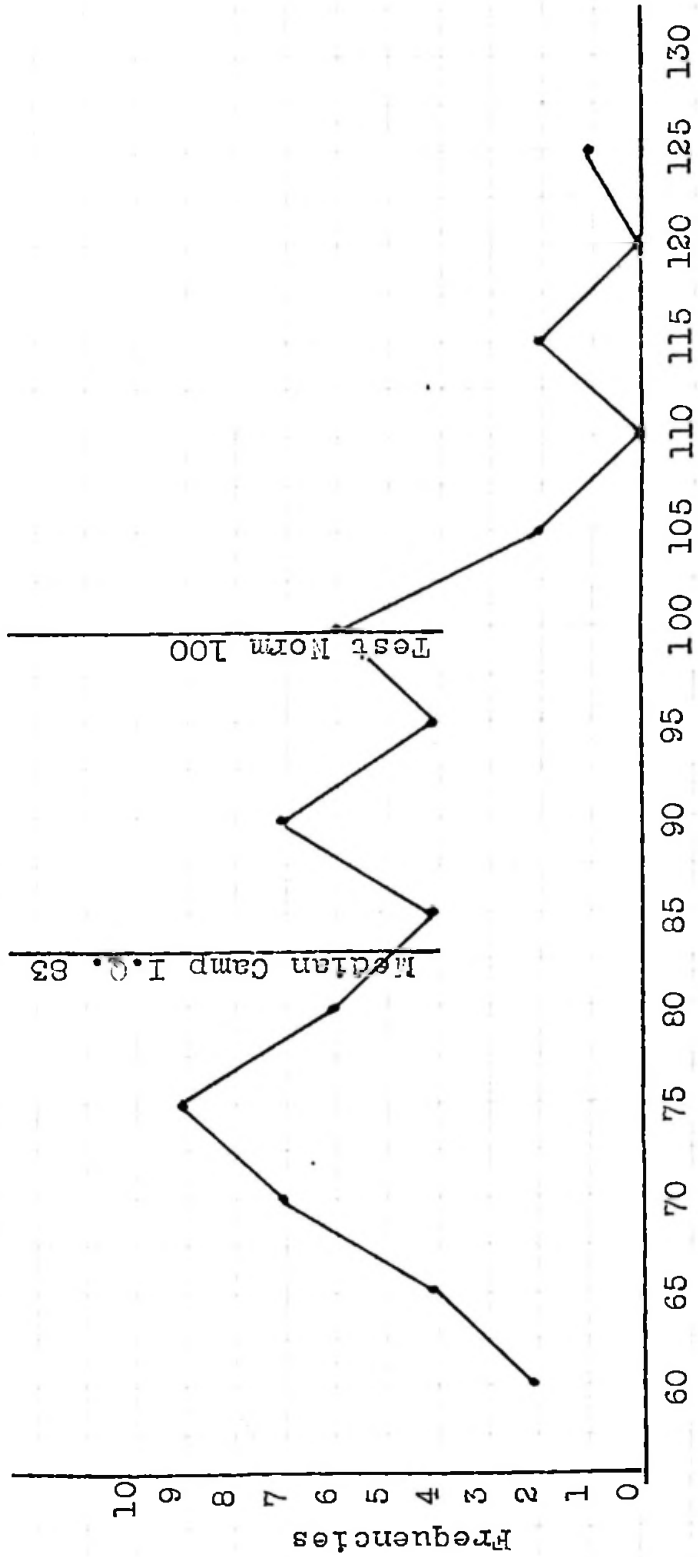
54 %	Returned home - honorably discharged
16 %	Presently in camp
<hr/>	
70 %	Sub-total. Possible per cent of 420 who could receive honorable discharge
18 %	Ran off - consequently returned to court of committal
2 %	Sent from camp to court of committal for various reasons
10 %	Insufficient data to determine what became of them
<hr/>	
100 %	TOTAL

III. SCHOLASTIC AND EDUCATIONAL

The testing carried out at the camp was done with the purpose of obtaining a picture of the educational characteristics of the youths who have been committed to the camp. In this somewhat limited study, group testing was the procedure dictated by twin necessities: time and expense. It is understood that a more comprehensive survey should employ individual testing techniques.

The Detroit General Intelligence test was administered to 55 boys in groups, all under 20 in number. For the purpose of illustration the test score was converted to the more easily understood intelligence quotient, or "I.Q."

Upon examining the combined results of both the language and non-language facets of the test it was found that the spread of 128-65 was the most "normal" aspect of the scores. The median score was 83, some seventeen points below the median expectancy of 100. It was discovered that the third quartile fell 4.5 points below the 100 mark, at 95.5. Percentage-wise a small 20 per cent of the 55 cases fell at or above the 100 point. Figure 1. illustrates the frequencies of cases in relation to scores. The high frequency for results falling below the test norm of 100 would indicate the predominance of a sub-normal intelligence



I.Q. Scores .

FIGURE 1

I.Q. SCORES AND FREQUENCIES
 BASED ON RESULTS OF DETROIT
 GENERAL INTELLIGENCE EXAMINATIONS

for the 55 cases tested.

Reading difficulties had a negative influence in some instances. For this reason, the general score derived from both segments of the test was compared to scores derived from the non-language portion. Table IV. illustrates this comparison. It can readily be seen that of the 55 cases, 37 showed some gain; in 16 cases there was a drop in score, while 2 scores remained unchanged. The most appreciable increase was a rise of 24 points from a rating of 98 to one of 122. The greatest drop was one of 15 points, lowering the score from 99 to 84.

In spite of some significant individual gains in score in the non-language portion, the general upward trend for the group was not noteworthy as the median point shifted upward a scant 4 points from 83 to 87.

In addition to the intelligence data recorded for 55 of the camp committals, grade placement or achievement records were obtained for 63 cases. This testing was administered in November of 1959.

Unlike the method employed in giving the intelligence examination the Stanford Achievement Test was given to the entire group en masse in three testing periods.

