

THE BULLETIN of the NATIONAL ASSOCIATION OF SECOND-SCHOOL PRINCIPALS

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Page 1

YOUTH AND WORK OPPORTUNITIES

A NATIONAL YOUTH COUNCIL, composed of representatives of the Federal Government, the State Governments, and the National Association of Manufacturers, has been organized to study the problem of youth unemployment and to make recommendations to the Federal Government.

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SERVICE ORGAN
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A MANUAL containing descriptions of a number of selected school-aid projects and a few resident centers sponsored by the National Youth Administration, and giving information on the youth problem and its relationship to secondary education.

Compiled and edited by

PAUL B. JACOBSON

*Principal, The University High School
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THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Published by

THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

H. V. CHURCH, Executive Secretary
5835 Kimbark Avenue, Chicago

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By PAUL B. JACOBSON

A MANUAL containing descriptions of a number of selected school-aid projects and a few resident centers sponsored by the National Youth Administration, and giving information on the youth problem and its relationship to secondary education.

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Published by the National Association of Secondary-School Principals, 1940

Foreword

THE NATIONAL ASSOCIATION of Secondary-School Principals has prepared *Youth and Work Opportunities*—an issue of THE BULLETIN in which are presented selected practices in inaugurating and supervising N.Y.A. student aid in individual secondary schools—in the expectation that high-school principals may find among these practices examples which may be used locally in administering the N.Y.A. program. In some instances, the illustrated practices may be even more desirable for the schools and communities in which similar projects will be carried out than have been some of those completed in the past. In addition, certain materials which bear on the problems of youth and their induction into employment are included in order to show the close relationship of the N.Y.A. program and the problems of secondary education. It is to be hoped that in the future the National Youth Administration will be considered more as an educational agency than merely as an agency to alleviate human want, important though that function is.

The school has a responsibility to train youth to understand and cherish the democratic Nation in which they live. In addition, it has the responsibility of preparing them for self-supporting citizenship in society. In many instances this demands facilities for work experience which the schools do not now possess. At the present time the Federal Government through the N.Y.A. is supplementing the school's offering with work experience for thousands of young people for whom society at the moment has no place. This program may be considered entirely educational in that it helps prepare youth to take their places as economically self-sufficient citizens.

As the educational possibilities of the N.Y.A. program, both in student aid for high-school pupils and works centers for out-of-school youth, are more generally recognized, it is desirable and inevitable that the National Youth Administration and the school administrators should work more closely together in performing their complementary functions.

AUBREY WILLIAMS, *Administrator*
National Youth Administration

Acknowledgment

Youth and Work Opportunities was conceived at a conference of high-school principals and state administrators of the National Youth Administration called by Aubrey Williams and Charles H. Judd to meet in Chicago in December, 1939.

Mr. Judd, director of Related Training in the N.Y.A., furnished the major inspiration for this issue of *THE BULLETIN*. He fired all who attended the conference with the importance of a work program for youth, both in and out of school. In addition, he contributed a chapter. Also many other people contributed to *THE BULLETIN*. Floyd W. Reeves and his colleagues in the American Youth Commission, Howard M. Bell and Kenneth Holland, provided two chapters. The state administrators, listed below, and their assistants were most coöperative in supplying information: J. W. Hull, Arkansas; Robert W. Burns, California; D. B. Lasseter, Georgia; Lawrence J. Schmidt, deputy administrator, Illinois; Anne Laughlin, Kansas; Robert K. Salyers, Kentucky; Charles G. Hewitt, Maine; Orin W. Kaye, Michigan; Chester B. Lund, Minnesota; Harold C. Bingham, New Hampshire; Karl D. Hesley, New York State; S. Burns Weston, Ohio; Ivan Munro, Oregon; J. C. Kellam, Texas; Wilford G. Frischknecht, Utah; Walter S. Newman, Virginia; and John Lasher, Wisconsin.

In addition R. B. McHenry supplied information about the program in North Carolina. A description of the coöperative program in Detroit was supplied by W. E. Gleason. Superintendent Ben G. Graham forwarded a description of the program in Pittsburgh. Assistant Superintendent John J. Cory furnished the information on the Civilian Conservation Corps enrollees who are carrying courses in public high schools in Colorado and Wyoming. Acknowledgment to individuals who contributed information on specific resident centers is made throughout Chapter VI. Aubrey Williams, administrator of the National Youth Administration, gave generous support to the undertaking and prepared the Foreword.

Thelma McKelvey, special assistant in the N.Y.A. office in Washington, was most helpful in furnishing the statistical materials in Chapter IV. She also furnished financial data and made the original contact with the state administrators. Jessie Thomas, office of the executive secretary of the National Association of Secondary-School Principals, furnished valuable editorial assistance.

PAUL B. JACOBSON

April 1, 1940

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CHAPTER I

The Needs of Youth in Modern America

FLOYD W. REEVES and HOWARD M. BELL

THE DEVELOPMENT and administration of a program capable of meeting the needs of youth in modern America demand the active and sympathetic participation of all agencies, both public and private, that are concerned with the welfare of young people. In the achievement of this goal, no force can be more powerful and no influence more constructive than that which can be exerted by the Nation's twenty-five thousand secondary schools.

For the past five years, the staff of the American Youth Commission has been studying this somewhat nebulous thing known as the youth problem. This study has resulted in the definition of specific problem areas, each of which represents an urgent need which is not being adequately met by existing agencies and programs.

EMPLOYMENT

So far as young people between the ages of sixteen and twenty-four are concerned, the outstanding need is unquestionably one of finding jobs. It is true, of course, that the misfortune of enforced idleness has been visited upon persons of all ages, both old and young. It is equally true, however, that the incidence of unemployment is considerably higher among youth than it is among the older workers in the labor market. While only 20 per cent of the Nation's available workers were, in 1937, classified as totally unemployed or engaged in emergency work, 30 per cent of the youth in the Nation's labor market were similarly classified. Not because it is unique, but because of its relative intensity is unemployment rightly considered a youth problem.

No individual or agency seriously concerned with the welfare of young people will be impelled to wish these facts of arithmetic away. There are, at present, about four million youth in America for whom neither private industry, the work program of the National Youth Administration, nor other public work programs have found a place. There seems to be little prospect, at least in the near future, that private industry will be able to absorb them, especially so long as millions of adult workers remain unemployed. This leaves us with two alternatives: we can either provide these young people with socially useful and educationally valuable types of work at public expense, or we can ignore their needs and take the inevitable consequences.

To speak dogmatically on the nature of these consequences would be both dangerous and presumptuous. It is neither dangerous nor presumptuous, however, to suggest that frustration and bitterness are not the kind of feelings which generate a faith in democratic institutions or an eagerness to support and defend them. Yet frustration and bitterness are the inevitable consequences of enforced idleness. A person can ignore, for a time, the suggestions that he is unneeded and unwanted. Sooner or later he begins to believe it. When he does, it is natural that he should look hopefully to social nostrums and the rosy promises of political medicine men. In fact, he will, in time, welcome any change, political, social, or economic, which promises him an escape from the spiritual disintegration of idleness. Our investigations have shown that he may even prefer the bitter and wasteful stimulation of war to the hopeless apathy of a park bench.

The members of the American Youth Commission are united in their conviction that time, effort, and money spent in alleviating the severity of the problem of unemployment among youth will pay gratifying high returns, both now and in the years to come. They have recommended, therefore, that local and state governments collaborate with the Federal Government in providing useful, productive, and educationally valuable employment opportunities for the four million American youth who, at present, are unable to find jobs in either private enterprises or existing public work programs. These recommendations are briefly presented in *A Program of Action for American Youth* which can be had by addressing the Commission's central office in Washington.

EDUCATION

A little over a century ago the American people took their initial step toward the realization of the splendid ideal of universal free education. Since assuming this unprecedented public obligation, great progress has been made. On the elementary level, the obligation has been all but fulfilled. As a national average, 65 per cent of our youth of high-school age are enrolled in our secondary schools. This is progress to which we, as a Nation, can point with justifiable pride.

Yet, despite this progress, a careful examination of the situation reveals facts which are capable of putting an end to any smugness or complacency we may have. For example, we still have in this country nearly a million children of elementary-school age who are not enrolled in any school. We have, as citizens, more than three million adults who cannot read or write. Half the young people who have left school have not finished the ninth grade.

There is a good deal of dubious logic in the assumption that nine years of schooling can prepare youth for effective living and give them what they need to participate effectively in the activities of a democracy. So far as logic goes, it is on a par with the assumption that hard work can be done on a subsistence diet.

To bring about a more reasonable equalization of educational opportunity for all youth, regardless of the state in which they live or the station to which they were born, many constructive steps have already been taken and others are proposed. Noteworthy among those already taken is the student-aid program of the National Youth Administration. This program strives, with a wholly inadequate budget, to provide modest financial assistance without which thousands of our poorer boys and girls would be unable to take advantage of existing educational facilities. Such a program is wholly consistent with the purpose of those who originally conceived the ideal of universal free education for American youth. It tends, in a small way, to introduce intellectual capacity, instead of economic advantage, as the selective principle which should operate to fix the character of our secondary-school and college populations.

The eradication, or at least the lessening, of inequalities of educational opportunity among the boys and girls of all economic levels constitutes only a part of the job of bringing democracy to education. We must also face the task of lifting the quality and amount of schooling now being offered by many of our less prosperous states and certain of the areas within each state. So long as intrastate and interstate mobility remains one of the outstanding characteristics of our people, the quality of schooling received by the youth in any part of the Nation becomes the concern of Americans everywhere.

It would thus seem well worth our time to consider every acceptable step which might lead to an increase in the quantity and an improvement of the quality of schooling in all the areas of the Nation, particularly those whose tax resources are exceptionally inadequate. One of these steps might well be one which leads eventually to the combination of small independent local school districts into larger and more effective units. More than half of the one hundred twenty thousand local school districts in the Nation support and administer only a single one-teacher school. The American Youth Commission strongly believes that if the total number of school districts in the United States were reduced to a few thousand at most, the quality of schooling for millions of children could be vastly improved.

The difference in the capacity of various school districts to provide adequate educational facilities from their own resources are dramatically illustrated by the conditions existing in at least one state. In some of the

districts in this state the amount of money that can be raised and spent per pupil is one hundred times as much as other districts can afford.

One way to escape the social consequences of these unjust and injurious inequalities is to provide state aid for the districts of relatively small resources. In state aid as it is now administered, however, there are two outstanding needs which must be met. First, the distribution of state funds should be made not only on the basis of population but also on the basis of a district's tax resources. Second, in many states the funds available for state aid should be substantially increased.

In view of the great differences in the financial capacity of the several states to support education, the Commission believes that a certain amount of federal aid will be necessary if we are to approximate our ideal of equal educational opportunity for all. It is recognized that such aid should be utilized for local needs and jealously guarded against federal interference.

It is unrealistic to think of the provision of such aid as largess from the rich to the poor. As previously suggested, many of the children educated and reared in less prosperous areas will later live, work, and vote in states and cities far from their places of birth. Their education is clearly a national concern.

OCCUPATIONAL ADJUSTMENT

While it is possible and, for purposes of discussion, highly desirable, to break the youth problem down into its several aspects, it is important to keep in mind the fact that these "problem areas" are all parts of a single whole. They are inseparably related to each other. This close relationship becomes particularly obvious in any consideration of occupational adjustment.

The problem of adjusting individual interests, abilities, and aptitudes to the requirements of occupations or occupational fields is one which all workers must face. For many reasons, however, it is essentially a problem of youth.

For almost two years, the American Youth Commission collaborated with the United States Employment Service in exploring the whole field of occupational adjustment. This coöperative project produced a large body of information which has been exceedingly valuable to us in our efforts to understand the essentials involved in the planning and development of community adjustment programs. A report on this project is now being prepared and should be available about June of this year.

Among other things, we learned that the overwhelming majority of young people (97 per cent of the sixteen-year-olds) could not, as new applicants in the public employment service, be given any kind of occupa-

tional classification based upon work done or training received. As they graduated or withdrew from their schools, only a small minority left with a knowledge of their basic occupational potentialities. And an equally small minority had anything like a clear understanding of the economic and occupational realities of this "world of work." As they appeared in the junior divisions of public employment offices, or on the various work projects of the National Youth Administration, their behavior was slightly reminiscent of Ferdinand when, for the first time, he was confronted with the hard-boiled realities of a bull ring.

The need for developing adjustment programs capable of facilitating the young person's crucial transition between schooling and full-time employment is a permanent and continuing need. It is independent of peaks of prosperity or troughs of depression. And it will stay with us so long as we have individuals with varying patterns of vocational endowments and occupations which require varying combinations of aptitudes and abilities.

In the development and operation of adjustment programs it is essential to proceed on the principle that the job to be done is large enough to admit the participation of all the agencies properly concerned. We need, for example, a vast expansion in the quantity and a real improvement in the quality of the guidance, particularly vocational guidance, which is now being provided by our secondary schools. When last analyzed for the purpose, it was found that fewer than 6 per cent of the Nation's high schools employed counselors or guidance officers. Moreover, only about 20 per cent of our public employment offices provide the services of counselors and interviewers particularly trained to deal with the vocational problems of the young, inexperienced applicant.

Once the full extent of the unmet need for occupational adjustment services is realized, one begins to appreciate the lack of justification for any dispute between different agencies as to which one should assume the responsibility for meeting them. In providing all our youth with realistic vocational counseling, appropriate vocational education and training, and adequate placement services, there is quite enough work to engage the increased attention of our schools, the public employment service, the National Youth Administration, and all the other private and public organizations concerned with occupational adjustment.

In the development of an adjustment program, it is equally important to realize that the process of adjusting potential workers to eventual jobs is a long-time and continuing process. Ideally, this process begins with the counseling of students in the early years of school, and continues until, as workers, they are placed on the jobs which they are clearly qualified, by aptitude, interest, and ability, to perform.

To give occupational adjustment the character of a continuing process, it is necessary, among other things, to develop close working relationship between the agencies which assume the responsibility for providing guidance and those which provide placement services. Specifically, this involves a systematic transference of data on the individual student acquired by the school counselor to the placement interviewer. This transference may be between the school guidance officers and the school placement office or between the schools and the local public employment office. In any case, the vital importance of systematic transference of vocationally significant information remains the same. By means of such a procedure, the referral of a young applicant to a job can become what it should be—a logical culmination of the long-time guidance process begun in the early years of school.

No consideration of the subject of occupational adjustment, however brief, should ignore the vitally important matter of occupational research. Within the scope of such research, we would include the continued development and wider use of valid vocational predictors, a greatly increased dissemination of the descriptive data currently available on occupations and industries, and increased activity on the part of local communities, or labor markets, in the study of occupational patterns and trends.

An adjustment program can offer no real promise of success unless it is built upon the factual foundation which occupational research can provide. Such research can contribute much toward adjusting the number of students trained to the probable number of employment opportunities in specific occupational fields. It can provide the counselors and guidance officers in both the school and the placement office with essential information about job requirements and employment opportunities. And it can also provide teachers and administrators with data which should be taken into account in the revision of curriculums. An adequately staffed program operating in the light of locally meaningful occupational research is the best insurance against the frustration and waste of vocational maladjustment that the youth of a community can possibly have.

HEALTH

Although youth is a period that is relatively free from many of the diseases of body and mind, there are several scourges which prey most heavily upon the young. Tuberculosis, venereal disease, rheumatic heart, and death of mother in childbirth levy exceptionally heavy tolls upon our youth.

Less acute disorders exact even greater tolls from the health and happiness of young people. Nose and throat infection, decayed teeth, poor hear-

ing, bad posture, malnutrition—these and other ills tend to lessen the capacity of the young to face successfully the problems and responsibilities of adult life. Only six youth in a hundred receive regular physical examinations every year. Often those most in need of medical care receive the least.

The strength of a nation lies in the strength of its people. The health of youth is particularly important because it is in these formative years that we acquire the health habits and basic constitution that stay with us through our lifetime.

Our task is to put to more general use our greatly expanded knowledge of sanitation, hygiene, and medical care. We need to bring the fruits of modern science, modern equipment, and modern medical service to the whole population. To accomplish this end, both local and state resources must be drawn upon, and some aid from the Federal Government will be necessary. Federal assistance is likely to be needed in working out an acceptable form of equalization by means of which medical services in less prosperous areas may be brought closer to a decent minimum level than would otherwise be possible.

The American Youth Commission is convinced that, in the long run, the cost of neglect is greater than the cost of prevention or cure. A more complete statement on the type of health programs it believes in will be found in the pamphlet previously referred to. Emphasized in this statement is the necessity of an adequate health program for all children and young people in our schools. Specifically, this program should include regular physical examinations for all students, from primary grades through college. Comparable facilities should also be provided for youth who are out of school. Illness and physical defects should be detected early so that prompt treatment may be given. Sport and athletic programs in schools should be developed not only for the athlete but for the whole student body, to the end that youth without unusual athletic abilities will receive the benefits of regular exercise. In the school curriculum, increased attention should be given to instruction in physiology and mental and physical hygiene.

RECREATION

The essential objective of a good youth program is to provide our young people with useful and productive things to do. For a large segment of our youth population this means jobs. For another segment it means an opportunity to receive an adequacy of meaningful education. For all youth, regardless of station, it means the chance to participate actively in some form of personally satisfying and socially constructive recreation.