TABLE IV

THE DIFFERENTIAL EXISTING BETWEEN INTELLIGENCE QUOTIENTS
 DERIVED FROM THE DETROIT GENERAL INTELLIGENCE EXAMINATION
 USING 55 CASES AS COMPARED TO THOSE DERIVED
 FROM NON-LANGUAGE FACTORS

GENERAL I.Q.	NON-LANGUAGE	DIFFERENCE
98	122	24
105	127	22
66	86	20
72	100	18
78	96	18
104	121	17
93	110	17
103	119	16
79	94	15
88	103	15
73	87	14
97	121	14
63	74	11
92	103	11
89	100	11
104	114	10
63	73	10
77	87	10
95	103	8
75	83	8
128	135	7
93	100	7
94	101	7
89	95	6
94	100	6
73	79	6
66	71	5
84	89	5
69	73	4
115	119	4
72	75	3
109	111	2
82	84	2
84	86	2
76	78	2

TABLE IV (continued)

GENERAL I.Q.	NON-LANGUAGE	DIFFERENCE
92	93	1
72	73	1
75	75	0
78	78	0
101	100	- 1
68	67	- 1
74	73	- 1
80	79	- 1
74	72	- 2
84	82	- 2
118	116	- 2
103	101	- 2
87	84	- 3
77	74	- 3
91	87	- 4
82	77	- 5
102	97	- 5
76	70	- 6
71	64	- 7
99	84	-15

Median Non-language I.Q. 87

Median General I.Q. -83

Difference 4

Number of cases where increase was found
in I.Q. score when language factor was removed, 37

Number of cases where decrease was found
in I.Q. score when language factor was removed. 16

Number of cases in which there was no
change. 2

Subject matter areas tested were:

1. Reading
 - (a) Paragraph meaning
 - (b) Word meaning
2. Spelling
3. Language
4. Arithmetic
 - (a) Reasoning
 - (b) Computation
5. Social Studies
6. Science

In considering the results of the various segments of this test it was believed that the varied scholastic backgrounds and age levels of the inmates would tend to influence any expected "normalcy" in results in terms of test norms.

Here, as in the case of the intelligence scores, the raw score was interpreted in terms more readily understood, in this instance, "grade placement."

It was discovered in examining the test battery results that the median point was 7.0. The lowest test average was 3.9, the highest, 9.9. The placements were thus distributed over a six year period.

Table V. reveals the median score for the various portions of the test as compared with the results of the test in its entirety.

Figure 2. presents a graphic representation of the results of four portions of the test: reading, arithmetic, social studies, and science. These four segments were chosen for consideration because of the importance each has in the daily camp routine. The two sections excluded were spelling and language, since they are of lesser significance in camp life. Although there is a definite lack of any normal frequency pattern, there are tendencies toward converging at various grade levels. However, it is doubtful if in most instances, the number of cases present at any given point would warrant the organization of a class. The results as revealed in Figure 2. are significant in that the need for individual instruction may be readily discerned.

Although it was not the purpose of this study to denote individual cases, a point of interest may be discovered in comparing 22 individual "I.Q." results with the same individuals' average achievement records. Because of discharge or other reasons, only 22 boys took part in both testing periods. Figure 3. using a scatter graph, illustrates the comparison of status of achievement with intelligence

TABLE V

GIVES TABULATION GROUP MEDIAN SCORES
FOR SEPARATION SECTIONS OF THE ACHIEVEMENT
TEST ADMINISTERED TO 63 BOYS

SECTION	MEDIAN SCORE	HIGH	LOW	SPREAD OF YEARS
Reading	6.9	11.0	3.5	7.5
Spelling	6.2	11.7	3.1	8.6
Language	5.0	9.0	1.2	7.8
Arithmetic	6.2	9.0	3.5	5.5
Social Studies	7.0	10.5	4.0	6.5
Science	8.0	11.0	3.0	8.0
TOTAL TEST	7.0	9.9	3.9	6.0