Much has been said and written about the capacity of satisfying recreation to serve as a kind of sponge for those youthful energies which may

otherwise find an outlet in delinquent behavior. The social therapeutic values of constructive recreation have been demonstrated over and over again. Dynamic youthful energies somehow refuse to be talked out of existence. The extension of recreational opportunities is clearly one of the answers.

Studies made by the Commission have thrown considerable light on the paucity of satisfying recreational opportunities in most of our American communities. These studies have revealed, among other things, the great possibilities of neighborhood youth centers, such as those which have been developed in many communities by the National Youth Administration. In setting up such a center, the matter of space is often the most difficult problem. In the solution of this problem of space, the Nation's schools have resources which, to date, have hardly been tapped.

After almost five years of intensive study of the needs of young people, the American Youth Commission feels that it has acquired a sufficiently large body of valid information to justify certain conclusions as to the types of action which should be taken in the development of a comprehensive youth program. It believes that nothing can be gained and much may be lost by proceeding on the assumption that the problems that are confronting the young people of our Nation will somehow solve themselves.

The types of action publicly recommended by the Commission have all been inspired by an eagerness not only to strengthen the social economy of to-day, but to insure the health and vitality of the democratic institutions or to-morrow. It has been a source of genuine assurance to know that this same eagerness has been shared by those who function in the field of secondary education.

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CHAPTER II

Federal Youth Services and the Schools*

CHARLES H. JUDD

THE SOCIAL MOVEMENTS which take place on a small scale in local communities are seldom fully understood and are often not even recognized until they gain sufficient momentum in many quarters so that they take on national rather than limited local significance. It was so with respect to unemployment of young people. Parents knew in years past and know now that their children have a hard time securing employment. They know that the same is true of the children of their neighbors. That these facts are of major importance for the economy of the United States did not become clear, however, until the Federal Government was forced to take cognizance of the very extensive unemployment of present-day youth.

In 1933 the Federal Government discovered that there were a great many boys wandering up and down the land, looking in vain for jobs. Some of these boys were graduates of high schools; some of them had left school before graduation. They were hitchhiking or riding on freight trains. They were getting food as best they could by devices that, to say the least, were irregular. The situation was not one that had come into existence in a day or a week or a year. No phenomenon of social life is without its background of slowly accumulating stresses and strains. The discovery of a social situation is often sudden while the movements leading up to it have been slow and unobserved. So it was in 1933. As we look back, it is now seen that obstacles had been accumulating for a long time in the way of boys who were seeking opportunities to secure employment. The year 1933 was not the year when unemployment of youth began. It was the year when unemployment became so conspicuous that it could not be overlooked.

THE FEDERAL GOVERNMENT ESTABLISHES OPPORTUNITIES

What did the Federal Government do? It borrowed money, organized the Civilian Conservation Corps, put the boys in camps, and set them to work planting and tending forests, making roads and trails, conserving the soil, and constructing bridges and other public works. The work which the boys did can very properly be described as work which the Nation needed to have done and could well afford to pay for.

The statement that the work was worth all that it cost does not, however, explain the motives back of the organization of the C.C.C. camps.

*An address delivered before the American Association of School Administrators in St. Louis, Missouri, February 28, 1940.

These camps were emergency measures. Their cost was, in fact, the price which the Nation paid for lack of foresight. The United States paid for the camps in order to gain time to consider what plans it should and could adopt to provide properly and permanently for its boys. No one thought of the camps as the solution of the youth problem. Indeed, even after the camps had been organized there was no clear recognition of the magnitude and urgency of the youth problem. That national evolution had reached the point where the ancient social machinery for taking care of young people was no longer adequate was only vaguely apprehended. The camps were set up by the government and accepted by the people as temporary means of meeting what was very generally thought of as a passing emergency.

Two years went by and new discoveries were made. It was found that there were unemployed girls as well as unemployed boys. It was found that camps involved a high per capita expenditure and that they detached boys so completely from the communities to which they belonged that it was difficult to bring them back into those communities at the end of their camp residence. In short, the national youth problem became more and more evident. The government took a second step. It organized the National Youth Administration. This new agency was a branch of the country's general relief organization. It was looked upon as another temporizing device. A great many people thought and said that the depression would soon be over and that the nation would go back to its former ways of dealing with young people. It was believed that the National Youth Administration would shortly disappear, living only in history as a memory of a means of curing a temporary ailment of the body social. It takes a long hard experience to make people aware of the demands that result from social evolution.

The confidence that many people had in the ancient and well-established methods of dealing with young people is strikingly illustrated by certain facts which are well known to educators. The accepted method of keeping young people off the labor market has long been to send them to schools and colleges. In these institutions they are taken care of, kept warm in winter, and, by being given sundry tasks that consume time and energy, are kept out of mischief and, it is hoped, profitably occupied. The American people have long thought well of their schools. They have invested large sums in commodious school buildings. They have been proud of the fact that young people stay in school longer than their fathers and mothers did and longer than do the young people of other nations.

It was natural enough that in 1935, when the National Youth Administration was organized, the idea should suggest itself that as many as possible of the unemployed young people of the country should be kept in college. So it was arranged that colleges should be given some of the

Nation's borrowed relief money to pay young people a small wage in compensation for work done under the lenient supervision of members of the faculties. Thus, the number of young people kept off the labor market was increased, and the tradition that education is a satisfactory substitute for employment was reinforced. Later the plan of sending young people to school was expanded and pupils were kept in secondary schools by being given work under the supervision of members of the faculties of these institutions.

That was not all. The National Youth Administration hunted up socially useful jobs for young people who were not kept off the labor market by being sent to schools and colleges. It found that cities needed to have their public parks cleaned up and that recreation centers needed to be constructed. It found that public officials in city and county buildings could advantageously use more clerks than they had; that hospitals and public libraries needed assistants; that public-welfare agencies could use garments made by girls, who, in making the garments, learned to sew. In short, the National Youth Administration found work for a considerable number of young people who were not able to secure jobs in private enterprises and were not in school. In 1939 the number of such out-of-school workers was two hundred seventy-five thousand.

YOUTH NEEDS WORK AND SECURITY

The experience of the National Youth Administration has been revealing in many ways. It has been found that the young people of this country have had only meager opportunities to cultivate habits of manual work. The change from an agrarian civilization to a technological civilization and the transfer of the majority of the population from the open country to urban centers have produced fundamental changes in the environment in which most young people grow up. These changes have led to modes of life that are totally different from those of the pioneers of earlier days.

The experience of the National Youth Administration has also revealed the fact that the consuming desire in the minds of young people is for what is known in current parlance as "security." Boys and girls who came to the threshold of adult life in former times felt sure that, with the backing of their families and of the communities in which they lived, they could establish homes of their own, rear children, and prosper in the land. There was no general haunting fear of destitution and of inability to find a safe footing in the social order. The young people of to-day want the security that earlier generations had.

To understand young people of to-day, one must think of the contrast between the economic outlook of a boy and girl of the present day and the outlook of young people in those days when America was described

as the home of unlimited opportunity. One must think of the fact that a few short decades ago anyone could go West and grow up with the country. Farms were to be had for the asking. The satisfaction of ownership could be enjoyed by anyone who was willing to work. The National Youth Administration finds young people just as eager as were members of the earlier generations to gain independence, to become self-supporting and secure.

Finally, without any attempt to enumerate all the lessons that the Nation has learned through the experience of the Civilian Conservation Corps and the National Youth Administration, it may be said that the discoveries of 1933 and 1935 and of subsequent years have brought into sharp relief a problem which has been maturing for a long time but is only now fully realized—the American youth problem. This problem has been covered up and consequently overlooked because the natural resources of this country have been abundant and the democratic institutions under which the people of the United States have lived have been so generous to the individual that there has been no necessity of giving attention to the subtle changes which step by step have brought us to the present situation. So long as the machinery of society kept moving we yielded to the temptation of neglecting minor repairs. We taxed to the utmost the strength of the social engine. We rode roughshod over obstacles in the highway regardless of wear and tear. It was only when repairs became imperative that we admitted that social mechanisms need to be examined from time to time and that worn parts have to be replaced.

ATTITUDE OF EDUCATORS

It is quite impossible to discuss intelligently the C.C.C. camps, the program of the National Youth Administration, and their relations to the schools without taking account of the attitudes with which these federal agencies have been regarded by educators. There was practically no objection on the part of school people to the organization of the Civilian Conservation Corps. There was some objection on the part of organized labor. Labor feared that the country was drifting into military regimentation and into the danger of exploitation of poor boys. The fears of labor were met by associating with the army in the management of the camps a labor man. It was pointed out that the army was the only branch of the government which could quickly provide shelter and food for a large number of young men. Therefore, the camps were organized under army control. With the appointment of a labor man as administrator, the country seemed to be satisfied that there would be no harm to enrollees.

The then Commissioner of Education called attention to the fact that provision ought to be made for continued education of enrollees as well as for their subsistence and employment. The wisdom of this contention has

become clearer and clearer as time has passed. The concept of relief employment is not adequate when the Nation is dealing with young people who have long futures ahead of them. The lack of clear understanding of the youth problem in 1933 is evident in the emphasis which was laid on relief and the inadequate provision that was made, in spite of the suggestions of the Commissioner of Education, for an educational program in the camps.

By the time that the National Youth Administration became a recognized necessity in 1935, the educational people of the country were vaguely aware of the fact that young people were in need of something more than was provided in the schools. The awareness was not very clear and had not taken the form of a conviction that the schools themselves needed to be changed. Anxiety was manifested about certain jurisdictional complications that it was believed would arise if there were set up in the states and in local communities agencies other than the schools, for the care of young people. So long as the Federal Government organized camps remote from centers of population and took boys away from communities, questions of jurisdiction did not seem to be acute; but with direct participation in community life by federal agencies, educators became agitated. The Office of Education, many heads of state departments of public instruction, and some local school administrators took the position that the administration of relief money for young people should have been entrusted to the schools. It was held, on the other hand, especially by the welfare workers, that the schools had never exhibited any interest in young people out of school and had only in a feeble way and in very few centers attacked problems of employment. Without attempting to pass on the merits of either contention, one may safely say that the discussion has had the advantageous result of bringing to public attention the fact that there is a national youth problem. Heretofore, there were family youth problems, educational problems, and economic problems of individual adjustment, but there never was such intensive thinking about the youth of the Nation as there has been in recent times.

YOUTH AND UNEMPLOYMENT

In order that the seriousness of the youth problem may be clearly in mind, it may be well to review some of the facts with regard to the population of the United States. In the year 1936, the last year for which reliable statistics are available, there were per thousand of the population 16.7 births and only 11.5 deaths. This means an excess in the year of 5.2 individuals per thousand of the population. In other words, there were added to the population of the country as a whole 665,562, or about two thirds of a million, individuals. This addition means that by the end of 1936 there were two thirds of a million new mouths to be fed, two thirds of a million new human beings to be clothed and provided with shelter. The ratio of increase was much less in 1936 than it had been in earlier years. Thus,

while the excess of births over deaths per thousand of the population was 5.2 in 1936, it was nearly twice as large in 1916, or 10.2; and was 8.5 in 1926.

The absorption into the social order of two thirds of a million individuals more than are subtracted by death is a tremendous undertaking. It would be a staggering task even if the national income were at a high level. In 1933, there was an excess of births over deaths of 739,126, while the national income, as everyone knows, was cut to nearly one half what it was in 1929.

When the number of births exceeds the number of deaths, employment becomes more and more difficult at the lower age levels. The same fact can be stated in other words. When the older part of the population persistently occupies the places in industry, as it does when the annual death rate is low, the openings for young people at the level of entrance into employment are comparatively few.

If society has difficulty in absorbing young people who are born in a given period, what does it do with them? The answer is well known to school people. Society takes care of the major part of its surplus youthful population by sending anyone who cannot be employed to schools. During the decade from 1921 to 1930, there was a marked increase in enrollments in the upper grades of the elementary schools and in the high schools. The pupil population of the seventh and eighth grades of elementary schools increased by seven hundred ninety-one thousand, and the pupil population of public high schools increased by two million two hundred thousand.

Even these enormous increases in school population do not account in full for the surplus young population. The exact number of young people out of school and unemployed is not available in any of the census reports prior to the special census of unemployment that was taken in 1937. It was then shown that unemployment among young people from eighteen to twenty-four years of age inclusive was far in excess of unemployment for any other age groups. The unemployment census of 1937 put unemployment among young people of the ages mentioned at three million nine hundred thousand.

In considering the figures of unemployment, one should not lose sight of the fact that all figures relating to the lower age groups are seriously distorted because the schools enroll a large number of young people who would be on the labor market seeking jobs, if there were any remote possibility of their securing employment. Just how many of the pupils in high schools are there, because they have nowhere else to go, is wholly beyond the possibility of determination.

THE PROBLEM NECESSITATES COÖPERATION

The facts presented make it evident that the problem is not one of jurisdiction. The question is not so much who is to administer aid to

youth as it is how are young people to be cared for by all the agencies working together. The upper schools where employable young people are enrolled are full to overflowing. The federal agencies that deal with youths cannot provide for even a third of those who are out of school and in need of work. The National Youth Administration has a waiting list of youths certified as in need that is as large as the list of out-of-school youths whom it now employs.

If the schools were charged to-morrow with the administration of all available funds for the care of youths, it is quite certain that they would not know what to do. Teachers and principals are complaining even now that they are overburdened with pupils who ought not to be in school. Teachers have large classes. It is difficult to secure proper supervisors for the work projects on which federal agencies employ youths. Certainly, teachers could not leave their classrooms to do what the federal agencies are trying to do. Schools never have had the organization which is necessary to pay subsistence wages. Schools do not have the organization to deal with out-of-school youths.

Since the inadequacy of all the measures which have been taken up to this time is evident and since it is clear that the efforts of everyone who has anything to contribute to the solution of the youth problem can advantageously be used, it seems wise to secure, if possible, a pooling of the energy and intelligence that can be turned to the solving of the youth problem that is now urgent.

The steps taken by the Federal Government in 1933 and 1935 are only recent examples of what it has frequently done when the needs of the country and its people became national issues. In 1917 the Federal Government saw the necessity of introducing vocational courses into the programs of secondary schools, and Congress took action contributing to the support of such courses. In 1862 when agriculture needed the assistance of scientific studies, the Federal Government made grants of land for the establishment of the land-grant colleges. In 1785 before there was a Federal Constitution, the representatives of the states in Congress saw the necessity of education for the children of the pioneers who crossed the Allegheny Mountains and gave land to the new territories and states for the support of common schools.

In the effort to attack the problems of youth without the partisan bias in favor of any particular agency, it is essential that some phrase be adopted in describing these problems which is comprehensive enough to ensure the broadest possible consideration. The problem of youth when described from the point of view of the young people themselves is that of making a successful transition from childhood to adulthood. The problem of any agency that has to do with young people is that of inducting them into adulthood.

The phrases "transition into adulthood" and "induction into adulthood" are broad enough to include everything that is done by the young people for themselves and everything that is done by the family, the church, the community, industry, the school, the Civilian Conservation Corps, and the National Youth Administration.

Induction into adulthood involves certain adjustments. One does not become in a true sense an adult until one gains a certain independence, until one is in some measure self-supporting, until one takes up certain responsibilities, until one has certain intelligent insights gained by thoughtful contemplation of experience and by absorption vicariously of the experience of others, until one has a balanced control of one's emotions and a power of concentration on tasks voluntarily undertaken as leading to clearly recognized goals of individual achievement. Some of the personal qualities enumerated are those which have long been recognized as qualities which the school aims to cultivate. Some are qualities or attainments which are not aimed at directly by education. The most important concept with which the school has never been equipped to deal is the economic concept of self-support. The school may hope to contribute to the preparation of the individual to become self-supporting, but the productive labor which makes him self-supporting is not a part of the educational program. Even the few educational institutions which have adopted productive work to be done by students as a part of their programs have treated this work as something outside the class instruction, organized as a supplement to the true purpose of the institution, which is intellectual training. For the most part, self-support when made a supplement of the educational program is provided only in colleges and universities. Until the National Youth Administration came into existence, working by pupils for a wage was not thought of in public schools.

In contrast with the schools, the C.C.C. camps and the projects of the National Youth Administration have as their first and primary aim the supplying of opportunities to earn subsistence wages. Where these agencies offer instruction, they do so for the purpose of increasing the employability of their enrollees. There can be no slightest doubt that in the thinking of the Congress the two federal agencies which have been discussed in this paper are agencies to supply subsistence. They are thought of as relief agencies. The term "need" is the term which describes the purpose of the federal appropriations made to the two agencies. The money is voted for needy young people. The young people must be certified by competent judges to be in need. Even when federal money is used to keep boys and girls in school, someone must be responsible for the statement that they could not attend if they were not provided with opportunities to earn a wage.

EDUCATION AND EMPLOYMENT

Certainly, the contrast between education and employment by federal agencies justifies the recognition of two distinct aspects of the process of inducting young people into adulthood. The one aspect can be designated as intellectual adjustment, the other as economic adjustment.