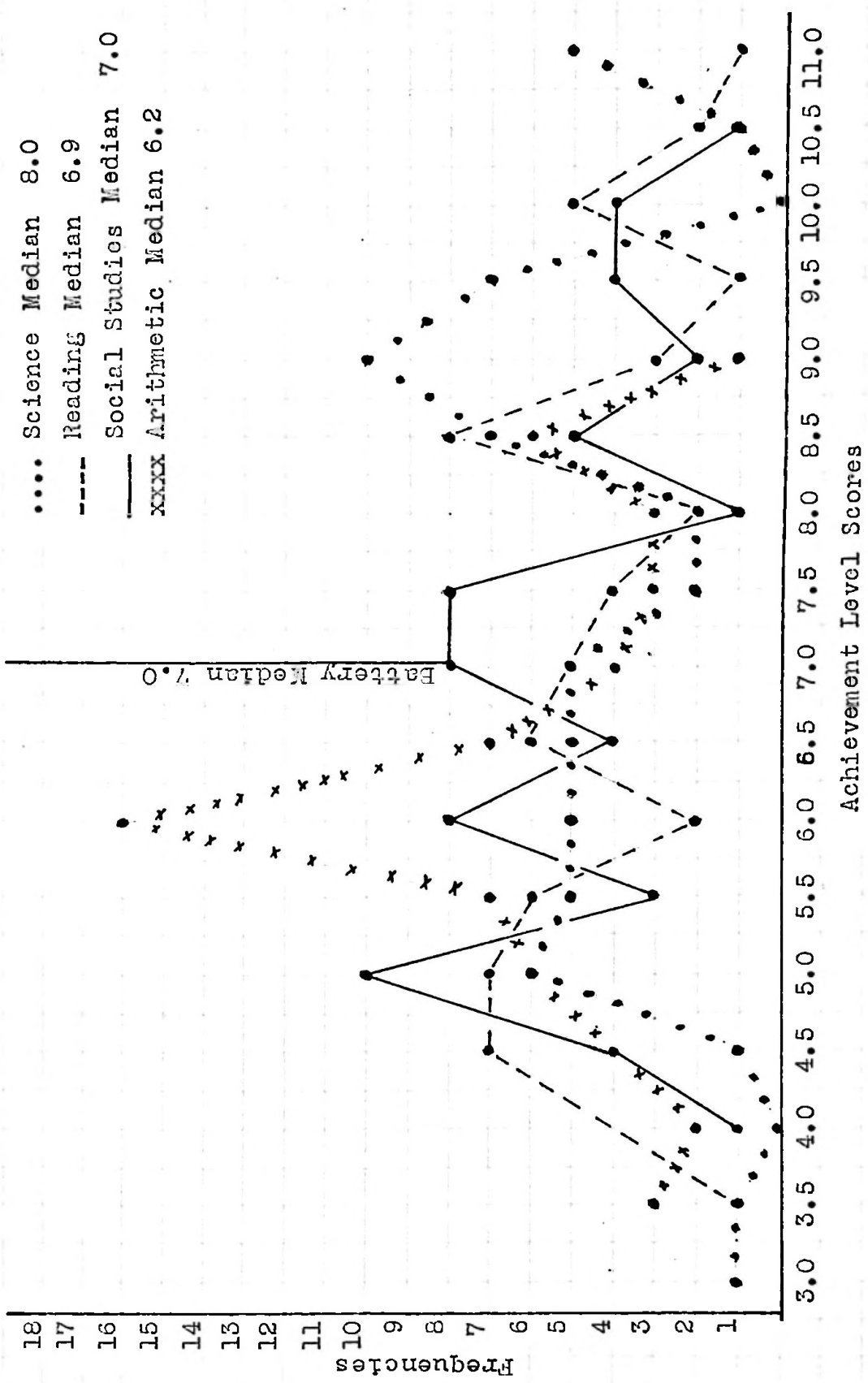


FIGURE 2

GRAPHIC REPRESENTATION OF THE RESULTS OF FOUR SUBJECTS
OF THE ACHIEVEMENT TEST GIVEN TO 65 BOYS

score. The two median points plotted for achievement need not be confusing if one considers that the 7.0 mark places the median at the point reached by the camp as a group. The remaining line is merely a point of speculation as 9.0 is the median grade completed by the boys tested while in public schools. The two medians plotted on the intelligence portion of the graph indicated first, the median based on the camp record, and, second, the norm set forth by the test.

It may be seen that some 45.45 per cent of the cases cited fell below the camp medians in both instances, as would normally be anticipated.

The number of cases which fell above the camp achievement median while remaining below the intelligence median was 9.09 per cent. A similar percentage remained below the achievement median while surpassing the intelligence median. A total of 36.37 per cent of the cases recorded placed above the camp median in achievement and intelligence scores; while 13.64 per cent of the 22 cases rose to, or above, the super-imposed achievement median of 9.0 and 100, the norm for the intelligence scores.

Figure 3. indicates both a predominance of sub-normal results in achievement and in intelligence scores for the group cited.

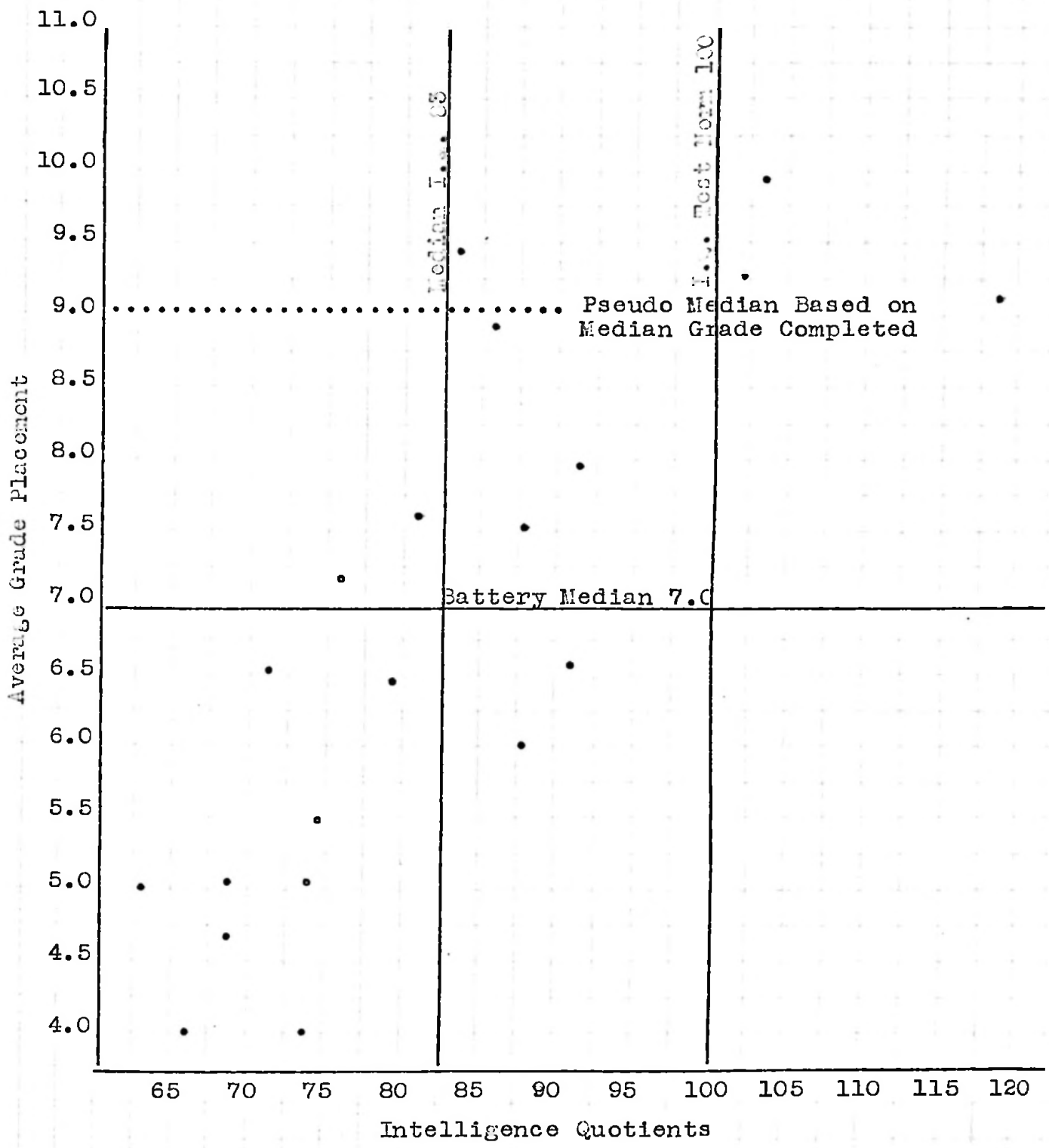


FIGURE 3

THE RELATIONSHIP BETWEEN GENERAL I.Q.
AND MEDIAN GRADE ACHIEVEMENT
FOR TWENTY-TWO BOYS

IV. QUESTIONNAIRES

To further establish educational characteristic patterns of the youths committed to the forestry camp, it was discovered by means of a questionnaire that of a group of 66 boys only one had completed secondary school. He had done so while serving in the armed services.