A second contrast between the programs of schools on the one hand and the C.C.C. camps and the National Youth Administration out-of-school projects on the other hand is that the federal agencies emphasize manual labor as the schools never have. Manual labor among young people is far less common than it was in earlier times. The farms provided many a boy and girl of earlier generations work opportunities which have disappeared with the movement of the population into urban centers. By and large, the schools turn the expectations of young people toward white-collar jobs. The C.C.C. camps and the work projects of the National Youth Administration give work experiences that are designed to prepare young people for physical labor. Even the vocational courses offered in secondary schools keep pupils occupied in labor only a few hours a day, while the federal agencies require hours of manual work directly comparable to those demanded by industry.

Anyone who has observed what labor does for young people in the C.C.C. camps and on the work projects of the National Youth Administration cannot escape the conviction that manual work is so beneficial that there should be a pooling of the experiences of the federal agencies with those of the schools if a sound program is to be developed for the future of the young people of this Nation.

What is here said can be turned into criticisms of the one agency or the other. It is true that the C.C.C. camps and the work projects of the National Youth Administration are far behind the schools in the training that they give to the minds of young people. It is equally true that the schools do not adequately cultivate work habits or pay a wage to young people who want jobs and crave financial independence. Mutual criticisms, however, do not solve the problems of youth. Is it not far better to recognize the importance of all the contributions which all the agencies have been able to make to the induction of young people into adulthood and see whether a comprehensive program can be devised?

A comprehensive program will undoubtedly involve more than intellect, work habits, and economic security. It will provide for health, social adaptability, and many of the other qualities that are essential to sturdy adulthood. Attempts are made by some agencies more than by others to secure one or another of these desirable qualities. The main point for the purposes of the present discussion is that no program will be complete that does not take into account all that is necessary to a safe and successful transition into adulthood.

FACTORS WHICH FAVOR COÖPERATION

Fortunately, competent authorities have in recent times taken steps to develop the kind of comprehensive program which takes advantage of all the contributions which the various agencies of the Federal Government and local communities can make. In 1937 the President of the United States created an Advisory Committee on Education which made the most complete study that has ever been made of the educational problems of this country. The report of this Committee makes clearer than it has ever been made before the necessity of federal aid to the states if there is to be equality of educational opportunity for the children of the Nation.

Coördination of the forces which can contribute to the better care of young people was greatly facilitated by a step taken by the President in 1939. In his first plan of reorganization of federal agencies he created the Federal Security Agency and placed in that agency the Office of Education, the Civilian Conservation Corps, the National Youth Administration, the United States Employment Service, and the Social Security Board. The unification of national efforts for the betterment of youth thus made possible has already affected the educational and social systems of the Nation. One item is of special interest to this assembly. The United States Office of Education and the National Youth Administration have agreed to coöperate and are actively engaged in coöperating in a number of centers where they have secured the consent of local school systems to receive into schools for continuation courses the young people who had left school and are now being given work by the National Youth Administration. The instruction provided by the schools contributes what has been referred to in earlier paragraphs as the intellectual factor in the program of induction into adulthood. The work and wages provided by the National Youth Administration supplement the instruction given in the schools in ways in which the schools cannot contribute directly to induction into adulthood.

The arrangements thus made are experimental in several respects. It is not altogether clear what kind of instruction the schools should give. Many of the young people who are enrolled by the National Youth Administration in work projects were so far alienated by their earlier experiences in school that they do not want ordinary school courses. It is recognized for other reasons also that the conventional school courses will not serve in this situation. The ordinary curriculum of schools leads away from manual work into the so-called white-collar jobs. Vocational courses lead into particular trades. The enrollees of the National Youth Administration belong for the most part to that group in the population the members of which will spend their lives in the ranks of the semiskilled or unskilled. The regular courses of the conventional school curriculum are not what these young people need. It becomes, therefore, the duty of the schools

which receive the enrollees of the National Youth Administration to devise new types of instruction. These new types of instruction, if they are to serve their purpose of properly inducting young people into adulthood, must take cognizance of the need for what the Smith-Hughes Law calls "vocational and civic intelligence." A large opportunity is presented in this coöperative enterprise for the exercise of inventiveness on the part of the schools in opening up to young people new views about their personal and civic obligations and possibilities.

REORGANIZATION OF SECONDARY EDUCATION NEEDED

There has long been a feeling which amounts to more than a suspicion that the courses taught in the schools of this country are not suited to many of the young people who for want of other places to go attend schools. It is to be hoped and confidently expected that the schools will learn in the course of the experiment which is being inaugurated what to do with the pupils who have sometimes been described by the term "nonacademic." No one can observe the great influx into the upper grades of the elementary schools and into the high schools of a class of pupils who have never before continued their schooling to these higher levels without realizing that not only do enrollees of the National Youth Administration require new types of instruction but so do also a host of those who are in full-time attendance on schools.

The schools of this country have been slow in discovering that there is a youth problem. As pointed out earlier in this paper, the Federal Government discovered the problem in 1933 and 1935 before its outlines were clearly recognized. Now that the schools begin to see the problem it is becoming evident to even the most traditionally minded educators that far-reaching and radical changes are necessary in the contents of school instruction.

The combined efforts of the United States Office of Education and the National Youth Administration are promising in the emphasis which they lay on work and wages. Privately conducted industry has not found any way of keeping all the people of this country employed. If general deterioration of the Nation is to be avoided, opportunities for work and wages must somehow be found. The government has in recent times found ways of keeping people at work on tasks which improve the land and promise large national dividends for the future. There has been much debate about the dangers of prostituting the young people of this country by giving them what some people call "federal handouts." The answer to the objections to the program of federal employment is to be found in serious consideration of the disastrous consequences of idleness. It is quite certain that a happy, prosperous people fully provided with work will need fewer jails than are now maintained at public expense. It has been shown that

security of the type ensured by a sound work program promotes health, both physical and mental. There is no saner, safer, national investment than that which is provided by a program of conservation of the resources of the Nation through properly directed labor.

There would be some advantages if private industry could furnish work and wages sufficient for all people. In the long run industry has to support all the people either through the wages that it pays directly or through public works or relief. The necessity of organizing the industrial system so that it can cope with the problems of youth is perfectly clear. Whatever the jurisdiction or method, the one outstanding fact is that work—productive work—must be supplied.

This discussion will not be complete without emphasis on the unique function of wages as a reward for the labor of young people. The ordinary school program sets up incentives which are either remote or abstract, not to say artificial. When teachers urge pupils to write compositions, telling them that some day they will have to express themselves clearly and effectively in order to persuade their business associates or the public, the goal is remote. When a pupil is rewarded with a mark of ninety-seven or ninety-eight, and has his name entered on the school roll of honor, the reward is abstract.

Young people of the adolescent age want to be self-supporting and economically independent. Remote rewards and abstract honors do not satisfy them, especially if they belong, as many of them do, to families that have an annual income of less than a thousand dollars. Any social order that denies to an adolescent boy or girl some measure of economic security and financial independence is badly organized.

This is not the place for a discussion of the details of a new national program for the induction of young people into adulthood. The American people have drifted along these many days. They have been blind to the changes which have little by little matured into a serious situation. It will perhaps require time and harsh catastrophies to convince some people that the Nation is not going in some miraculous way to slide back into the ancient type of economy when somehow the family and the individual youth succeeded in bridging the chasm between childhood and adulthood. Rather than hold tenaciously to the traditional program of instruction, it would certainly be far more intelligent to analyze the new social order that has evolved and to concentrate on the invention of new methods of fitting young people and the new order together.

This paper does not propose the new program, which is here declared, to be essential to the solution of the youth problem. It reviews what is happening for the purpose of presenting a plea for constructive thinking. If a program were offered, it would be criticized by some as too radical.

Some may say that a mere plea for consideration of the problem is wholly inadequate. It is certainly incumbent on some intelligent group to answer questions about the program that is to be adopted. By way of indicating the direction in which such an intelligent group should move, it is proper to point out that the youth problem can be solved only if advantage is taken of the experiences of all the agencies that are now dealing with young people. The Federal Government cannot solve the youth problem without the coöperation of local communities. The schools have not solved the youth problem and cannot solve it by present-day methods of instruction. It is reasonable to ask that the schools look beyond their classrooms and playgrounds and become a part of a national movement that is coöperative and comprehensive. It is reasonable to ask that educators coöperate with federal agencies and take full advantage of the experience which these agencies have accumulated with regard to work and wages. It is equally reasonable that school people, who are perhaps more responsible than any other group in the Nation for the proper care of young people, insist that the problems of young people require vigorous, prompt, and effective consideration and action by governments, local, state, and federal.



CHAPTER III

The Implications of Work Camps for Secondary Education

KENNETH HOLLAND

A COMMITTEE of secondary-school administrators who were studying and evaluating secondary schools throughout the United States met in Washington a few years ago. It occurred to some of us that if we could lunch with them, an excellent opportunity would be provided for an informal discussion of the place of Civilian Conservation Corps camps and other types of work projects among the established educational institutions in the United States. So, with high expectations, a luncheon was arranged.

As soon as we had selected what we hoped by the grace of our lumbering, amiable, and absent-minded waiter would be our gastronomical fare, I launched into an explanation of the intellectual menu for the day, "We are hoping, gentlemen, to hear from you some comments on C.C.C. camps and other projects of this type, and their implications for secondary schools. Should the C.C.C. ultimately have a place among the established educational institutions of the country? If so, what place? Should they become part of the school system or should they be federally financed programs paralleling existing institutions? What relationships have you as investigators of secondary education seen existing between C.C.C. camps and high schools, in your extensive travels? What do high-school administrators generally think and say about the C.C.C.?"

Our group sat back in anticipation, expecting to be greatly enlightened. But there was only a pained silence, broken by a few murmurs. Soon it became evident that they knew practically nothing about C.C.C. camps. Apparently none of them had investigated or even considered the relationship existing between the high schools they visited and the C.C.C. camps located near by.

Fortunately, our beaming waiter appeared at that moment. The work of untangling his well-meant placing of assorted soups and juices furnished an excuse for dropping C.C.C. implications for a time. I hoped that as the luncheon progressed, our friends would have time to think over my questions. But even after it was over, no answers were forthcoming. The consensus seemed to be that they knew little about the C.C.C. but were sure that the school system could take no responsibility for the boys that went into these camps. They understood generally that the enrollees had not liked school and had probably caused their teachers no end of trouble

by either doing poorly in their studies or questioning the value of what they received.

These secondary-school administrators said they already had more youth than they could care for properly and that they could not assume additional burdens. They had neither facilities nor teaching staffs for such programs and, besides, they were not interested in these boys. They sounded as if they were glad to be rid of this rather annoying group that did not fit into their standard courses. True, they opposed federal control of education. But in this case it seemed an excellent idea for the government to take care of the boys under strict army control. The wilderness areas were safe and good places for them. "Schools of the woods" had a splendid ring, particularly if the woods were a long way off.

GROWING APPRECIATION OF WORK

I do not blame these or other administrators for this attitude. After all, it is a little disturbing, when one is finding difficulty in providing an educational program for a greatly increased high-school population, to be interrupted with questions about the relationships between high schools and projects for planting trees or building roads. Nor do I mean to imply that all secondary-school administrators take this attitude toward work camps, which are a recent development in American life. For instance, John A. Sexson, superintendent of schools in Pasadena, California, made the following statement at a meeting of the American Council on Education in 1938: "... I know of nothing that has done so much to awaken the faculty of one secondary school as has the location of a C.C.C. camp almost upon its campus. These teachers, as they taught their daily classes, with their academic isolation, looked out upon the barracks of the C.C.C. camp with its military flavor, and saw under the care and tutelage of a competing agency the students they had permitted to slip out of their classes and away from the school.

"The effect was challenging, and issues which could not have been brought up for discussion prior to this experience became matters of daily conference. The interchange of services between the C.C.C. camp and the secondary school was mutually beneficial."¹

Another educator prominent in secondary-school education who has recognized the significance of the work camps is Dr. Charles H. Judd. As early as May, 1937, he wrote that there would be "a great gain for society" if "the present secondary schools could have access to well-equipped institutions of the camp type, to which they could assign cases of the kind not suited to the secondary-school organization."²

¹Sexson, John A., *The Educational Record*, Vol. XIX, No. 3, (July, 1938), pp. 347-348.

²Judd, Charles H., *The Phi Delta Kappan*, Vol. XIX, No. 9 (May, 1937), p. 300.

EXTENT OF WORK CAMPS

The work camp movement is world-wide in its scope. New as it is, beneficial or harmful as it may be, temporary or permanent as its status may prove, it is to-day affecting the destiny, or at least controlling the time, of more than a million youth throughout the world. In the United States alone, about two hundred fifty thousand young men between seventeen and twenty-three are currently enrolled in Civilian Conservation Corps camps, and since 1933 nearly three million have participated in work camps of one kind or another.

In addition, the work camps enter more fully into the lives of participants than do school programs, which ordinarily are restricted to from five to seven hours daily of direct contact with pupils, and play little or no part in their outside activities, living conditions, economic status, or social grouping. Both in Europe and the United States, enrollees in work camps live in the camps and are under the influence of their environment for twenty-four hours a day and in many cases, seven days a week. Besides this, the camps provide work experience, some quantity of training, room, board, clothes, and, in most cases, a small payment of money.

In Europe the movements have taken different directions, due to differing needs and concepts in various countries. Basically, however, they are all outgrowths of the World War and its aftermath of disillusionment and dislocation of the former employment status of young people.

The origins of the work camp movement go far back in history to such philosophical bases as the realization of the values derived from being close to nature, of the dignity and benefits of labor, of the efficiency and inspiration of group effort, and of the necessity for community effort to conserve and develop natural resources.

The specific idea of work camps dates back to the nineteenth century, when contemplation of armies and their work of death and destruction aroused in thinkers a vision of somewhat similar groups that might be dedicated to constructive work. In England, both Carlyle and Ruskin put this vision into words, the former advocating "regiments not to fight the French or others, who are peaceable enough toward us, but to fight the Bogs and Wildernesses at home and abroad. . ."¹ Ruskin would have had the regular army, when not employed in warfare, engaged in works of peace side by side with civilians.² At one time he organized a dozen Oxford students into a private unit to build a road, as an experiment, perhaps the first, in voluntary, privately operated work camps.

¹Thomas Carlyle, *Latter-Day Pamphlets* (New York: Harper, 1850), pp. 42-3.

²Munera Pulveris (New York: Wiley, 1872), pp. 142-43.

Just before the war, in 1912, three proposals were made of a more concrete nature. In the United States, William James, developing the idea of a public works army paralleling a war army, wanted "A conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against Nature."⁶ In Germany, a Heidelberg group headed by Dr. Rosenstock-Huessy, now at Dartmouth College, prepared a memorandum suggesting an "army of public peace."⁷ Both proposals emphasized the value of bringing together the different classes of youth. The third proposal had in mind chiefly the provision of a minimum subsistence to all citizens. It was made by Joseph Popper-Lynkeus, Austrian engineer and socialist, and urged a universal compulsory labor service.⁷

ORGANIZATION OF EUROPEAN CAMPS

In general, European work camps have followed four organizational forms: privately operated camps, government-aided camps, government-operated voluntary camps, and government-operated compulsory camps. In Germany, the movement has run the gamut of the four forms, each a step toward the next form; its present work camp movement is part of the war machine. The movements in Austria, Czechoslovakia, and Poland, due in large part to conquest by Germany, have run somewhat similar courses. Among the remaining European nations, Bulgaria is the only one maintaining a compulsory labor service, but its service, at least in intent and appearance, has had no military aspects.

The privately operated camps were born in 1920, through the efforts of Pierre Ceresole, a Swiss pacifist, who obtained the backing of the Fellowship of Reconciliation and the Society of Friends in the organization of young men, some of whom had fought on the opposite sides during the World War, to help in the rebuilding of the devastated areas of northern France. Spreading to other countries, this movement is now known as the International Voluntary Service for Peace. Its emphasis is on fellowship, mutual understanding between nations, and substitutions of peace projects for army service by conscientious objectors to war.

A few years later student work camps were organized in Switzerland, Germany, and other nations, and as they developed and expanded in numbers, government agencies saw in the work camps idea an opportunity to aid all types of young people. In some cases this led to government assistance to private camp organizations, in others to the formation of government-operated camps.

⁶William James, *Memories and Studies* (New York: Longmans, 1912), pp. 290-91.

⁷Werner Picht, and Eugen Rosenstock, "Ein Landfriededn," *Im Kampf um die Erwachsenenbildung*, 1912-26 (Leipzig: Quelle & Meyer, 1926), S. 2-9.

⁷*Die Allgemeine Nahrung als Lösung der sozialen Frage* (Dresden: Reissner, 1912).

With the relatively smaller populations of European nations, the numbers of enrollees in work camps there indicate in some cases a larger percentage of the youth participation than in the United States. The current enrollment of three hundred thousand young men in Germany, for example, is, in proportion to population, more than twice the enrollment here.

The "dislocation of the former employment status of young people," named above as a condition leading to the birth of the work camp movement, was neither as pronounced nor as apparent in the United States as in Europe, during the years following the World War. Indeed, it was recognized as a major aspect of our economic and social problems only when the depression beginning in 1929 brought it to the fore. When definite action by the national government was decided upon, a form of work camps sprang full-grown into being almost overnight, so that the stages of development passed through by European movements was skipped completely in the United States.

CAMPS IN THE UNITED STATES

The Civilian Conservation Corps founded in March, 1933, was continued by yearly appropriations until 1937, and then was given a three-year term of existence, until July 1940. In 1939 it was continued for an additional three years, until 1943. Thus the camps have not yet been made a permanent part of the training program of American youth, but the present attitude of Congress and of the general public seems to assure their indefinite continuation.

When the camps were first established, the aims of the program were (1) to assist the needy and the unemployed; (2) to provide young men with constructive work and at the same time food, shelter, work clothes, and a small salary; (3) to conserve the natural resources of the United States and develop additional recreational facilities in connection with state and national forests and parks. When the camps were continued in 1937 for a period of three years, greater emphasis was placed on the educational and training aspects of the camp. The law under which the C.C.C. operated from July 1937 to July 1940 states "That at least ten hours each week may be devoted to general educational and vocational training." At the same time, that law made it possible for an enrollee to attend an "educational institution of his choice" on leave of absence from the camp. It and the law continuing the camps from July 1940 to July 1943 thus place greater emphasis on the training and educational aspects of the C.C.C. camp than did the legislation establishing the C.C.C.

The activities of the camps are conducted, at the present time, by three major departments of the Federal Government, coordinated by a director's office with headquarters in Washington. The three departments

are the Department of War, the Department of Agriculture, and the Department of the Interior. Until the C.C.C. camps were placed in the Security Agency in July, 1939, the Department of Labor was responsible for the selection of the C.C.C. enrollees. When the C.C.C. was placed in the Security Agency the activities of the director of selection were transferred to the offices of the director of the C.C.C.

The War Department is in general charge of the administration of the camp. Except for a few regular army officers in important administrative positions the activities of the War Department in connection with C.C.C. are carried on by reserve army officers, who are responsible for the feeding, housing, clothing, and discipline of the enrollees while they are in the camp. The representatives of the Department of Agriculture and the Department of the Interior supervise the work of the boys during the forty hours each week that they are out on the work projects. The third group of individuals who have a major responsibility in connection with the program are the educational advisors, who are selected and employed by the United States Office of Education, now part of the Security Agency.

THE ENROLLEES IN THE CAMPS

The enrollees who participate in the C.C.C. program must be between the ages of seventeen and twenty-three at the time of enrollment. As a group they are somewhat like the youth described in the well-known report "Issues of Secondary Education" prepared by the National Association of Secondary-School Principals under the chairmanship of Thomas L. Briggs, which states that: "a very considerable proportion of the enrollment in secondary schools since the depression is comprised of pupils of a different type—boys and girls who are almost mature physically, who are normal mentally in the sense that they are quite capable of holding their own with the ordinary adult, but who are unable or unwilling to deal successfully with continued study under the conditions which even the best secondary schools impose. The fact that many of these pupils would far rather be out of school at work than in school . . . makes their problem the more difficult of solution. . ."

The average grade completed by the C.C.C. enrollees is about the ninth.* Fifty-five per cent of the enrollees have not completed more than the traditional elementary school course, and this level represents the highest mortality in educational progress. Eleven per cent of the enrollees have graduated from high school, while less than two per cent have gone beyond high school. Further light on the educational experience of the C.C.C. enrollees is derived from the fact that the average enrollee has at-

*The information on the enrollees contained in this and the next paragraph was obtained by the American Youth Commission in its study of a sampling of about ten thousand enrollees.

tended school eleven years, whereas he has completed only about the ninth grade. Seventy-six per cent of the enrollees have attended school more years than the comparable grades completed. Eighty-three per cent of those who stopped at the end of the traditional elementary school were overage, and only one and five-tenths per cent were underage.

The C.C.C. enrollees on the whole have not had very much occupational experience before entering the C.C.C. Seventy per cent of the enrollees report that they have had a job of some kind before entering the C.C.C. Of these, forty-six per cent say they have not had more than one job. The average duration of the job held by the enrollees was two and two-tenths months and only two per cent held a job nine or more months. For boys who had had jobs before entering the C.C.C., a period averaging four and one-half months elapsed during which they were unemployed. The jobs which enrollees had held before entering the camps were generally of an unskilled type.

EDUCATIONAL EXPERIENCES

Those who differ on the scope of education will find much ground for animated debate in attempting to define what part of a C.C.C. enrollee's life can be considered educational. Even the period devoted to sleep may well be thought to have educational implications by some educators, with its compulsory retiring and rising hours, its replacement of the home atmosphere with that of barracks. As for the waking hours, there are few periods when an observer could say flatly: "This is not a phase of education." Oddly enough, this is true in spite of the fact that formal instruction in classes according to regulations is voluntary and takes place outside the forty hours each week devoted to work projects.

While the camps were set up as an emergency project very largely to give physical assistance to the young men and their dependents, the leisure of the boys was not entirely forgotten. In the original penciled diagram which President Roosevelt used to sketch the C.C.C. organization, an assistant to the director of the C.C.C. camps was provided to have charge of the welfare activities of the camps. But this plan for an assistant to the director was not carried out, and instead the welfare officers of the United States Army were given charge of the leisure of the young men. There is a strong American tradition of public education, however, and from the time the camps were first considered the educational possibilities were often discussed by officials both inside and outside of the government. To many educators, the original Civilian Conservation Corps was a disappointment since it did not provide for an adequate educational program. There developed a general feeling that these young men should be given an opportunity to continue their education since many of them had been forced to leave school because of the serious economic conditions.

During the first few months of the C.C.C. the army officers, besides providing athletic equipment and sending a few fiction and nonfiction books into the camps, purchased a limited quantity of textbooks in the fields of arithmetic, geography, and history. On May 9, 1933, the War Department in Washington sent out an order which read in part: "Instruction will be given in forestry by members of the Forestry Service, and classes in general and vocational educational courses will be conducted, when practicable, by the Army for all members of the Civilian Conservation Corps who so desire it. The basis for this instruction will follow in general the lines authorized for the enlisted men of the Regular Army as prescribed in Army Regulations 350-2505, a copy of which is enclosed." This resulted in an attempt on the part of the army officers and the project superintendents to develop a training program in the camps. With few exceptions, however, neither the army officers nor the technical superintendents were trained as instructors. They also felt they were paid only to perform their regular duties. Interest lagged on the part of both officers and enrollees, and very little was accomplished in developing an educational program in the camps.

The governmental officials administering the camps soon came to see the need for a comprehensive educational program of some kind to utilize the leisure of the enrollees. Educators and social workers felt that the camps should be more than a place for the young men to eat and sleep, and that something more definite should be done to provide an opportunity for them to continue their education and utilize their leisure time constructively. In December, 1933, nine months after the camps were started, the War Department called upon the United States Office of Education to organize and administer an educational program for the camps under the general supervision of the Director of Emergency Conservation Work, Robert F.chner. A national director of education with headquarters in Washington, nine corps area educational advisors, and approximately fifteen hundred camp educational advisors, about one for each camp, were appointed. Each educational advisor was provided with an assistant to be selected from the enrollees in the camps and paid thirty-six dollars a month.

EDUCATIONAL PROGRAM VOLUNTARY

The enrollees are required to work forty hours a week, so the educational program, except for instruction given on the work projects, is conducted during the evenings. On week ends the program for the enrollees who do not go home consists mostly of recreation and a few field trips.

Since there is universal compulsory education in the United States the question may be asked, "Why should the educational program in the C.C.C. camps be voluntary?" The following are the arguments most fre-

quently heard: In the first place, the enrollees are required to work for forty hours a week; and to force them to participate in an educational program after work hours would antagonize them.

In the second place, it is hoped that it will be possible to develop such a desire for knowledge on the part of the enrollees that they will continue to read and study after they leave camp. If they are forced to study in camp after work hours, it is not likely that they will enjoy their experience sufficiently well to cause them to continue studying when they leave camp and the compulsion no longer exists.

In the third place, most of the boys in the C.C.C. have reacted against the schooling they were forced to take prior to enrollment in the camps, and they would undoubtedly resent a compulsory program of education.

In the fourth place, a compulsory program would probably mean that those advisors who have used imagination and initiative in developing their programs and making the subjects vital and interesting to the enrollees would lapse back into stereotyped, formal classes conducted with textbooks. Thus the informal techniques of voluntary adult education which may become the outstanding contribution of the C.C.C. to American education would be lost or seriously impaired.

It seems clear, however, that in a thoroughly democratic country like the United States, which assumes a certain degree of intelligence on the part of every citizen, a compulsory program for illiterates and young men deficient in the basic subjects such as reading, writing, and arithmetic can be justified. In actual practice such subjects are compulsory or nearly so since an enrollee must be able to write his name and fill out certain forms.

During the years that the C.C.C. educational program has been in existence, special methods and procedures have been developed which seem to be adapted to the conditions of the camps. While the methods described below are not used by all educational advisors, they are coming to be used by many of them.

There is an unfortunate tradition in the United States which holds that if the first generation is a dirt farmer, the second should be a small shopkeeper, and the third a member of a profession. This tradition sometimes forces individuals to attempt to carry on work for which they are not prepared or capable. The educational program in the C.C.C. tries to give the enrollee a philosophy of life which will permit job satisfaction regardless of the type of work chosen.

The first responsibility of the educational advisor is to assist in the orientation and adjustment of the enrollee to the camp environment. This

is partially accomplished by conducting visits to the work projects, garage, mess hall, infirmary, and the offices of the project superintendent and company commander, where explanations of the various phases of camp life are made.

His next duty is to discover the needs and interests of the enrollees and, through conferences with the project superintendent and foremen, to arrange assignments to work projects that interest the enrollees and seem to offer the greatest training possibilities for the type of employment that they will seek after leaving camp.

Usually enrollees are found who are illiterate or semi-literate. The advisor immediately attempts to develop courses to reduce these deficiencies. Such courses are not the only formal instruction given, however, for classes also are held in vocational subjects, health, and current affairs, attended during leisure hours. Besides these educational activities for those enrollees interested in continuing their academic education, courses that make it possible to obtain elementary or high-school diplomas are frequently provided in camps or near-by schools.

The whole educational and training program within the camps is becoming more and more work-centered. In connection with this the advisor assists the foremen and project superintendent in providing instruction on the work projects. In addition, he arranges field trips to near-by industries, shows the enrollees pictures of industrial processes, provides books and magazines containing vocational guidance information to assist enrollees in understanding the requirements for various types of jobs, and carries on related activities.

In addition to the program outlined above, a competent advisor arranges for a wide variety of recreational activities which include athletics, arts and crafts, reading, dramatics, and music. In the development of the entire program, the more alert advisors do not limit their activities to classroom work, but use imagination and initiative to develop the educational possibilities inherent in all phases of camp life.

EDUCATIONAL AIMS OF THE C.C.C.

It was not until nine months after the Civilian Conservation Corps had been established that educational advisors were appointed to help in the development of the educational program. George F. Zook, then United States Commissioner of Education, appointed a committee, headed by Fred J. Kelly, chief of the Division of Higher Education of the Office of Education, which drew up the following list of aims for the educational activities in the C.C.C. camps:

1. To develop in each man his powers of self-expression, self-entertainment, and self-culture.

EDUCATIONAL AIMS OF THE C.C.C.

2. To develop pride and satisfaction in coöperative endeavor.
3. To develop as far as practicable an understanding of the prevailing social and economic conditions to the end that each man may coöperate intelligently in improving these conditions.
4. To preserve and strengthen good habits of health and of mental development.
5. By such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each man better to meet his employment problems when he leaves camp.
6. To develop an appreciation of nature and of country life.

These aims are still used by the Civilian Conservation Corps. Various other statements of aims have been developed by individuals responsible for the C.C.C. education program since that time, but none have so well expressed them.

While it can truthfully be said that progress has been made in the development of the training and educational aspects of the C.C.C. camps, the program is far from realizing the possibilities of the corps. Because the present educational program is largely administrative in character, it lacks thinkers and planners of long experience in the field of education who can see the Civilian Conservation Corps in perspective and bring to it the experience and intelligent insight of the best minds in the field of education in the United States.

THE CAMP PROGRAM SHOULD NOT BE IGNORED

In the beginning of this chapter it was pointed out that at least some secondary-school administrators are not familiar with work camps and seem to have no inclination to become familiar with them. Since secondary schools have greatly increased their enrollment in recent years and are therefore having some difficulty in providing educational opportunities for their students with their somewhat limited plants and teaching staffs, it is only natural that they should not want to take responsibility for additional youth without assurance that they can provide an adequate educational program. Yet what are the alternatives, if administrators in the field of education do not take this responsibility even to the extent of securing more funds for the development of additional facilities and the hiring of larger numbers of teachers?

First, these underprivileged youth can be left without any additional preparation for life. Occasionally, it is stated that the American people suffer from too much education. Only recently the nationally syndicated columnist, Westbrook Pegler, recommended that someone "come out with a fearless declaration of this type." Granting that our educational system has not brought the abundant life to all people, this does not mean that we should abandon the ideal of free universal education at least

through secondary schools. Instead, we should intensify our efforts to expand and improve our educational facilities. Even with about 65 per cent of our youth of high-school age receiving the present secondary-school education we have not yet achieved anything like universal training for citizenship.

The compulsory public educational system of this country is based on the premise that universal suffrage requires universal education to a sufficient degree to permit each individual to vote intelligently and take an active part in community life. If an elementary school education was necessary during the nineteenth century, it certainly can be argued that the equivalent of a secondary-school education is needed in the twentieth century, and we cannot risk the existence of large groups of dissatisfied, disillusioned youth poorly prepared for adult life.

A second alternative would be to let the employers of these youth give them such training as they needed after they were employed. Assuming for a moment that they will eventually find jobs, which is doubtful, many employers state that they prefer to hire youth of general ability and then give them such specific training as they need in connection with what they actually do in industry. It does not require much imagination to visualize the type of training that most of the youth would receive under this hypothetical plan. Whereas they might learn some technical skills and a few safety habits, it is doubtful if they would receive any intellectual stimulus, learn anything about using their leisure constructively, or be encouraged to study social and economic problems.

A third alternative would be to let these federal youth projects go through the same process of militarization that the work camps did in Germany and Poland, where they were first originated by social welfare agencies but gradually became a definite part of the military training program of the country. If this seems beyond the realm of possibilities in this country, study the resolutions of such militant organizations as the Daughters of the American Revolution, the American Legion, and the Reserve Officers Association.

When the country first recognized the problem of unemployed out-of-school youth in the United States back in 1932 and 1933, several bills were introduced in Congress and given considerable support which would have opened the Citizens' Military Training Camps to these boys, enlisted them in the Army, or placed them under army officers. To put all the unemployed out-of-school youth into the Army or Navy would be a very simple solution of the problem, however detrimental such a plan would be for the future of American democracy. About all that could be said for this plan would be that under the authoritarian control of army officers and under rigid army discipline the youth would be safe from any training or educational program that might shake their confidence in the America

of to-day and result in action to change the conditions that thwart the hopes and aspirations of American youth.

In the fourth place, these youth could continue to be provided for by the existing federally financed and controlled training and vocational projects. This hardly seems desirable, since experience with these agencies indicates that they very definitely need the guidance, the assistance, and the coöperation of the administrators of the existing educational institutions. In the development of the educational program in the C.C.C. camps there has been a great deal of floundering, inefficiency, and lack of coördination.

COÖPERATION OF SCHOOL ADMINISTRATORS NEEDED

The National Youth Administration program, while still far from perfect, now has the active assistance and guidance of Charles H. Judd, who is director of related training, Lynn A. Emerson, who is a consultant to the National Youth Administration on vocational training, and C. A. Prosser, director of The William Hood Dunwoody Industrial Institute, who is also a vocational advisor to the National Youth Administration. Already great progress has been made under the leadership of these men, and if they continue in their present capacity considerable improvement in the program will undoubtedly result.

The names of Judd, Studebaker, Kelly, Emerson, and Prosser are listed to show the influence that a few men prominent in the field of secondary education have already had on these new programs. But the C.C.C. and N.Y.A. need not only the assistance that these few men with headquarters in the nation's capital can give to the program. They need also the active support, guidance, and assistance of the secondary-school administrators and teachers who live or work in the vicinity of a C.C.C. camp or N.Y.A. project. Close coöperation between the administrators and teachers of the existing schools and the administrators and teachers in these new agencies will be mutually stimulating and helpful and may answer the need or show the way for a comprehensive program for the training and education of youth which will integrate the C.C.C. and N.Y.A. with the existing educational institutions. Even if it were desirable in the early stages of the development of the C.C.C. and N.Y.A. for them to be administered separately from the established educational institutions, the time is fast approaching when these two governmental agencies, if they are to continue, must become an integrated part of the comprehensive training program for the care and education of American youth. This does not mean that the C.C.C. camps should become part of the established school system. They will probably continue to be financed by the Federal Government, since the majority of the work projects are

on state- or federally-owned land, and the youth need economic assistance as well as training. The educational aspects of these projects, nevertheless, should more and more become integrated with, if not amalgamated into, the state school systems.

In addition, schools, especially on the secondary level, should develop camp projects of their own that combine work and education. The Progressive Education Association, in coöperation with the American Friends Service Committee, has already demonstrated by several years of experimentation that summer work camps provide desirable experiences for youth on the secondary-school level.

It, therefore, behooves all administrators and teachers on the secondary-school level to become familiar with work camps in Europe and the United States, for these projects, which combine work and education and provide youth of limited means with board, room, and clothing, may be required for many years to prepare a segment of our youth population for adult life.