Various reasons for withdrawing from school are cited in Table VI. It would be well to consider the tendency toward retardation in examining the reasons for leaving school. Reasons quoted for dropping out of classes revealed that 87 per cent of the boys withdrew for purposes connected with discontentment in the school situation.

Of the group surveyed, 22 had not advanced in formal school work beyond the eighth grade. Five of the group had completed the sixth grade. Nine had gone through the seventh grade, and eight had dropped out of school at the end of the eighth grade. Of those entering high school, twenty quit at the end of the ninth year, thirteen completed the tenth year, and ten completed their schooling at the end of the eleventh year. The median grade completed by the group in question was 9.0 with a spread in grades ranging from the sixth to the eleventh, or five years.

In order to determine future educational desires of those surveyed, the question of how many were interested

TABLE VI

REASONS GIVEN BY 66 CASES
FOR DROPPING OUT OF SCHOOL

Percentages

28.7	Did not like school
10.6	Wanted to earn income--did not have funds to continue
9.9	Did not like teachers
9.9	Sent to camp while in school
7.5	Expelled or otherwise forced to drop out
4.6	No reason or no answer given
4.6	Combination of two or more of the above
4.6	Was not liked by fellow students
1.5	Joined armed forces
1.5	Illness
1.5	Wanted to quit
13.6	No specific reasons given

100.0	TOTAL
-------	-------

in completing school after discharge was asked. The answers were as follows:

35 cases	No desire to return
25 cases	Wished to complete
5 cases	Did not know, or gave no answer
<u>1 case</u>	Finished school in Air Force
TOTAL	66 cases

Further study of the 25 boys giving an affirmative answer revealed their median age to be 17 and the median grade completed as 8.5. In this light the actual probability of them returning to public school was apt to be slight, since in many instances the boy would reach the age of 18 before discharge from the camp. He then would no doubt be required to enter school in the eighth grade.

Because of the year of absence from school and the certain anticipated difficulties in re-entering because of that absence, the query was made as to the number of boys interested in attending classes at camp if credit were given.

It was of interest to note that the median grade completed by the group desiring to attend classes at camp but not interested in returning to public school was 8.5, or the same as that of the group wishing to re-enter school upon discharge. The median age was 18 as

compared with that of 17 of the former group. This meant that if many of these boys were to re-enter school they would have to do so after attaining the age of 19. It is conceivable that a young man might consider enrolling in camp classes under such circumstances, and at the same time not be interested in re-enrolling in public school. On the other hand, the six boys who had expressed interest in returning to school but had no desire to attend classes at camp had a group grade attainment median of 9.5 while the median age was 17. The comparison here is that of re-entering school at the secondary level at the age of 17 or 18 as compared with entering in the final year of elementary school, at the age of 18 or 19.

If high school credit were offered for classes taken while at camp, in some instances a boy might return to public school having fallen behind his classmates but little. This, however, was not the case when this study commenced in September, 1959, as classes were not being offered. Some subjects were offered shortly thereafter.

When the scholastic facet of the rehabilitation program was established in the fall of 1959, it was found void of overt objectives. Although the camp structure by nature infers certain educational objectives, the lack of stated goals was believed to be a detriment.

In examining the four portions of the program it was found that three portions of the camp program: work, recreation, and guidance, were of activity or problem nature. The scholastic phase was inconsistently established on a subject matter basis. A problem centered "school" program would not only be more consistent with the remainder of the program but also would have facilitated meeting the needs of the wide discrepancies in intelligence and achievement.

In analyzing the physical aspects of the scholastic program the need for an educational room was apparent. The dining hall was being used for that purpose. Textbooks and other instructional materials were for all practical purposes not available.

The administrative matter of scheduling time for classwork resulted in a hit or miss proposition. The scholastic program was conducted in the evenings after work had been completed. Frequently classes could not get under way until after 8 o'clock and were over by 10 o'clock. In light of a five day week this situation limited instructional time to approximately ten hours a week.

The presentation of subject matter emphasized reading, writing, and arithmetic, with some offerings in spelling and typing.

The wide variances in achievement and intelligence made it necessary to instruct on many levels, ranging from grade one to grade ten.

A weakening factor to the formal educational portion of the program was enrollment. It was here that the educational director was not certain if a youth could be compelled to attend classes. Although the legislature provided for an educational director and specified that schooling should be a part of the rehabilitation program, no mention was made as to whether a boy having passed the compulsory attendance age could be made to attend classes. Classes were offered on a voluntary basis. As the camp was designed for youths between the ages of sixteen and twenty-one it is well within the realm of possibility that for any given time none of those present at the camp would attend classes.

The arrangement for class enrollment on a voluntary basis apparently carried the connotation of voluntary attention and respect for subjects being discussed.

Publication of a camp newspaper took on several educational characteristics. This publication provided the boys with an opportunity to express themselves verbally. It was an encouragement to the creative youth, for it was here

that he had an opportunity to publish his ideas, in the form of poems, jokes, or short stories. Several of the boys had an opportunity to serve as reporters thus giving them the experience of interviewing and reporting items concerning visitors to the camp, new committals, or newly employed staff personnel. Paralleling this experience was the practical experience of typing copy and running off duplicates of the paper.

It was the opinion of the educational director, that serving also as guidance director was a detriment to the educational program. This can be understood in a situation where nearly all teaching is remedial, and needs for counseling are apt to be chronic. Consequently, a major weakness in the educational program was lack of personnel.

Guidance was not readily distinguishable from the other three facets of the camp program. Here again the camp paper took on the important roll of helping newcomers to orientate themselves with their new surroundings. It also served as an introductory implement for new boys to the remainder of the camp.

Good, or bad, informal counseling took place constantly between all members of the staff and the boys in the camp.

When questioning a group of 66 boys concerning the individual, formal guidance program it was discovered that 44 per cent sought counseling concerning personal or camp problems from either the guidance director or the camp superintendent. Thirty-six per cent stated that they did not seek professional counseling when confronted with difficulties. The remainder either gave no answer or sought counseling on occasions.