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CHAPTER IV

The Student-Aid Program

Distribution of Youth by Type of Work

Academic Year 1939-40¹

Each institution participating in the student work program is required to submit to the National Youth Administration at the beginning of the academic year a schedule of the work to be carried under its quota of N. Y. A. funds. These work plans include a description of the work to be undertaken and the number of students to be employed on each type of work. The following information on the distribution of youth employed under the student work program was summarized from a representative sample of the work schedules.

SCHOOL WORK PROGRAM

Two fifths of the three hundred twenty thousand high-school students were assigned to teachers on jobs involving assistance in the regular school departments. Almost fifty thousand of these students performed general classroom and laboratory assistance in fields of instruction closely related to their own school work including the preparation of exhibits and visual aid materials. About forty thousand students renovated library books or were assigned to the school libraries to perform library service that so many schools were unable to undertake under their budgets. Also employed on departmental assistance projects were twenty-six thousand girls doing work in the home economics departments including sewing, nursery-school work, and preparation of school lunches, and fourteen thousand students were assigned to printing and reproduction jobs where they acquired skill in operating mimeographs and other duplicating machinery.

School projects for the construction and renovation of school property and facilities and maintenance work outside the regular school budget employed ninety-two thousand or 29 per cent of the high-school students. Eighteen thousand students worked under skilled supervisors on projects for constructing, repairing, and remodeling school buildings, athletic fields, bleachers, and, in several instances, stadiums, recreational equipment, various school apparatus, models, and equipment. Fifteen per cent of the total number of high-school students receiving N.Y.A. aid—forty-eight thousand—were employed at nonbudgeted maintenance of buildings, and twenty-six thousand or 8 per cent on the improvement and maintenance of school grounds.

Clerical assistance and service projects employed sixty-nine thousand

¹This section and Table I were furnished by Thelma McKelvey, special assistant, National Youth Administration office, Washington, D. C.

or 21.6 per cent of the total N.Y.A. secondary-school students at work consisting principally of typing, filing, stenography, and the revising and bringing up to date of old records.

Projects for professional and technical assistance employed twenty thousand or 6.4 per cent of the students. Over half of these were recreational leaders or assistants to the school recreational directors, about five thousand worked on music, arts, and crafts projects, almost two thousand gave assistance in health and hospital work, and one thousand on research, statistical, and survey projects.

COLLEGE WORK PROGRAM

Schedules received from 1,684 colleges and universities showed that work enough had been planned to keep one hundred and twenty-three thousand undergraduate students at work during the entire school year.

More than forty-eight thousand college students or 39.3 per cent of those receiving employment under this program were assigned to the heads of departments and to instructors for various types of assistance in the departments, preparing models and exhibits, mounting and arranging specimens, and other visual aid materials. Almost fifteen thousand of these gave assistance in libraries in cataloguing, collating reference material, preparing bibliographies, repairing and renovating books, or getting practical experience in other phases of library operation.

Clerical assistance and service projects including filing, typing, and stenography employed thirty-four thousand or 27.7 per cent of the college students.

Fifteen per cent—nineteen thousand—of the students were employed on sub-professional or technical work closely related to their college work. These included eight thousand students carrying out research, statistical, or survey projects and six thousand employed as recreational leaders on and off the campus under the sponsorship of public and private welfare agencies. Arts and crafts, music, and writing employed four thousand college students, and more than a thousand gave subprofessional assistance in clinics, hospitals, and other health work.

Projects for constructing and repairing college buildings and facilities and for the improvement of grounds provided employment this year to nineteen thousand undergraduate college students, about 15 per cent of the total. Almost seven thousand of these students engaged in the actual construction or repair of small college buildings or extension of recreational facilities and apparatus under the supervision of the skilled workmen employed by the college. Twelve thousand students were assigned to various jobs in the improvement of grounds; their work included planting, seeding and sodding, pruning and tree surgery, landscaping, and the maintenance of the physical plant of the college.

GRADUATE WORK PROGRAM

The work plans submitted by universities called for the continuous employment of twenty-nine hundred students during the 1939-40 school year.

Thirteen hundred or 44 per cent of the graduate students were assigned to professional or technical work including more than one thousand on research, statistical, and survey projects, and two hundred as recreational leaders, performing health or hospital work, or being employed in arts and crafts, music, and writing.

One third of the graduate students are assigned to the college departments to give assistance in the laboratories and classrooms, museums, art galleries, and libraries of the university.

Only five hundred of the graduate students were employed in clerical or service work, and about one thirtieth on construction and maintenance projects.

DIFFERENCES BETWEEN PROGRAMS

The most striking difference between the types of work to which high-school, college, and graduate students were assigned was in the sub-professional and technical group. Nearly half of the N.Y.A.-assisted graduate students were employed on these projects compared to 15 per cent of the college undergraduates and only 6 per cent of the high-school students. Within this group, research, statistical, and survey projects alone employed 36 per cent of the graduates, but only 7 per cent of the undergraduates and three tenths of one per cent of the high-school students.

Construction, repair, and maintenance projects employed a much larger proportion of N.Y.A. high-school students than of college students. Projects of this nature employed 29 per cent of the N.Y.A.-assisted students in secondary schools, but only 15 per cent of the college undergraduates and less than 4 per cent of the graduates.

Clerical assistance and service projects were more important in the undergraduate college work program than in the other two programs, employing 28 per cent of N.Y.A.-assisted college undergraduates compared to 22 per cent of secondary-school students and 17 per cent of the college graduates.

The variation in the proportion of N.Y.A.-assisted students assigned to departmental assistance between the programs is small. In high schools, 41 per cent of the N.Y.A. students were assigned to these projects, compared to 39 per cent of the college and 34 per cent of the graduate students.

TABLE 1
 PLANNED DISTRIBUTION OF STUDENTS EMPLOYED ON THE STUDENT WORK PROGRAM*
 BY PROGRAM AND BY TYPE OF PROJECT
Academic Year 1939-1940

Type of Project	Total		School Work Program		College and Graduate Work Program	
	Number	Per cent	Number	Per cent	Number	Per cent
TOTAL	444,648	100.0	319,504	100.0	125,144	100.0
<i>Departmental Assistance Projects</i>	179,053	40.2	130,053	40.7	49,000	39.2
Library service and book repair	55,331	12.4	40,345	12.6	14,986	12.0
Reproduction work	16,687	3.8	14,239	4.5	2,448	2.0
Departmental services	76,117	17.1	49,015	15.3	27,102	21.7
Home economics	30,918	6.9	26,454	8.3	4,464	3.5
<i>Construction and Maintenance Projects</i>	111,200	25.0	92,414	28.9	18,786	15.0
Constructing, repairing, and remodeling buildings	3,255	0.7	2,288	0.7	967	0.8
Constructing, repairing, and remodeling facilities other than buildings	8,805	2.0	6,796	2.1	2,009	1.6
Constructing, repairing, and remodeling apparatus, models, and equipment	12,745	2.9	8,873	2.8	3,872	3.1
Improvement and maintenance of grounds	31,991	7.2	26,198	8.2	5,793	4.6
Building maintenance	54,404	12.2	48,259	15.1	6,145	4.9
<i>Clerical Assistance and Service Projects</i>	103,391	23.3	69,048	21.6	34,343	27.4
<i>Semiprofessional Projects</i>	40,676	9.2	20,500	6.4	20,176	16.1
Research, statistical, and survey projects	10,083	2.3	1,011	0.3	9,072	7.2
Health and hospital work	3,039	0.7	1,842	0.6	1,197	1.0
Recreational leadership and assistance	18,152	4.1	12,466	3.9	5,686	4.5
Arts and crafts, music, and writing	9,402	2.1	5,181	1.6	4,221	3.4
<i>Miscellaneous</i>	10,328	2.3	7,489	2.4	2,839	2.3

*Reported on work plan schedules prepared by participating institutions and approved by State Administrators of the National Youth Administration.

The Selection of the Illustrations for the Student-Aid Program

IN THE OPINION of the editor, high-school administrators could well use more student-aid time on research, health, and hospital work, on recreational leadership and assistance, and on arts and crafts, music, and writing. All the best examples collected in the semiprofessional area (Area D) are included in the descriptions which follow. These total nearly one fourth of the number of illustrations in the chapter; in practice semiprofessional projects employ one sixteenth of the high-school N.Y.A. aided youth.

Construction projects, in the editor's opinion, are much more desirable than building maintenance. Consequently, a considerable number of construction projects are included for purposes of illustration, whereas only three maintenance projects are described, although building maintenance employs 48,259 N.Y.A. aided youth in the secondary schools. It is believed that through construction and repair, more permanent values can be secured for the school and the community than through custodial service, important though such services may be in many communities.

There is no implication intended that the projects represented herein are better than many other projects which were in progress, but on which reports were not available. The seventeen state administrators who cooperated, selected the schools to submit material. Undoubtedly the state administrators selected those schools which, in their opinion, would furnish good examples. No doubt many superior examples were not made available for THE BULLETIN. Those which are included, totaling about 120, are the best illustrations from a much larger sample submitted by the state administrators.

It is hoped that the many excellent projects which are described, from widely varying sections of the United States, will inspire school administrators to conceive and carry through even better projects than those described. Not every school has a gifted artist who can paint murals for the corridors, but every school has clerical, statistical, and historical research problems which are worth doing. In many states ski trails are impracticable. But other recreational facilities, such as picnic grounds or six-man football fields, may be the solution. In many communities it may prove feasible to make much greater use of public offices as an outlet for clerical service.

Public school buildings and grounds are frequently the most imposing and best-kept of any in the community. They are rightly objects of civic pride. But many of them would profit from further landscaping

and beautification, such as are described in this chapter. There is scarcely a community which could not use more assistance or facilities in the recreational program provided for young people. In the hope that the examples included would be of value, this issue of *THE BULLETIN* was undertaken.

Table I divides the fifteen types of work activity sponsored by the National Youth Administration into five areas: (A) Departmental Assistance, (B) Construction and Maintenance Projects, (C) Clerical Assistance and Service, (D) Semiprofessional Projects, and (E) Miscellaneous.

These will be treated in the following order:

AREA B—CONSTRUCTION AND MAINTENANCE:

- Group I. Constructing, Repairing, and Remodeling Buildings
- Group II. Constructing, Repairing, and Remodeling Facilities other than Buildings
- Group III. Constructing, Repairing, and Remodeling Apparatus, Models, and Equipment
- Group IV. Improvement and Maintenance of Grounds
- Group V. Building Maintenance

AREA C—CLERICAL ASSISTANCE AND SERVICE:

- Group VI. Clerical Assistance and Service

AREA A—DEPARTMENTAL ASSISTANCE PROJECTS:

- Group VII. Library Service and Book Repair
- Group VIII. Reproduction Work
- Group IX. Departmental Service
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- Group X. Research, Statistical, and Survey Projects
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AREA E—MISCELLANEOUS:

- Group XV. Miscellaneous

The secondary school has been interpreted to include the junior college. This does not agree with the National Youth Administration's interpretation which includes the junior college as part of the college program. There is no necessary conflict between the two points of view. The junior-college student is eligible to earn a larger wage if he is classified as a college student. The secondary-school administrator is quite justified in considering any training which is part of general education (as opposed to specialized education in the upper divisions of colleges and universities) as secondary. The descriptions of student-aid projects in secondary schools follow.

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AREA B—CONSTRUCTION AND MAINTENANCE PROJECTS

[Projects in this area account for 28.9 per cent of the youth employed in the school-aid program during the academic year 1939-40.]

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Area B—Group I. Constructing, Repairing, and Remodeling Buildings

1. A LUNCH ROOM AND A RECREATIONAL HOUR

High School, Alexandria, Minnesota

Because of a great influx of rural youth from outside the district as a result of the extension of certain bus lines, a problem existed as to what to do to provide adequately for the noon-hour supervision of those who brought their lunches to school. A study of the problem resulted in the decision that, in effecting a solution, it would be advantageous to organize various N.Y.A. groups to work under the supervision of the domestic science teacher, the recreational director, and the high-school principal.

The first necessity was that of space. Arrangements were made to vacate one of the larger rooms for use as a lunch room. The room was repaired, painted, and decorated by N.Y.A. workers. All the equipment, such as serving tables and dining tables, was built by N.Y.A. workers assigned to the industrial arts department.

After the completion of the physical facilities, a number of girls from the home economics unit assisted in preparing and serving hot lunches.

The third phase of the program was that of recreation. A definite schedule of games was inaugurated and executed, in the main, by N.Y.A. pupils under the supervision of the physical education department.

The boys received direct benefits from the practical experience of building the equipment which correlated with their industrial arts work. The girls were given more experience in practical work in domestic science than they would have been able to receive through the regular classroom program.

2. A GARAGE, SCHOOL EQUIPMENT, LANDSCAPE GARDENING

High School, San Diego, Texas

Under the N.Y.A. school work program at the San Diego High School, a frame building (24 feet by 30 feet) and a library counter, shelves, trophy cabinets, magazine racks, bookcases, massage tables, footbaths, jumping standards, and hurdles were constructed for the use of the school and the students. Although the construction of such items was outside of the regular budget of the institution, the materials were furnished by the school board and other interested persons.

The frame structure was built to house the two school buses operated by the district. The other apparatus was constructed to supplement equipment already in use in the building.

Six boys assigned to N.Y.A. school work jobs and enrolled in vocational agriculture and manual training classes were employed on the

project. Both the planning of the work and the actual construction were performed by the pupils under the supervision of the vocational agriculture teacher and the superintendent of the school. The project afforded the boys the opportunity of putting into practical use many of the things learned in the classrooms. Some of these boys are now undertaking the erection of frame buildings on their home farms.

After the garage was built the pupils undertook the landscaping of the school grounds; shrubbery was planted around the building, and irrigation and drainage ditches were laid out.

3. A HOME ECONOMICS LABORATORY

High School, Tropic, Utah

An old but well-built powerhouse was moved to the campus of Tropic High School where it was placed on a new foundation and remodeled. The ceiling and walls were lathed, plastered, and papered; the floors patched, sanded, and painted; and the grounds around it were graded and graveled.

Under the direction of the faculty, a carpenter, and a paperhanger, six girls and twelve boys from three communities planned the project and worked together on it for four months. The school administrator feels that the work has lasting value not only to a rural school in which such expansion and improvement would have been impossible without N.Y.A. funds, but also to the pupils who thereby received training and the opportunity to develop skills and improve attitudes which will remain with them after their period of school attendance is ended.

The building will be used as a home economics laboratory.

4. SCHOOL FURNITURE AND EQUIPMENT

Vocational School and Junior College, Rhinelander, Wisconsin

In expanding its facilities to include a former grade-school building, the Rhinelander Vocational School employed student workers in constructing and remodeling many items of school furniture and equipment, items which otherwise could not have been obtained, at least not for a much longer period of time.

Eleven boys spent the allotted time for five months in building partitions in plasterboard finish and in making work benches, tool racks, and similar adjuncts to a vocational shop. In as much as all eleven students were taking woodworking as a major subject in the full-time vocational school, this work provided a tremendous extension of their regular class work. By reason of the N.Y.A. project the experience of the students was widened, and the types of construction were increased over that possible with the ordinary facilities available in the school.

5. A LIBRARY, A HOME ECONOMICS ROOM, AND A SHOWER AND LOCKER ROOM

High School, Machias, Maine

At the Machias High School a work program of two years' duration was begun in the fall of 1938. The program called for the renovation of two rooms and the basement. One room was made into a library, and the other was prepared to provide quarters for a home economics department. The basement was converted into a shower and locker room.

The pupils who were not adapted to clerical or research work were assigned to the rough labor. Those in the clerical, library, and home economics units were put in charge of the refinishing of the rooms and the arranging of clerical details, such as cataloguing and record keeping. Instead of scattering books from the principal's office through every classroom in the building, the pupils now have a neat-looking room to use wholly for library work, a room in which every book is catalogued and kept in place. This stimulated interest in reading, not only in the better types of books and magazines, but also in subjects related to classroom studies.

An unused section of the school attic was converted into a home economics room, making possible the establishment of a home economics department.

Previously, the basement was an ugly-looking, unkept spot where school idlers congregated both during in- and out-of-school hours; as a result of the N.Y.A. project, pupils participating in athletics now have clean and comfortable dressing quarters, whereas formerly they had to dress at home.

**Area B—Group II. Constructing, Repairing, and Remodeling
Facilities Other Than Buildings****1. DEVELOPING A PLAYGROUND**

Central High School, Madison, Wisconsin

Central High School is located one block from Lake Mendota in a downtown area in which there are no playgrounds. Adjoining the lake there stood a large ice house which was recently removed by the city. This provided a site for the development of a playground for outside physical education classes and other activities. After the dangerous demolition work was done by other agencies, fifteen N.Y.A. boys were employed in cleaning activities, in leveling the grounds, and in marking off the field for playground activity.

The relationship between the work and the pupils' academic interest was not great, but the tasks provided a manual work experience having

a definite objective. The principal of the school took a personal interest and did a great deal of the supervision of this job, although the high school is a large one. The direct supervision was in the hands of the assistant coach in the high school.

The satisfaction of the work experience was further increased by the realization on the part of the youth that they were doing something definite for their schoolmates, for the city, and for their younger brothers and sisters.