In regard to group counseling, 18 of the 66 queried, said that they participated in group discussions about camp and personal problems. Thirty-two stated that they did not participate in any fashion, while one of the group took part in discussions at times. Of the group, 12 refrained from answering. "Bull sessions" with friends were considered group counseling by 3 who were queried.

It may be pointed out that of those participating in individual conferences, 15 did not take part in group sessions, while 7 who had not sought personal counseling did attend group meetings. This would indicate that at least 36 of the group participated in conferences of some sort.

When asked whether or not they found the sessions beneficial, 24 considered them so. Nineteen thought them to be of no value. Twenty-two refrained from answering and

one was uncertain. Of the 22 who gave no answer, 8 had not asked for counseling in any way.

In discussing guidance, the influence held by camp commanders cannot be easily dismissed. It was the responsibility of these men to supervise the boys in and around the camp and remain in the barracks with them throughout the night.

The difficulty in determining how many boys were influenced by commanders would bear out the necessity of employing only men of the highest caliber and training. This of course would also be applicable for the physical education director as well as for all staff members.

V. RECREATION

The recreational aspect of the camp program may be discussed in the light of athletic and non-athletic activities. It was with the former activities that this study was first concerned.

Of the group asked, 53.16 per cent stated that they took part in the recreational program offered, while 34.84 per cent did not participate. The remaining 9 per cent declined to answer. Of those who participated in the athletic program, 62.85 per cent had some team affiliation.

In comparing these figures with the athletic participation in public schools it was found that 59.09 per cent did take advantage of the public school sports program and

40.91 per cent did not. These figures tended to be consistent with camp participation. However, 94.87 per cent of those who took part in school athletics were affiliated with some team, as compared to 62.85 per cent at camp. Sports having a predominance of frequencies for high school participation were football, basketball, and baseball, with track, softball and swimming mentioned by a few.

Although attempts were made to organize intra-camp teams, the almost total lack of equipment proved to be a deterrent. When equipment was available, however, organized softball games were frequently held with teams from nearby communities lending opposition. A short-lived attempt at football took place in the fall of 1959 when the donor of uniforms, a state institution of higher learning, recalled the equipment.

On the grounds there was an outdoor basketball court and a softball field, but they were frequently vacant for want of equipment. Perhaps the most successful facet of the athletic program was swimming. It was estimated by camp authorities that when weather was suitable, between 90 and 100 per cent of the boys took part in this activity.

Since there was no gymnasium or indoor athletic facilities the physical education program was virtually nil during inclement weather.

Recreation activities other than athletic were more constant. Movies of a commercial nature were shown periodically. Two television sets were available for the boys' use. Radios were also in use. A piano which the boys might play was available. A meager library of 52 volumes provided a limited amount of reading for those interested. Craft-work in plastic weaving and leather was provided for those interested.

Recreation activities in the athletic and non-athletic areas, like classwork, operated on a voluntary basis. Therefore, it can be understood that the two facets of the camp program, "schooling" and "recreation" may at times have been in conflict.

VI. WORK PROGRAM

It was found upon examination that the work portion of the rehabilitation program was the most adequately organized of the four areas here discussed. Although stated objectives were lacking, such understood goals as honor, leadership, cooperation, and self-reliance in the work program were clearly implied. Further stability was added to this portion of the program in the concreteness of having a job to do and doing it. A system, or progression of, job promotion, as it were, contributed to the orderliness of the work program. Upon entering camp, a youth was assigned to a conservation commission detail. While

working for the conservation commission the youth did various jobs around the park, such as trail and road building, stone crushing, general maintenance and beautification of the park, helping to maintain the cabins in the camping area. These jobs were supervised by members of the conservation corps. Boys received remuneration of ten cents a day for the first month, twenty cents a day for the second month, thirty cents a day for the third month, and thirty cents a day thereafter.

Time spent with the conservation commission was a period of trial and testing. If a boy showed a particular needed ability and was cooperative he was removed from the conservation crew and placed on a job in or around the camp proper. For this, he received twenty-five cents a day. Boys showing particular leadership ability were chosen as work crew leaders. For this additional responsibility they received forty cents a day.

Sometimes work details were taken away from the park area.

An evaluation system was developed for the boys' cooperativeness while working. It was the responsibility of the job foreman of a work detail to submit a report about the boys under his authority. The report was more subjective than objective in nature, and was based on symbols not unlike those used in some elementary school systems. Symbols

used and the interpretation for each were:

O = Outstanding

S = Satisfactory

U = Unsatisfactory

R = Return

"R's" or "Return's" in a composite of three constituted a boy's referral to the court of committal for resentencing. An accumulation of five "U's" resulted in one "R", an "R" also might be given in lieu of any other grade.

Throughout Blackwater Falls State Park was found evidence of the quality of work these young men did. Landscaping, stone masonry, trail making, done by the boys at the forestry camp, have, in the opinion of this author, done much to beautify this scenic location.

The question of the camp providing job training was found to be only incidental to the job a boy was given to do.

Table VII. gives the opinions of 14 boys concerning job training and job procurement. This information was the only results obtained from questionnaires sent to 75 discharged boys. The true value lies in the realization that once a boy leaves the camp, further contact with him is either difficult to achieve or impossible. The position of probation officer which remains vacant should, if

TABLE VII

THIS TABLE REFLECTS THE TYPE OF JOB TRAINING
AND JOB PROCUREMENT 14 BOYS RECEIVED AT THE CAMP

	Yes	No	Indefinite
1. Did you have any training at camp that helped you to find a job?	3	10	1
2. Would you have been interested in learning a trade at camp?	13	1	
3. Did you receive any aid in getting a job?	13	1	

It would appear from these figures that occupational training and job securement were not considered an important part of the camp program.

When a group of 63 boys present at the camp was asked if they felt the present work they were engaged in would help in later job obtainment, 41, as compared with 22, believed that it would.

Examining Table VIII., which shows a list of jobs held by boys before committal to camp, it was noted that unemployment was most frequent, with only a few occupations listed that could be considered adequate for earning a livelihood.

Table IX. shows future occupational choice. As can be seen, the trend in future choice emphasized the need for practical training in such areas as construction, truck driving, and mechanics.

This need for practical job training was further substantiated by the comparison of general intelligence as compared to non-language intelligence in Table IV., pages 15a and 15b. It was found in this comparison that in 37 out of 55 cases when language factors were removed, intelligence scores increased. The significance was that the majority of the boys tested had leanings toward mechanical rather than linguistic activities.

TABLE VIII

OCCUPATIONAL STATUS PRIOR TO
BEING COMMITTED TO CAMP
AS GIVEN BY 66 BOYS

Was not employed (stated)	5
No answer given	5
Was not employed, therefore no answer given	19
Farm	3
Mines	3
Lumber	2
Dock boy for trucking company	1
Projectionists	1
Supermarket carry-out boy	1
Janitor	2
Hospital orderly	1
Odd jobs	1
Pottery worker	1
Shoeshine stand	1
Pool room	1
Sheet metal	1
Writer - bus boy, etc.	1
Golf course	1
Domestic	1
Poultry MK	1
Construction	6
Service Station	3
Truck driver	3
Dance band	1
Bowling alley	1
<hr/>	
Number employed <u> 37 </u>	Not employed <u> 24 </u>

TABLE IX

FUTURE JOB PREFERENCE
AS EXPRESSED BY 66 BOYS

Bicycle repair	1
Mining	2
Mechanics	8
Machinist	1
News paper	1
Hospital orderly	1
Leather craft	1
Construction	8
Truck driver	5
Farm	1
Iron work	1
Armed forces	2
Lumber	1
Delivery work	1
State road	4
Musical	2
Bowling alley	2
Sheet metal	1
Barber	1
Bell hop	1
Service station	1
Electric lineman	1
No preference	6
None	4
No answer	3
Good paying	1
Special no preference	8
*Combination	

Special no preference: Answer not complete but showed
desire to get job - was interested in studying a trade

*Combination of trades: Carpentry, stone mason, etc.

CHAPTER III.

RECOMMENDATIONS AND CONCLUSIONS

The conclusions of this study first denoted certain significant inconsistencies embodied in the legal machinery of the camp. The first of these inconsistencies had to do with the status of the camp as an educational institution. Since one of the four functions of the camp was to provide schooling for the boys committed, it might be assumed that the program was under the direction of the state educational system. However, the omission of making mention of the camp in the state school law indicated the non-existence of a relationship between the two.

In regard to this situation the author recommended that the educational program of the forestry camp be placed under the supervision of an educational body, such as the state board of education.

A second inconsistency was found in the stated required qualifications for an instructor or teacher. It was said that the position "shall be occupied by a person qualified to teach in West Virginia secondary schools." The findings of this study indicated that the instructional level of the boys involved required a teacher with elementary training.

For this reason the author suggested that the teacher qualification be altered to that of elementary rather than secondary.

A maximum commitment of two years infers that rehabilitation is a goal obtainable within that period. This obviously cannot always be the case. This inconsistency might be rectified by commitments being made for a minimum length of sentence with the emphasis on rehabilitation rather than on a maximum confinement period.

As for the general rehabilitation program it was believed that the recognition of the four factors: work, recreation, school, and guidance, as separate entities has had a weakening effect upon the program. Therefore it was recommended by the writer that the four segments be coordinated and each employed to compliment more effective rehabilitation.

In the light of this suggested coordination, the need for common purposes and objectives arose. It may be concluded from the study that the need for focusing the intent of the organization was most urgent. The goals of the camp were for the most part in the collective minds of the staff. Resignations, leaves of absence, or dismissals from the staff, therefore have had a direct influence upon the program. This situation should not

exist. It could be rectified by making clear exactly the purposes and objectives of the camp.

From these purposes and objectives could develop a unified curriculum embodying the four facets of the camp program. It was believed that a problem-center curriculum based on the needs of the boys present would offer a possible solution to the situation. In this program a maximum of individual attention would be directed toward channeling boys into experiences which would enable them to re-enter society as productive citizens. Vocational experiences would be offered along with the communicative skills needed to become proficient in a chosen occupational area.

In further regard to the program it should be made clear that committals take part in all facets of the program and not merely the work program. As for the recreational portion it was suggested that adequate supplies be made available to enable each boy to become proficient in at least one sport, such as swimming, archery, checkers, hand ball, or the like.

In addition to a capacity for some athletic activity, boys would be given an opportunity to develop a skill in some area he might choose as a hobby, such as model building, leathercraft, or woodworking.

The lack of background information concerning each boy

has hindered and will continue to hinder the rehabilitation program. A recommendation therefore would be to fill the vacant position of probation officer and establish relations with the home and community of each boy committed. Comprehensive data should be gathered concerning his past schooling, home life, occupation, and community life. Upon arrival at camp, individual testing should take place to determine grade achievement, intelligence quotient, aptitude, and interests. Such data would be employed by the education co-ordinator to place the boy in those activities best suited to meet his personal needs. Upon discharge it should be the further duty of the probation officer to aid in job placement or referral to a trade school for further development of skills if necessary. The channel of guidance should be kept open to any boy being discharged from the camp.

As previously noted, housing consisted of barracks under the supervision of untrained personnel.

It was the author's belief that housing in smaller groups of ten or twelve under the supervision of a trained counselor where group counseling could be continuous would present a more effective program.

Finally it is recommended that a pilot study be started at the West Virginia forestry camp. Such a program

would expedite the recommendations stated above. The pilot program would be limited to a small group of 10 to 15 boys. Comprehensive records would be compiled concerning each one prior to committal, as well as complete records about camp achievement. Follow up studies after discharge would continue to implement rehabilitation by aiding in job securement and said adjustment.

This pilot project should be continued over a period of perhaps 3 to 5 years and should terminate with a comprehensive evaluation to determine the advisability of permanent adoption of the pilot study as the pattern of organization.

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BIBLIOGRAPHY

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EXPLANATION

In the following pages are the three questionnaires used in this study. Questionnaire 1 was employed at the camp to obtain information from boys in residence. Questionnaire 2 was mailed to 75 discharged boys and because of meager response, the results were considered insignificant and were referred to only once in the research. Questionnaire 3 was sent to 35 camps for youthful offenders throughout the United States. Twenty-three responses were obtained from these. However, there was some ambiguity in replies concerning educational medians in at least thirteen cases. Because of this, comparisons with similar camps was not developed as had been originally planned.