2. CONSTRUCTING BLEACHERS

Stevens High School, Claremont, New Hampshire

Recently, a citizen of Claremont gave to Stevens High School the sum of five hundred dollars with which to purchase athletic equipment. The money was spent for lumber, iron, and other materials, and ten boys on the N.Y.A. program were assigned to construct bleachers. The necessary iron parts were made in the metal shops, the lumber was cut in the wood shops, and the bleachers were assembled and painted.

The boys were proud of their work which was directly correlated with their shop courses. Of the ten boys who worked on the program, about half were usually on the Honor List, and the remainder were encouraged to keep up their work. One educational value was an improved attitude toward work in general. The boys valued the money earned because they realized it was for worth-while work which could not have been done without the N.Y.A. program. Also, they realized that scholarship was necessary in order to gain the privilege of working on the project.

With the money earned in this way, the boys were able to take part in the extra-curriculum activities of the school, and they could purchase much-needed clothing, which increased their self-confidence and gave them the feeling that they amounted to something around the school.

3. REPAIRING SCHOOL FURNITURE

Anderson County High School, Lawrenceburg, Kentucky

The pupils in the Anderson County High School come from farm homes. Two boys were assigned to an N.Y.A. project repairing school furniture, replacing broken window glass, and other similar tasks.

The workers received valuable training in the use and care of tools. They purchased the materials needed for repair jobs, first comparing prices and determining which firms offered relatively the best values. They salvaged such parts as might be used later and learned not to discard furniture because it was old. This training was of particular value to them in the maintenance of their own homes.

The boys gained experience similar to that of a real work situation, and if they wish to continue in this occupation, the training fitted them somewhat with the fundamentals of the vocation. Their interest in fine woodwork was aroused, and they read all available material on antique furniture and on cabinetmaking. They were proud of their association with a craft which has gained such renown, and the level of their school work was raised. They came to realize the equal values of academic achievement and manual dexterity, and their skill gave them prestige among their fellow pupils.

4. PREPARING SKIING FACILITIES

High School, Lebanon, New Hampshire

Since Lebanon is located in the winter sports region, a full program of winter sports is carried on at this school. Four boys were assigned to build and maintain skiing facilities. Their duties included cutting brush from trails, clearing out trees downed by the recent hurricane, removing dangerous stumps and rocks, marking the trails by name, and building small ski jumps. This work was done all during the year. Although the N.Y.A. boys took charge of the work, they were frequently assisted by volunteer workers from the school.

The boys developed a knowledge of better ways to forestall accidents by removing the causes and learned what makes a safe trail and playground for winter play.

The work of these boys was of value to the whole community, which derives much benefit from winter sports.

5. IMPROVEMENT OF TENNIS COURTS

Edwin Denby High School, Detroit, Michigan

The tennis courts at Denby High School were of different elevations. Whenever it rained, there being no adequate drainage system, the courts of lower elevation suffered from washouts caused by water draining from the higher courts. To remedy this situation, workers on the N.Y.A. program were assigned the task of building a stone retaining wall extending around the lower court boundary. Old concrete, secured from the wreckage of a closed street near the school, was used in this construction. Standing three feet in height, the wall measures approximately 160 feet in length.

N.Y.A. workers followed this wall construction by leveling and surfacing the courts. A woven wire background was then erected to stop the high balls. Hollow pipe constituted the framework to which was attached a braided wire fence.

The boys accomplished this work under the supervision of a field caretaker employed by the board of education. They not only earned

sufficient money to make possible their continuance in school, but also, some of them at least, experienced their first lesson in genuine manual labor. The school profited from the improvement, in as much as it now has a series of tennis courts which can be maintained for almost continual use. The student body is proud of the courts, and to the boys who performed the work the courts hold a personal sentiment. The level and well-kept condition of the courts is more than a little responsible for the increasing popularity of tennis, for now the courts need no longer be closed for extensive repairs after every heavy rainfall.

6. INSTALLING A FOOTBALL FIELD AND TRACK

North Sanpete High School, Mt. Pleasant, Utah

On ground purchased by the school board, the N.Y.A. students at Mt. Pleasant High School installed a football field and cinder track. The pupil workers surveyed the track, leveled the field, and moved the sod and shrubbery. In addition to the mathematics involved, there were educational experiences in cutting and watering the sod and in the preparation of the seed bed.

7. INSTALLING A SIX-MAN FOOTBALL FIELD ON A SCHOOL PLAYGROUND

Clearlake Union High School, Lakeport, California

Two N.Y.A. boys were employed filling in low ground, leveling it, and setting sod. The boys assigned to this project were partially following their vocational interests. They were supervised by the coach and the gardener of the school. This project improved the recreational facilities of the school.

8. THE CONSTRUCTION OF A BUS-LOADING AREA

High School, Pleasant Grove, Utah

Three N.Y.A. boys were employed to clear weeds and debris from a piece of ground one-half acre in area. They leveled and graveled the ground to make it a safe place for loading school buses. The boys assigned to this project were interested in practical work activities. Since the project was of practical and social value to the school, it developed in these boys a sense of pride in their accomplishment. The loading area tends to prevent serious traffic accidents, for previous to its construction school buses were loaded and unloaded on the public highway. The project was supervised by the principal of the school and by the custodian.

Area B—Group III. Constructing, Repairing, and Remodeling Apparatus, Models, and Equipment

1. CONSTRUCTING AND REPAIRING PLAYGROUND EQUIPMENT

High School, Waynesburg, Ohio

A project concerned with the development of the school playground, with special attention given to repairing and constructing needed equip-

ment, was undertaken at the Waynesburg High School, Waynesburg, Ohio.

Eight boys, under the supervision of the custodian of the school, were employed on the project. These workers studied the needs of the playground and determined the type of equipment that could be built from available materials. Having obtained a quantity of old pipe and pipe connections from various local shops, the boys worked out plans for making frames for seesaws and frames and chain parts for horizontal bars, for reconstructing and installing a set of six swings, for building benches along the baseball diamond to be used by the players, and for building backstops.

The pupils were enrolled in the manual arts class and were majoring in shop and mechanical drawing; therefore, the N.Y.A. work was closely related to their academic interests. These boys were more or less "hand-minded," and they will probably work with their hands in later life.

Through their work on the project, the boys derived distinct educational values by applying in a direct way their school studies, such as mechanical drawing and woodworking. The practical experience in planning and constructing thus supplemented their class work. It developed initiative and resourcefulness, as well as certain skills.

The project has provided the school with much-needed playground equipment which otherwise could not have been purchased, and which will be used extensively by school children and the community generally.

2. THE RENEWAL OF SCHOOL DESKS

High School, Kenedy, Texas

Two hundred old and badly abused desks were renovated and put back into service through an N.Y.A. school work project at Kenedy High School, Kenedy, Texas.

Nine boys assigned to N.Y.A. school work jobs were employed in this work. The boys planed down the tops of the desks and then went over them with an electric sanding machine. After the desks were smoothed and refinished they were varnished. Some of the desks were so badly damaged that general repair to the framework and the use of plastic wood was required. The equipment and materials used on the project were furnished by the school. All the work was done in a shop on the campus under the supervision of the principal of Kenedy High School.

Most of the boys were enrolled in vocational agriculture and manual training classes and were interested in this type of work. The training

which they received on this project will be of much benefit to them in related construction problems.

The principal of the school feels that, because of this work, these boys now take greater pride in the care of school furniture and that they have transmitted this beneficial attitude to other students in the school.

3. CONSTRUCTION OF MUSIC STANDS, MISCELLANEOUS REPAIR

High School, Kingsley, Michigan

Kingsley High School is typical of Michigan's one-time white pine area, now merely a cutover district where farming as an industry is a poor successor to the fabulous fortunes derived from lumbering. This year the high-school enrollment in grades nine to twelve was eighty-eight.

The work of two boys included the constructing of music stands for the orchestra, the installing of bulletin boards in classrooms, the repairing of maps and their cases, the removing of broken locks from classroom doors and replacing them with new ones furnished by the board of education. Whenever possible, old locks were repaired. Towel racks were made and placed in the dressing rooms. A radio aerial was erected and a radio installed in the assembly room. The gymnasium floor was reconditioned, light switches repaired, and stage scenery and props made for school plays.

4. THE REPAIRING OF SCHOOL EQUIPMENT

Center High School (Colored), Waycross, Georgia

The school and the pupils benefited greatly from the N.Y.A. work program in the construction and repairs project at this school. Three girls and three boys worked at the repairing and upkeep of tools and equipment.

Under the supervision of the instructor, the pupils put back into use many of the laboratory facilities thought of as discards. Bunsen burners, ring stands, and pneumatic troughs were repaired and made usable through soldering, sanding, gauging, and painting. The pupils referred to a chemistry manual which gives the different parts of the burner, shows how to assemble them, and explains the function of each part. They used this as a guide and, under the instructor's supervision, repaired the parts, re-assembled them, and adjusted them for use again.

Several pupils on this project supplemented their study of chemistry with laboratory experience. Those who were mechanically inclined found this a useful experience. Besides practical training, pupils gained on this project a development of their senses of value regard for the property rights of others, utilization of resources to the fullest extent, all of which encouraged ingenuity and thrift.

Pupils enrolled in vocational agriculture were taught to repair hoes. This was done in the blacksmith department of the shop, under the supervision of the instructor. The boys cut the handles, fitted them to the once discarded hoes, and sharpened the implements, which were then pressed into service again.

The school administrator felt that the benefits accruing from such projects were far-reaching. Youth were taught not to be extravagant. There was the lesson of utilization of one's natural resources. Such training is likely to carry over into community life and to help toward better social adjustments on the farm and around the home.

5. MAINTENANCE OF A LOUD-SPEAKER SYSTEM

High School, Antigo, Wisconsin

Among the fifty pupils employed at the Antigo High School, there were two who did specialized work in the maintenance of the loud-speaker system recently installed there.

This project furnished experience in electricity and in the fundamentals of transcription which these pupils could have gained in no other way.

The maintenance of the loud-speaker system, supervised by the physics instructor, furthered the education of the boys and was a means of keeping in operation a radio diversion system, which is an important item in a school housing hundreds of pupils who come from rural areas, and who stay at the school at noon and often for a considerable period in the afternoon.

As a result of this chance for unusual work, these two senior students are ready to go into this field of work upon their completion of the high-school course, which was made possible by their N.Y.A. employment.

6. CONSTRUCTION OF EQUIPMENT FOR RECREATION

High School, Dixfield, Maine

In Dixfield High School a particularly fine program for development of athletic facilities was organized under the direction of the principal of the school. Before N.Y.A. assistance was given, the pupils had only the most makeshift equipment and facilities with which to work.

The N.Y.A. program consisted of constructing indoor equipment, ping-pong tables, a trophy room, and an out-doors shelter house for the hockey rink. The shelter house was a much-needed convenience and protection.

In addition to the regular hockey rink, a larger rink for skating purposes was constructed, and a baseball field remodeled, which conformed with standard regulations and provided a vastly improved playing area.

Dixfield High School, with an enrollment of ninety-eight, is located in a small town where people had been accustomed to getting along with the most improvised conditions for high-school recreation. When the principal outlined his plan to the school officials and the townspeople, his idea was met with considerable skepticism, but now the results attained have changed the whole attitude toward what can be done with N.Y.A. assistance under well directed and imaginative utilization of the workers.

7. THE CONSTRUCTING OF APPARATUS

Roosevelt High School, Emporia, Kansas

Apparatus, models, and other equipment for the departments of mathematics, physics, and psychology were constructed by five boys assigned in the Roosevelt High School. The equipment was planned and constructed under the direction of the heads of the departments. As nearly as possible, the pupils were assigned to make apparatus for the department in which they were specializing.

The educational value derived by the pupils was considerable, since it afforded them a working knowledge of the equipment, and a greater familiarity with the laboratory. Moreover, it provided a general workshop experience in the actual construction of the apparatus. The value of the project to the school is in furnishing the departments with models and classroom instruction.

In the mathematics department, the work consisted of preparing wood, plaster, wire, and glass models of the more important three-dimensional figures and surfaces of the second order. Besides making new equipment for the physics and science departments, the youth repaired all old apparatus, also.

8. THE CONSTRUCTION OF A SIX-INCH REFLECTING TELESCOPE

High School, Payson, Utah

The construction of a telescope by four boys at Payson High School involved the grinding of a six-inch pyrex glass mirror and the mounting of the mirror and the prisms. The boys had mechanical ability and an interest in physics. The project gave the boys work experience which correlated closely with the principles of optics taught in physics. It was sponsored by the principal and the instructor of science. The telescope is to be used by the classes in elementary astronomy that are to be organized. It will also give the community an opportunity to use an unusual piece of apparatus.

9. THE CONSTRUCTION OF AN ADOBE WALL

Englewood High School, Los Angeles, California

Ten unskilled boys, the majority of whom were Mexicans, were assigned to construct an adobe wall which encloses a part of the school

grounds. The enclosure is used during the lunch hour by the pupils and at other times for recreational purposes. The wall which was constructed according to strict specifications is made of adobe, secured locally at no cost. The equipment and materials necessary for the project were furnished by the school and the community. Supervision was provided by competent persons on the custodial staff.

This project has much to recommend it as work experience for a group of unskilled boys, for they gained experience on a manual labor project in line with future employability. Also they had the opportunity to perfect their skill in a native craft.

10. STORAGE FOR DANGEROUS GASES

Junior College, Fullerton, California

Eight boys were assigned to install fixtures which permit the storage of dangerous welding gases outside the school shop. A fifty-foot pipe line running from the storage shed to the shop was laid. Check valves and outlet valves were installed. The boys laid the pipe, installed the valves, and gained experience in constructing a high-pressure pipe system. Since these boys were all interested in industrial work, the experience was closely related to their instruction in industrial arts. The shop instructor supervised the work.

Area B—Group IV. Improvement and Maintenance of Grounds

1. IMPROVING GROUNDS AND RECREATIONAL FACILITIES

High School, Bemidji, Minnesota

Prior to the building of a new addition to the high school at Bemidji, Minnesota, it was necessary to extend the school grounds in order to afford adequate space for the building and for the school playground. The only land available for this purpose was a wooded area which could not have been used immediately by the school for playground purposes; therefore, it was determined that the school would secure the assistance of a limited number of out-of-school N.Y.A. workers and, coöperatively with them and the N.Y.A. pupils of the school, prepare the area for its intended use.

The trees were cut and the ground leveled and sodded or graveled, so as to create an improved lawn and extended playground. In order to expand the recreation facilities of the school, the workers developed a new ball diamond, running track, volleyball court, and an outdoor basketball field. The trees that were felled were utilized in building the backstop for the ball diamond and were cut and finished into posts which were installed along the front of the building so as to protect the lawn. The N.Y.A. workers also constructed new bleachers on the athletic

field. In addition they repaired the old bleachers both in the gymnasium and on the athletic field. The entire bleacher construction program as well as the finishing work was done by the pupils. All of the workers were enrolled in the industrial arts department and had expressed their interest in this field. Only those pupils who indicated a definite interest in this type of work were assigned to the project.

Upon the suggestion of one of the pupils it was thought advisable that, on the far end of the playground in the wooded area still remaining, the boys build tables where pupils might enjoy the out of doors during good weather. The tables were extensively used by rural pupils as a noon lunch place.

Although not related in all instances to the academic interest of the individual, this practical type of work had much educational value. It demonstrated what pupils might do in improving and expanding their facilities. It taught the pupils how to work in a practical manner. One of the outstanding results of the project is the apparent increased respect for public property upon the part of the youth. The work was conducted under the direction of a supervisor employed for the duration of the operation of the project.

2. THE PREPARATION OF A PLAYGROUND

Roosevelt High School, Emporia, Kansas

A construction project on the grounds of the elementary school was carried out in Emporia, Kansas. Inaugurated for the purpose of preparing a playground, this project included the demolition of one house and the moving of another. A street was closed, and the surface of the ground was graded and new walks constructed. Playground equipment and apparatus was built, and a residence for a campus recreational hall was remodeled.

This project employed twenty-five boys who were chosen in so far as possible because of their interest in industrial arts courses. The work was under the supervision of the assistant to the superintendent of buildings and grounds. Combining the use of both hand and power tools with general shopwork, the playground project offered valuable experience to the pupils, as well as a distinct contribution to the school.

3. CARE OF GROUNDS AND OF BASKETBALL AND TENNIS COURTS

Center High School (Colored), Waycross, Georgia

On the improvement and maintenance of grounds project, three boys and three girls secured experience that will be useful to them in employment at odd jobs in season and as a carryover into the home. The pupils cared for the grounds and shrubbery and the basketball and tennis courts.

This work emphasized the importance of clean and beautiful surroundings and tied in with citizenship, health, and sanitation.

The N.Y.A. pupils on this project were taught how to care for and how to beautify grounds. Laying off walkways, pruning shrubbery, fertilizing and leveling the grounds, and balancing the effect of planting were among their duties.

The pupils were shown the effect of clean environments. To some extent this will be carried over into the home, thereby eliminating barren, unattractive grounds and freeing the community of tin cans, rubbish, and litter, which not only spoils the appearance of a place, but also is conducive to the spread of disease. How to beautify grounds, offset erosion, and utilize the natural humus, is in keeping with the conservation of natural resources. This practical work tied in perfectly with the training in vocational agriculture given the boys.