Questionnaire 1

Given to Boys in Camp

1. How old were you on your last birthday? _____
2. Did you finish school? _____
3. If you did not finish school what was the last grade you completed? _____
4. Why did you quit school?
 - A. I was failing
 - B. I did not like the teachers
 - C. I did not like school
 - D. Other reasons: _____
5. If you had quit school, were you working? _____
6. If you were working, what was your occupation?

7. Do you plan to finish school when you leave camp?

8. Would you be interested in taking courses at camp if you were given high school credit for them?

9. Do you plan to get a job when you leave camp? _____
10. What kind of a job would you be interested in?

11. Would you be interested in learning a trade at camp? _____

12. What kind of trade are you interested in? _____

13. Do you believe that the work you do in camp will enable you to obtain employment when you leave? _____
14. Would you use a camp library if there were one? _____
15. Do you take part in the recreational program at camp? _____
16. Do you play on any athletic teams? _____
17. Do you take part in sports in school? _____
18. Were you on any athletic teams in school? _____
19. What kind of teams did you play on? _____
20. Do you go to Mr. Gibson or Mr. Parks when you have a problem that is bothering you? _____
21. Do you participate in group discussions about camp and personal problems? _____
22. Do you find them helpful? _____
23. Do you have any suggestions about ways to make a better school program in the camp? _____

QUESTIONNAIRE 2
Mailed to 75 Discharged Boys

1. Are you now employed? Yes _____ No _____
2. If employed how long after being discharged did you get employment? _____
3. What is your present occupation? _____
4. How long have you been working at your present job? _____

5. Did you have any training at camp that helps you in your work? Yes _____ NO _____
6. Did the camp officials help you in getting your job? Yes _____ No _____
7. Would you have been interested in learning a trade at camp had the opportunity been offered you? Yes ___ No ___
8. What trade would you have been interested in? _____
9. Had you finished school upon entering the camp? _____
Yes _____ No _____
10. Did you have an opportunity to take classes while at camp? Yes _____ No _____
11. If you did not, would you have attended classes if you had had the opportunity? Yes _____ No _____
12. If you did, what classes did you attend?
13. Did you go back to school after being discharged from camp? Yes _____ No _____
14. Did you have an opportunity to participate in any form of sports while at camp? Yes _____ No _____

15. Did you have an opportunity to read for leisure?

Yes _____ No _____

16. Did you get to participate in crafts, that is, plastic weaving, leather work, etc.? Yes _____ No _____

17. Did you go to Mr. Parks or other camp officials for guidance in solving your personal problems?

Yes _____ No _____

18. List the jobs you worked at during your stay at camp.

19. List suggestions that you believe would better the camp.

QUESTIONNAIRE 3
Mailed to camps in other states

1. How many boys can your camp accommodate? _____
2. How many boys do you presently have? _____
3. What is the age stipulation for admittance to the camp?

4. What is the average age of the boys in the camp? _____
5. What is the average schooling attained by the boys
before being committed to the camp? _____
6. How many boys had quit school before commitment to the
camp? _____
7. Among the boys at the camp what is the most predominant
age for quitting school? _____
8. What is the compulsory school age of your state? _____
9. Does your institution offer a scholastic program which
permits the boys to continue their schooling while in
camp? _____
10. Are the boys required to attend classes? _____
11. If so, how often? _____
12. What is the median reading achievement level of the boys
in the camp? _____
13. What is the median educational achievement level of
the boys? _____
14. Is the educational program in any way under the
jurisdiction of the state board of education? _____

15. If so, in what way? _____

16. Number of instructors per pupil? _____
17. Amount spent per child yearly on education. _____
18. Is there a vocational training program? _____
19. Do you help place the boys in suitable occupations
upon dismissal from camp? _____

Basic Interview Questions
Used for 16 interviews with Staff Members

Concerning Staff:

1. Number now employed_____.
2. Positions
 - A. _____
 - B. _____
 - C. _____
 - D. _____
 - E. _____
 - F. _____
 - G. _____
 - H. _____

Concerning camp facilities:

1. Numbers of buildings and what each is used for.

Concerning work program.

1. In what types of work do the boys participate?

A. _____	D. _____
B. _____	E. _____
C. _____	F. _____
2. How are they chosen for work details?
3. Is there any direct effort to teach boys occupational skills?

4. Do the boys work in all regions of the state park?
 5. You once spoke of a type of "Honor" work system? What is the criterion for this system?
 6. What is the wage given boys in camp?
 7. What are some of the major jobs the boys have worked on since the camp started?
 - A. _____
 - B. _____
 - C. _____
- Others:

Concerning those committed.

1. When was the first boy committed? _____
2. From that date until January 1, 1961, how many boys have been in camp? _____
3. What is the capacity of the camp? _____
4. Would you say that the group tested during the winter 1959-60 is representative of an "average" camp population?

Questions concerning educational system.

1. What were some of the problems confronted in organizing a plan of study?
 - A. _____
 - B. _____
 - C. _____
 - D. _____
 - Others _____

2. What were the proposed educational objectives of the camp curriculum?

3. What subjects were taught and on what grade level?

4. Did all boys attend class? How many attended?

5. Was regular school credit awarded for completion of class work?

6. What was the typical classroom attitude?

7. What tests are given

Concerning Physical Education and Recreation.

1. What sports are available?

Football _____

Basketball _____

Baseball _____

Softball _____

Pingpong _____

Swimming _____

Others _____

2. Do teams have an opportunity to compete? If so, with whom?

3. How is equipment obtained?

4. What play areas are available? Gym, football, etc.?

5. How many boys participate? Are the same boys usually in all activities?

6. Are daily calisthenics part of the program? _____

7. What are some of the objectives in having sports at the camp?

8. Do you have any recommendations for bettering the program?
9. Is there television in camp? If so, how many?
10. Are there camp movies? _____
A. Who chooses them? _____
B. Are they of a commercial nature? _____
C. Are there any themes avoided in choosing films? _____
D. Where are films shown? _____
E. Do all boys attend? _____
11. What crafts are available?
12. Is there a camp library? _____
A. How many volumes? _____
B. Who supplies the books? _____
13. Are boys allowed visitors from home? _____
A. How often?
14. Are they permitted furloughs? _____
A. How often? _____

15. Are there any other forms of recreation at the camp not mentioned above?

A. _____

B. _____

C. _____

Others _____

Concerning religion

1. Are boys permitted to attend religious services? _____

2. How frequently are they held? _____

3. Is there more than one denomination represented in the serving of the boys?

4. May a boy receive religious counseling if he wishes it?

5. What is the regular attendance at services? _____

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EXPLANATION

The purpose of Table X in this appendix is to relate general knowledge concerning similar forestry camps located in other states. In a review of the correspondence received from other camps the statement that certain information was an estimation, made the compilation of data either inconclusive or of little value. It is for this reason that the more general information in Table X is presented.