4. GRADING AND DRAINING SCHOOL GROUNDS AND PLANTING TREES

High School, Duchesne, Utah

A new school building was recently built in Duchesne; but the adjacent grounds were low and marshy, and there were neither trees, fences, flowers, nor shrubs. Faced with the job of cleaning up the loose rock and debris that had accumulated through building operations, the school devised an N.Y.A. work program which employed twelve boys. After burning as much of the debris as possible, the boys scattered the remainder over the grounds and covered it with eight inches of soil. Manure from a sheep ranch was hauled in and spread, and a lawn was planted. An entire block of new fence was built, each post of which was made secure by a concrete base. The fence was made of iron pipe.

With a government ranger, the boys went into the mountains and brought down young trees and shrubbery with which to beautify the campus. Several dozen loads of shale were spread in front of the fence to provide safe parking for cars. The shale ensures proper drainage. Several new culverts and ditches were built, in order to provide water for the trees that had been planted. An unsightly place was thus transformed into a beauty spot in the community. The work was supervised by the principal of the school, a contractor, and a government ranger.

In addition, two driveways were built by ten boys under the direction of the principal and the janitor. One of these roadways is used to gain access to the rear of the school plant and for unloading coal; the other is used as an outlet to the main highway by people living in a secluded alley.

5. MAINTENANCE OF SCHOOL GARDENS

Junior College, Salinas, California

Salinas Junior College has available one-half acre for a vegetable garden, one acre for a pansy garden, and one acre for a sweet-pea garden. Eight

boys were employed in planting, weeding, and irrigating these gardens and in experimenting with the growth of flowers. Also they prepared vegetables for marketing and delivered them. This work was very closely related to the vocation interests of the boys, as they were studying agriculture and plan to continue in this field after graduation. In addition, the results of their work will be published and made available to the agriculture workers in the community.

6. RIPRAPING A CREEK WITH ROCK

South Rich High School, Randolph, Utah

Four boys were employed in beautifying what had been an ugly creek. The boys hauled the rock, leveled the ditch bank, and skillfully laid the rock. There was close relationship between the work and the vocational training which these boys were receiving in school. In addition, it helped to beautify the community.

7. LANDSCAPING THE SCHOOL GROUNDS

High School, Santa Barbara, California

Fourteen boys were employed to landscape several acres of school grounds which had recently been terraced and graded. The boys completed the slopes, grades, and plats. They planted lawn, shrubs, and trees. Also they acquired experience in the plant nursery propagating plants, shrubs, and trees for the project. There was a direct relationship between the N.Y.A. work experience and school interests because all of the boys expect to continue in gardening or in some kind of agricultural work as a life career. The supervision of the project was supplied by the teacher of gardening.

Area B—Group V. Building Maintenance

1. Junior College, Fullerton, California

Nine boys were assigned to help the plant engineer in the operation of the school power plant, heating plant, and telephone system. The boys assisted in the maintenance of the public address system, the school bell system, and the internal telephone system. Also they secured experience with school plumbing and lighting. Other experience was provided them as sheet metal workers, tin smiths, and as painters. The work was closely related to the school interests of the workers, as all of them are majoring in industrial arts. The experience was, therefore, practical, and later it will be of great value to the boys in seeking employment. The work was supervised by the plant engineer of the school.

2. Sequoia Union High School, Redwood City, California

Two boys were employed under the direction of the school engineer, in repacking valves, cutting pipe, and rethreading pipe. Also they have had

experience in vacuum cleaning the swimming pool and assisting with the circulation, filtration, and sterilization processes, and in making bacterial tests of the water in the swimming pool. There was close interest between the N.Y.A. assignment and their school work, as the boys were majoring in industrial arts.

3. High School, Geneseo, New York

Six boys formed the staff to help maintain and operate a fine new school building in the farming area of western New York. Assistants to the janitor, they kept the floors, desks, walls, and walks clean, and did other things which made the building attractive. Their work was under the direction of the principal and the janitor.

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[Projects in this area account for 21.6 per cent of the youth employed in the school-aid program during the academic year 1939-40.]

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Area C—Group VI. Clerical Assistance and Service

1. SERVICE IN THE COMMUNITY

Waupaca University Extension Center, Waupaca, Wisconsin

Waupaca is one of twenty localities in the state in which the University Extension Division has set up extension centers for first- and sometimes second-year college work.

Seven first-year college students—six young men and one young woman—were engaged in this clerical project. Each was assigned to a public office in Waupaca to do clerical, accounting, or general office work.

The relationship between their work and interests was close. For instance, one student who planned to go into agricultural extension fields was assigned to the county agricultural agent, doing clerical work, assisting in soil tests, and so on. A youth taking accounting as an extension course did similar work for the city clerk.

The supervision, as in similar off-campus projects, was largely by the public officials in whose offices the students worked. The timekeeping was certified by the officials and recorded through the regular school time report.

Very practical training accrued to the student, while long-needed assistance was provided the officials.

In the opinion of the editor it would be well for school officials to canvass the community to find more opportunities for coöperative efforts between the school and other public agencies.

2. SERVICE TO THE BOARD OF EDUCATION

West High School, Cleveland, Ohio

Six girls receiving N.Y.A. assistance at West High School, Cleveland, Ohio, were assigned to off-campus clerical projects in the placement office of the Cleveland Board of Education, and the principal's office in various elementary and junior high schools.

The work performed by the pupils consisted of filing, typing (transcription, statistical, and form letters), answering the telephone, and assisting the clerk in general office duties. Since the pupils were taking commercial courses and expected to do this type of work upon graduation, there was close correlation between their N.Y.A. assignments and their academic and vocational interests. In the two elementary schools, the principals supervised the workers, whereas the civil service clerk in the junior high school and the head of guidance and placement bureaus provided direct supervision on the other projects.

The practical experience on the projects enabled the pupils to apply their classroom training. The standards of performance maintained approached those of competitive employment, so that the workers learned what is required to hold a job. They gained experience in meeting people, answering the telephone correctly, and following instructions. They learned the general, routine, office duties of clerical workers, and developed tactfulness, poise, and a sense of responsibility.

The services provided by the N.Y.A. pupils increased the efficiency of the offices in which they worked and was of considerable value to the schools.

3. CLUB OPPORTUNITIES FOR N.Y.A. WORKERS

Kenosha Senior High School, Kenosha, Wisconsin

Although this was another of the large classroom assistance projects in which thirty-two boys and forty-seven girls were not yet meeting the entire demand from overworked teachers for all types of general assistance, it was especially unique because of its benefits to the pupils.

The work consisted of marking extra papers, keeping records, and being generally helpful in the classroom; the N.Y.A. supervisor in Kenosha Senior High School noted that this extra work precluded the possibility of these N.Y.A. workers' joining the school clubs and extra-curriculum activities. She therefore held monthly meetings for the organization of clubs for these working pupils, clubs in which the pupils gained experience in self-expression, parliamentary procedure, and social activities.

Because of special interests the clubs were divided into those for boys and those for girls. The clubs offered guidance in the chosen vocational field, provided educational guidance, and offered some social activities. Seventy-five per cent of these pupils did not participate in any other activity. Movies were shown, and personality development was discussed. In addition the clubs aimed to develop leadership, good citizenship, and school spirit.

4. SERVICE IN A JUNIOR HIGH SCHOOL

Barret Junior High School, Louisville, Kentucky

Barret Junior High School serves a section of Louisville in which the majority of the children will later find their life work in commerce and in business.

Three boys and one girl were assigned to the school office to work for the principal, the counselor, the secretary, and for faculty members. The girl did typing and filing, and helped in keeping records. She assisted in operating a small circulating library of college catalogues and vocational publications for the counselor. Two boys operated the mimeograph ma-

chine, running all stencils required by the faculty of thirty-two teachers. The third boy had charge of locker keys and sorted and distributed incoming mail.

Three of these workers were taking commercial courses in junior high school and expected to continue this work in senior high school. Through their employment on the N.Y.A. school work program, they gained some knowledge of the use of office equipment, and had good experience in office practice and in meeting and serving the public. This assignment was particularly valuable to two pupils who, having lived in orphanages, were in need of outside contacts. A marked development in their personality was observed after their employment as N.Y.A. workers.

5. A STUDY OF GRADUATES

High School, Ortonville, Minnesota

Because of the interest of the Ortonville High School in what further might be done to expand its vocational guidance program for the best interests of all the pupils, the decision was made that it would be advantageous to determine what had become of the high-school graduates of the last five-year period.

A project was initiated under the direction of the superintendent, assisted by three N.Y.A. workers, to determine the whereabouts of past graduates. After a discussion meeting, each pupil prepared a form letter explaining the reason for the study. At the second meeting the best letter was selected, and this form, together with a questionnaire made out by the superintendent, was mimeographed by N.Y.A. workers and forwarded to the former students. At first there was little difficulty in reaching those graduates who were in the vicinity or in the state, but as the project progressed it was necessary for the pupils to write to a number of individuals to learn the whereabouts of previous graduates. In so far as it was possible the pupils were placed on their own initiative in the writing of letters.

The workers received valuable experience and training in clerical work and in compiling the data which was returned by the graduates. The workers were very much interested in learning about the wide variety of work in which local high-school graduates were employed.

A question raised by the pupils as a result of the study was whether or not it was going to be possible for them to find employment in their own community. The survey revealed that many of the graduates were required to seek employment outside of the community. This led logically to the discussion of employment possibilities in the community, the net result of which will undoubtedly be to determine in so far as possible the local possibilities of employment. Such a program will then have revealed to

the community the placement of its graduates and the need to assist them in finding employment after graduation.

One advantage of this project to the workers was that they received considerable practical experience which correlated with their commercial and English courses. The school benefited by learning the extent of employment of its graduates. They also learned the percentage of youth in the community who were going on to school for further training.

The students themselves brought out a number of pertinent questions relative to problems that could profitably be discussed in counseling groups.

6. OCCUPATION OF GRADUATES; COUNTY TUITION RECORDS

High School, Atchison, Kansas

Project No. 1

One boy was assigned to check the occupational file of the graduates of the high school. The duties consisted of filing, checking, and analyzing questionnaires. The project had occupational value for the pupil assigned and contributed valuable information to the guidance counselor, concerning the graduates, as well as concerning the need for curriculum change.

Project No. 2

This project consisted of recording attendance for county tuition and school records. Also, materials were filed for the guidance record. General clerical work was given to four boys and seven girls. Pupils from the higher scholastic brackets were assigned to this type of activity. The projects were under the personal supervision of faculty members, and training value was largely for those desiring to become secretaries.

7. KEEPING SCHOOL RECORDS

High School, Victoria, Virginia

Two girls were assigned to help teachers keep pupil records. They brought the files on school activities up to date. In addition, they made studies of graduates. These pupils were selected because they were taking the commercial course in the high school. The commercial teacher and principal shared in the supervision. Pupils having gained experience on such positions secured good jobs after graduation.

8. N.Y.A. TIMEKEEPING

Senior High School, Ann Arbor, Michigan

One boy and one girl were assigned to the teacher of stenography and to the N.Y.A. timekeeper. The pupils did typing and filing in addition to getting out the weekly N.Y.A. time reports. The girl did her apprentice-work in an office. The boy will probably go into accounting work in

industry. Thus, their N.Y.A. experience was closely related to their vocational interests.

9. SELLING SCHOOL SUPPLIES

Community High School, Blue Island, Illinois

Two girls were assigned to selling school supplies. These pupils were commercial pupils interested in securing selling experience. It was felt that they learned to deal with the public, to make change rapidly and properly, and to develop a business-like attitude in dealing with the public. The work was supervised by the commercial teacher at all times.

10. WORK IN A JUNIOR COLLEGE OFFICE

J. Sterling Morton Junior College, Cicero, Illinois

Four girls were assigned to work in the college office. One assisted in making the college catalogue and getting out all notices concerning it. The second girl, who was assigned as attendance clerk, handled all attendance records in the college. The other two worked on transcripts of students and took dictation. These girls were all taking secretarial courses in the Junior College. They are securing training in the kind of work which they hope to do later. The college secretary supervised the work of all four girls.

11. SECRETARY TO A PUBLIC HEALTH NURSE

High School, Lancaster, New Hampshire

One N.Y.A. girl was assigned to do secretarial work for the public health nurse. She tabulated statistics, filed case material, and typed reports. She assisted the public health nurse in keeping records up to date and learned how to run an office efficiently. There was close relationship between the N.Y.A. assignment and the pupil's interest, as upon graduating she intends to be a clerk or secretary. The work was supervised by the public health nurse.

12. SERVICE IN THE REGISTRAR'S OFFICE

Junior College, Ventura, California

Six girls were assigned to the registrar's office. These students had access to all office equipment. Assignments were rotated so that each could gain experience with a number of clerical techniques, such as alphabetizing, filing, routine checking of records, stencil making, copy typing, and making duplicator master copies. The girls were planning to become office secretaries and were therefore regularly registered in the commercial curriculum. Constant supervision was the responsibilities of the secretary to the registrar.

13. TELEPHONE OPERATOR

High School, San Jose, California

Experience with the PBX switchboard seems to assist girls in securing positions. One N.Y.A. girl was assigned as a switchboard operator and was given complete control of the switchboard. After school hours, she took over the switchboard and operated it until the office closed. The girl was a commercial pupil who was interested in office work. The pupil operator was trained and supervised by the secretary to the principal.

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Area A—Group VII. Library Service and Book Repair

1. SERVICE IN A COUNTY NORMAL SCHOOL

Outagamie County Normal School, Kaukauna, Wisconsin

The thirty-five rural Normal Schools, two-year collegiate institutions for the training of rural teachers, have been one of the educational units most appreciative of the N.Y.A. student work program.

The school at Kaukauna has a library project in which four of the potential teachers—all young women—are active. The young women took over the duties of librarians on a formerly badly neglected library. This work included waiting on students wishing books, keeping the library cards, keeping records, making displays, repairing books, and like duties.

In as much as these students are training to be rural teachers, the familiarity with the books and their use will be very valuable. The teacher in charge of the library was the supervisor in this instance. The lack of funds available to the smaller schools made the social utility of the work great also, as student materials can be produced which would otherwise go unnoted and unused.

2. VOCATIONAL AGRICULTURE LIBRARY

High School, Smithville, Texas

One boy assigned to an N.Y.A. school work job at the Smithville High School, initiated and maintained a library for vocational agriculture classes. He classified bulletins pertaining to vocational agriculture, properly cataloguing them, and keeping them in order when not in use. Many government agriculture bulletins and other literature coming to the school, which were heretofore lost or discarded, are now preserved in a permanent library through this project. Complete inventories and records pertaining to the equipment and the material in the library were maintained by the worker. This boy lived on a farm and was interested in the farmer and in farm problems. He was enrolled for vocational agriculture classes in the Smithville High School and performed his work under the supervision of the teacher of vocational agriculture. The library he maintained was used extensively by all agriculture students in the school.

3. ASSISTING THE SCHOOL LIBRARIAN

Hamilton High School, Hamilton, Ohio

Six girls and four boys who participated in the N.Y.A. work program at the Hamilton High School were assigned to various types of work in the school library. Their duties consisted of checking library permits, attendance, and reading shelves, stamping magazines and books, and assisting with circulation. Since the library is an integral part of this school's program there exists a close relationship between library work and each

department of the school. A full-time librarian gave constant supervision, teaching each worker the job to be done and shifting him to different work to give him varied experience.

The work is of considerable value to the entire school, since it frees the school librarian from small routine tasks so that she may devote more time to assisting pupils in using the library. The school librarian states that this type of project usually appeals more to youth who like detailed clerical work and to the more scholarly pupils who find real adventure among books.

4. SERVICE IN SENIOR HIGH SCHOOL

Dodge City High School, Dodge City, Kansas

Eight girls were assigned as assistants to the librarian. They did mechanical work in replacing book pockets, cards, and date slips. They cleaned the books, indexed shelves, and clipped papers and magazines. They also checked out books and replaced them on the shelves when returned. All assistants were chosen from those who showed an interest in library work. A number of former students on this project have found they wish to enter this kind of work and others are working in college libraries.

5. REPAIRING BOOKS

High School, Delta, Utah

Two girls were assigned to repair and bind textbooks and library books. These girls checked over all books to find which ones were in need of repairs. They then tore down and rebound such books as were in need of repair. The school reported that more pupils would like to be assigned to this project than can be accommodated. The work was under the supervision of the school librarian.

6. SERVICE IN THE TOWN LIBRARY

Nute High School, Milton, New Hampshire

One girl and one boy were assigned to cataloguing the library and putting in a new charging system in the school and town library. They classified approximately six thousand volumes according to the Dewey decimal system. Also they inserted in each book a pocket, a card, and a date due slip. In addition, the workers arranged the books on the shelves according to the Dewey system. Supervision of the project was furnished by a member of the state public library commission, the school librarian, and the headmaster of the school.

7. LIBRARY SERVICE THROUGHOUT A SCHOOL SYSTEM

Riverside Junior College, Riverside, California

Eleven girls were assigned to catalogue, index, repair, and maintain

the libraries of the Junior High School, Senior High School, and Junior College. Also they kept an accurate inventory of the library books in these schools. The girls assigned to this project were intensely interested in this work and intend to become librarians after graduation. Supervision was supplied by the librarian in each of the schools which has an N.Y.A. worker assigned to the library project.