Table XI. gives an insight into the counties sending boys to the forestry camp. It is significant in that further records of this nature might aid in determining the location of new camps.

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION
WASHINGTON 25, D. C.

63

COPY

Children's Bureau

March 17, 1960

In Reply
Refer to 12:JD

Mr. Joseph M. Hickman
107 High Street
Sistersville, W. Va.

Dear Mr. Hickman:

Enclosed is a listing on forestry camps for delinquent boys that was extracted from the January 29, 1959 Congressional Record. This listing will provide you with the type of information that you desire.

Sincerely yours,

George H. Weber
Consultant on Diagnostic and Clinical
Treatment Services in Institutions
Technical Aid Branch
Division of Juvenile Delinquency
Service

Enclosure

TABLE X
EXHIBIT B
THE LIBRARY OF CONGRESS, LEGISLATIVE REFERENCE SERVICE
SUBSIDIZED WORK PROGRAMS FOR YOUTH
DELINQUENT FORESTRY CAMPS

State	Program	Information	Sponsor	Enroll	Eligible	Age	Stay	Program	Cost
California	3 State	Children's Bureau Washington, D.C. Probation Dept.	Calif. Youth Authority Prob. Dept	99		16-19		Reforestation	\$60 P
	26 County	L.R.S. Survey	"	16-90	Juvenile	13-17	Year	school-work	250 S
	Ranch School	"	County	86	do	15-18	do	Dairy, kit.	"
	Los Priestos	"	"	59	"	"	"	work-school	\$75 P
	Racho Del C.	"	"	90	"	"	"	Maintenanch Coun	
Illinois	Twin Pines	"	"	18-35	"	16-19	"	work-school	C & S
	5 State C	Childrens Bur.	Youth Comm.	42	Youth C.	16	"	Forest work	
	Palisades St	L.R.S. Survey	St. Ill.	26	Honor	"	"	State Parks	Tax
	Forestry C	"	"	175	"	"	"	Conservation	"
	Forestry	"	Welfare	26-30	"	"	"	"	Gen
Maryland	3 State	"	"	30	St. Sch.	16	"	Reforestation	Cons
	Green Ridge	"	"	"	"	"	"	"	Loan
	Lonaconing	"	"	25	"	"	"	"	
New Germany	2 State	Childrens Bur.	St. Correct- ions & Con- servation	90	"	17-24	"	Park Improve	
	2 State	"	Conservation	60	"	"	"	"	
Minnesota	2 State	"	"	60	"	18-21	"	Reforestation	100,
	Forestry	L.R.S. Survey	"	60	"	16-17	"	Manufacturing	000
New Mex.	Willow River	"	"	50-60	Court	15-17	"	Part time sch.	yea
	1 camp	Childrens Bur.	St. Boys Sch	25	"	16-18	"	Camp const.	\$M.
New York	Forestry	"	"	20	S. Sch.	"	"	"	
	2 camp	"	St. Correction	50	"	16-18	"	Park Dev.	
Ohio	2 camp	"	"	60	"	16-18	"	"	
	2 camp	"	St. Maclaren Sc.	25	"	"	"	"	
Oregon	2 camp	"	Pa. Train. Sc	20	Behavior	15-18	"	school-work	
	2 camps	"	Pub. Wel.	20	Adjudicate	"	"	Road Const.	
Penn.	Youth For.	LRS Survey	Ind. School	20	"	16-18	"	"	
	1 day camp	Shildrens Bur.	"	12	"	"	"	"	
Utah	1 per.	"	Rehabilitate	14	"	"	"	"	
	1 camp	"	Dept. Institu & Welfare	32	Court	"	"	"	50¢ day
Wash.	Cedar Creek	LRS Survey	U.S. Bur. Prison	60	"	"	"	Firefighting Camp Devel.	
	1 camp	Childrens Bur.	St. D.P.A.	75	"	"	"	Recreation Rep.	Le
Federal	"	"	"	15	"	"	"	"	
	Salt Lake C.	Nat. C.L.Com.	"	"	"	"	"	"	

*Accomplishments expected--Rehabilitation, Good Work Habits, Preparole training

TABLE XI

65

420 COMMITTEALS DIVIDED AS TO
COUNTY OF ORIGINAL JURISDICTION
DECEMBER 1955 - JANUARY 1960

COUNTIES	NUMBER OF BOYS COMMITTED
Barbour	1
Boone	1
Braxton	2
Cabell	22
Calhoun	1
Clay	2
Fayette	37
Grant	1
Hampshire	7
Harrison	12
Kanawha	.121
Lewis	5
Lincoln	1
Logan	4
Marion	7
Mason	1
McDowell	27
Mercer	25

TABLE XI (continued)

COUNTIES	NUMBER OF LOYS COMMITTED
Mineral	6
Mingo	16
Monongahela	1
Nicholas	11
Ohio	9
Pleasants	3
Preston	6
Raleigh	12
Randolph	5
Roane	5
Summers	1
Taylor	9
Tucker	1
Upshur	4
Wayne	12
Wood	34
Wyoming	6
Not Specified	2
	<u>420</u> TOTAL

SUMMARY

This study revealed that the West Virginia Forestry Camp has in its legal machinery the purpose of rehabilitating male juvenile offenders between the ages of 16 and 21. However, no overt statements of educational objectives were found in the rehabilitative program.

Tests revealed both a low intelligence level and a low grade achievement level among the cases examined.

Questionnaires made known the desire of many of the committals to take part in vocational training at camp. This means of inquiry also made known the reluctance of several boys to participate in any portion of the camp program except the work program which was mandatory.

Lack of co-ordination, it was discovered, brought the various segments of the program into occasional conflict as to allotment of time and the acquisition of interest of those being presumably rehabilitated.