8. LIBRARY SERVICE IN A PAROCHIAL SCHOOL

St. Ignatius High School, San Francisco, California

Nine boys were assigned to the library project which consisted of cataloguing, repairing, and arranging displays of books and magazines. Two of the boys were preparing to be librarians. Four of the others were English majors who will profit considerably from their library experience. Supervision was provided by the librarian of the school.

Area A—Group VIII. Reproduction Work

1. DAILY NOTICES AND TESTS

South High School, Cleveland, Ohio

A project involving the mimeographing and printing of daily notices and tests was undertaken at South High School. Three boys were assigned to running stencils off on the mimeograph machine and printing cards and notices used in the school. Tests and other materials used by the teachers in their classes were duplicated by the N.Y.A. workers.

The pupils were taking printing in the course of their study; the extra practice helped to improve their class work. They were supervised by the office clerk, who made a complete checkup of their work and the condition in which they left the equipment. The workers gained experience which will be of value to them when they graduate. Also the project met a real need in the school.

2. MAP REPRODUCTION

High School, Atascadero, California

One girl was assigned to reduce a large map of precincts and to reproduce each precinct about one third size on eight and one half by eleven inch paper. These precincts, showing all roads and streets, were made on a master copy. Fifty copies of each precinct were run off. These reproductions were particularly useful in the Red Cross roll call of 1939. Copies were available for other community needs. The girl who worked on this project had exceptional ability to do tedious and exact work of this kind in reducing size and reproducing copies. She was a student interested in commercial art. The direction of the project was in the hands of the commercial teacher.

Area A—Group IX. Departmental Service

1. WORKING IN THE DARK

North High School, Binghamton, New York

Two workers, employed in this school, worked in the dark room and photography laboratory. They washed prints, dried prints, cared for supplies, and cleaned and kept in order the dark rooms for instructional purposes.

Their work was directly in charge of the teacher of photography, under whose supervision they not only earned needed money but also learned technical details and practical methods in the field of photography. They assisted the instructor particularly in producing prints for the high-school annual and in general laboratory operations.

The study of photography offered in this school is one of the few courses in the state of a similar nature. The laboratory and photographic work rooms are unusually well equipped and provide exceptional opportunities for practical work experience.

The school reports that youths employed on this work assignment enjoyed their experience, which also increased their interest in school and provided, in addition, exceptional vocational training for young people who may enter the photographic or printing industries.

2. VISUAL AIDS FOR SCIENCE

Blodgett Vocational High School, Syracuse, New York

In this large high school, the teaching of science through the visual method is a feature. The preparation and maintenance of accurate, "readable-in-the-back-of-the-room" visual charts for chemistry, physics, health, and ninth grade general science is a regular, continuing work assignment for qualified workers. The number employed varies but averages about four, all of who must have exceptional mechanical drawing ability.

Under the close supervision of members in the Science Department, especially in the planning and drafting of trial layouts, the pupils produce India ink charts in color on five-ply 22x28-inch cardboard. The charts themselves are kept in special cases made by other employed workers. These cases are placed in various classrooms and laboratories where they are immediately available for instructional purposes.

An instructor in the Science Department said of the work: "All of the pupils employed in this work realize the training which they are receiving not only in drawing but in enriched understanding of and interest in science. Three of the pupils who have helped in this continuous work are known to have obtained jobs upon graduation from school in consequence of this training in school. The pupils are not exploited, but the

value of their work to the school is extraordinary, for over two hundred of these technical charts have been made and are now in daily use. In general they are better than could be purchased because the charts themselves are drafted in detail according to the needs of our school."

3. LABORATORY ASSISTANCE

Lincoln High School, Paducah, Kentucky

One boy in Lincoln (Colored) High School, hoped to continue his education in chemistry. This pupil was permitted to earn his N.Y.A. wage by working as an assistant in the laboratory under the supervision of the chemistry teacher.

His work consisted of setting up apparatus and materials for experiments, and in putting them away after laboratory periods. He also helped in the biology and physics laboratories, keeping equipment in order.

The extra time spent in the laboratories made it possible for the teacher to give him better training in the use and care of equipment. He secured much useful information on handling dangerous chemicals, and he laid a better foundation for his professional career.

4. VISUAL AIDS FOR SOCIAL SCIENCE

Shawnee High School for Girls, Louisville, Kentucky

The Shawnee High School for Girls planned to enlarge its library of teaching materials to be used in all social study classes. One N.Y.A. worker was assigned to help in promoting this aim. This girl mounted materials, prepared captions for bulletin board displays, arranged materials on bulletin boards, and prepared hectograph outline maps. She scanned periodicals and newspapers for suitable clippings for the files and bulletin board.

This assignment gave her experience in the selection, arrangement, and filing of visual aids. The work provided an outlet for creative ability calling as it did for lettering and choosing artistic mountings. Relief from a fraction of financial strain seemed to make this pupil more alert; she showed greater interest in her class work, and her grades improved. Her work habits improved and she became more systematic. She expressed herself as being happy in her ability to do a variety of things well.

5. PREPARING A CONSERVATION EXHIBIT

Langlade County Normal School, Antigo, Wisconsin

At the teachers' preparatory school in Langlade County, two young men and two young women are preparing conservation exhibits of all kinds of woods, leaves, barks, and shrubs.

The selecting, preparing, cleaning, varnishing, and mounting of material for display purposes is the main work activity. The relationship is not direct between teacher training and conservation except as the teaching of conservation in Wisconsin is a required subject, and these potential teachers are getting a special preparation under the supervision of an interested principal.

Since the state has become so conservation-minded, the public derives great benefit from the display and use of these varied materials. The exhibits are used in many public places and conservation meetings.

6. SHOP ASSISTANCE

West Technical High School, Cleveland, Ohio

A shop assistance project at West Technical High School employed thirty-nine boys and four girls, and involved work that was required by the heads of the technical departments, woodworking shops, drafting shops, machine shops, auto mechanics, and horticulture.

The duties of the N.Y.A. workers consisted largely of general work in the woodworking rooms, cleaning of typewriters, taking attendance, cleaning the auto shop, general repair and maintenance of equipment, running motion picture machines, backstage maintenance, oiling and sharpening tools, minor electrical repairs, washing of blackboards, and help in the stock and mill rooms. Most of the workers assigned to this project were selected from the classes under the various department heads, and every effort was made to correlate the interest and adaptability of the students to the particular type of work.

The supervision of the work was similar to that of classroom instruction. Since it was done by the teacher in the shop and since the students are not released until the work is completed, effective results were secured. Pupils became familiar with a larger amount of equipment in relation to its application and use, and the work gave them a greater interest in school because it associated them with all the problems which came up before the teacher. When the N.Y.A. worker could make the repair or render the service needed at the time, new knowledge and new interests were awakened. The shop teachers reported that such boys grew in dependability and some of them showed initiative and completed or introduced new types of service.

The work performed by the youths was very valuable to the school in that it relieved the teachers of routine duties and enabled them to carry maximum teaching loads.

7. SCIENCE DEPARTMENT—SCHOOL GREENHOUSE

West High School, Minneapolis, Minnesota

This project operated in coöperation with the Science Department in

the school greenhouse. Fifteen boys were employed in a work unit. The work performed was under the supervision of the teacher in the department.

The duties assigned to the youths included the general care of the greenhouse plants. Specific duties were watering and potting plants, preparing and planting slips and cuttings, fertilizing soil and plants, pruning, soil testing, seed treating, root growth experiments, and insect control.

The work gave the boys specific responsibility in the field of their academic interests and afforded them a practical experience in this type of work which they could have received in no other manner; therefore, it served as an exploratory vocational experience. Generally speaking, the assignment to this type of work stimulated and broadened the academic interests of the workers.

In addition to these broad benefits, the youths learned specifically to care for soil and plants. Also they learned the importance of ventilation, bacteria, insect, and disease control; and it is believed that their appreciation of flowers and plant life was greatly improved.

The school benefited through the expansion of its work in connection with the greenhouse, which made possible the utilization of a larger number of plants in the various classrooms. In addition flowers were made available as decorations for offices, library, and lunch rooms, which, in general, toned up the aesthetic setting within the school.

8. SOCIAL SCIENCE—CLIPPING SERVICE

West Allis High School, West Allis, Wisconsin

In this city, which is an industrial suburb of Milwaukee, a group of three girls performed a useful service clipping and mounting newspaper and magazine articles dealing with the social problems of to-day, a most important piece of supplementary instruction in any locality.

The faculty in the social sciences supervised these workers. The school considers this one of the valuable services which could not have been received without the N.Y.A. The reference library built up from this clipping service is an inspiring piece of work.

9. INSECT CONTROL

Ventura Junior College, Ventura, California

Five young men were assigned to the project conducted by the Agriculture Department in the laboratories, field, and greenhouse on the campus. The work involved coöperation on an insect control program being conducted by local and federal officials in Ventura County. The

specific purpose of the pest-control program was to build up an insect collection and to do practical work on economically significant insects in the community. Actual work was done in the handling and mounting of insects, in the eradication of insects, and in the rearing of parasites of insects. The youths assigned to this project were majors in agriculture and planned to go into this field after completing their educational programs. Supervision was provided by three instructors in the Department of Agriculture. Most of the activity was on the campus, although field trips were taken for instructional purposes. In addition to the benefits to the youths, pest control and insect study was of vital concern to an agricultural county.

10. WEATHER BUREAU

Santa Ana Junior College, Santa Ana, California

Four boys were assigned to the maintenance and operation of a weather bureau for community use. They kept in repair the weather equipment; they checked hourly on temperature, wind velocity, and humidity, and they maintained a chart of weather phenomena. The youths assigned to this project were all physics students who were supervised by a member of the Physics Department. In addition to the benefit to the youths this activity filled a community need by furnishing weather data to county newspapers and daily weather reports to various county departments.

11. BOTANY—SMOKE PICTURES

St. Mary's High School, Claremont, New Hampshire

Two girls were assigned to prepare materials for use by a class in making smoke pictures, in mounting these pictures, in collecting fern and moss specimens, and in preparing the specimens for laboratory work. They mounted leaves and preserved them for future classroom work. The material is kept on exhibition where it can be seen at any time. Supervision was supplied by the instructor in science.

12. NATIVE SHRUB GARDEN

Santa Rosa Junior College, Santa Rosa, California

Six boys, students in the Botany Department, were assigned to gather flowering shrubs in their native environment. They catalogued, planted, and tagged for location the shrubs which they gathered. As a result, a native shrub garden containing around six hundred varieties was developed at the school. The campus was considerably beautified through the development of this project. In addition students interested in botany were given excellent practical experience.

13. ART

High School, Jacksonville, Illinois

A very gifted art student was assigned to assist an art instructor in the junior high school. She directed a number of small groups of junior high-school pupils in various projects. In addition she helped redecorate the high-school art room. The Board of Education furnished the materials, and the N.Y.A. pupil carried out the work. This work was of value not only to the pupil but also as a permanent addition to the beautification of the building.

14. SOCIAL STUDIES—SLIDES

High School, Atascadero, California

One boy was assigned to make a series of maps and charts which were drawn and then photographed. The films were made on film slides two inches by two inches for projection in the classroom. The N.Y.A. worker, under the direction of the teacher of social studies, drew the maps and charts, shaded and cross-hatched them, and prepared the drawings to be photographed. The work was of value to the boy since he was interested in mechanical drawing and statistical work. Also it was of great value to the school.

15. AGRICULTURE LIBRARY

High School, Filmore, California

One boy was assigned to organize materials and equipment in a new department of Smith-Hughes vocational agriculture. He numbered and labeled fifty-four thousand bulletins for class use. These bulletins were arranged according to the Dewey decimal system and placed in a cabinet in the classrooms. Publications and periodicals received at the department were also placed in the cabinet and properly labeled. When this was finished, the youth was assigned to collecting and classifying subtropical plants. The pupil assigned to this project had elected the vocational agriculture course. In addition to being of value to the youth, it was of direct benefit to the community, as the facilities of the school were used by those interested in agriculture.

Area A—Group XII. Home Economics

1. MAKING CLOTHING FOR THE ALBERTINA KERR NURSERY HOME

Girls' Polytechnic High School, Portland, Oregon

Thirty-one girls were employed on this project under the supervision of a trained sewing instructor. They were majoring in home economics in the Girls' Polytechnic High School; most of the girls planned to be seamstresses after graduation.

This group met after school for one hour each day in the sewing

room of the school. The girls were employed in making garments for the inmates of a nursery home in which the children ranged from infants to the age of five years.

The materials, furnished by the nursery, were of good quality, and the finished products represented garments of real value. Coördinated with the work of the nursery home, child care was included in the courses in homemaking taken by the girls, which gave them the added incentive of personal interest in the children.

The pupils on this project developed good work habits, were quick to learn, eager to excel, and showed decided improvement in their work. There was no doubt that the social aspect of the work made a strong appeal to the girls. Their interest in the work was manifested by their appearing for the classes when not required to do so during the mid-term recess in January.

2. MAKING DRESSES FOR ORPHANS

Presentation Academy, Louisville, Kentucky

Presentation Academy is a small private high school conducted by the Sisters of Charity. As one of the N.Y.A. school work projects four girls were employed at sewing. They made curtains and linens for use in the cafeteria, towels to be used in the Foods Department, and dresses for orphaned children who are under the supervision of the Sisterhood.

These pupils were chosen for this assignment because of the interest which they had shown in sewing during their regular clothing course. They were under the supervision of the head of the Home Economics Department, whose personal direction helped in the development of the workers' skills. The experience which they secured helped to fit them for vocations in the sewing trade.

3. CAFETERIA SERVICE

Central High School, Superior, Wisconsin

In the largest high school at the northern tip of the state, four boys and six girls from the 174 N.Y.A. workers in the school cooked and sold hot lunches to students who come from miles around to attend and must therefore stay at noon.

This small group was chosen from those who were interested in becoming cooks or in engaging in similar occupations. The work was supervised by the cook, and the timekeeping was done by a faculty supervisor of the cafeteria. These students learned to cook, to serve, and to manage kitchens and cafeteria lunchrooms.

It was certain that a hot dish at noon was quite essential in this most

northerly clime. Students, even though they live in the elongated city of Superior, may have walked eight or ten miles to reach their classes at Central High School.

[EDITOR'S NOTE: There is considerable doubt in the minds of some secondary-school administrators about the advisability of using N.Y.A. students in the cafeteria. Certainly it is desirable to furnish hot lunches where they are not provided. Equally certainly the students should not be used to fill positions which could be filled by full-time employees, merely to decrease the cost of food to pupils.]

4. SUPERVISION OF HIGH-SCHOOL FRESHMEN

J. Sterling Morton Junior College, Cicero, Illinois

Two girls were assigned to the supervision of the high-school Freshman girls who may earn their laboratory fees if they are unable to pay them. The junior college girls supervised the ninth grade girls in the food laboratory in such work as doing dishes, cleaning kitchenettes, keeping containers filled with supplies, and making toast, cream sauce, etc., for special occasions. The young women who had this experience found it helpful after leaving the junior college. It is of considerable help to the school since a large number of girls must earn their laboratory fees.

5. OPERATING A SANDWICH SHOP

High School, Cairo, Illinois

Ten girls and three boys were assigned work in the sandwich shop which is operated for the benefit of those pupils who live at some distance from the school. One of the pupils acts as buyer, two serve as cooks, three serve as porters, and four as waitresses. Three are assigned as cashiers. In a school which does not have a cafeteria and which draws a considerable number of pupils from some distance, such a project is undoubtedly valuable. The supervisor of the Home Economics Department is in charge of the project.

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Area D—Group X. Research, Survey, and Statistical**1. SUCCESS OF ATHLETES**

High School, Hurley, Wisconsin

This project was a research survey to gain information regarding present activities, especially in private employment placements, of high-school graduates who participated in athletics.

Four boys under the supervision of the city superintendent and the coach sent out questionnaires and tabulated the results. The workers were school athletes and were therefore interested in the success of former athletes as well as in getting practice in the securing of information and in tabulating.

The school authorities intend to use this survey as an indication of whether or not consistent participation in school athletics tends to help or hinder persons in their after-school life. The school intends at least to modify its own athletic program as a result of this comprehensive survey.

2. MAGAZINE ANALYSIS

High School, Littleton, New Hampshire

One boy was assigned to collect data concerning New Hampshire. This material was filed and made available for the teachers who have found it to be very helpful.

This work gave this pupil the opportunity to become acquainted with the elementary principles of research. Part of his work consisted of filing by countries and by subject the materials contained in the *National Geographic* magazine and in other periodicals.

The work was worth while and contributed to this pupil's general knowledge.

3. RESEARCH ON SCHOOL RECORDS

Senior High School, Dodge City, Kansas

These projects were handled mostly by two out-of-school N.Y.A. workers who worked in the office of the Senior High School; however, high-school N.Y.A. pupils were assigned to help them.

a) Last year achievement tests were given to all of the senior high-school pupils. These tests were graded by the teachers, and the scaled score was put on the tests. The N.Y.A. workers took these tests and, with considerable help from the office, put the results in statistical form and made duplicates of it.

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b) Intelligence tests were given and graded by the teachers. The N.Y.A. workers recorded the I.Q.'s and treated them statistically. In a school of five hundred is known the range of I.Q.'s, the mean, median, the average deviation, etc.

c) Each pupil in the Senior High School was required to fill out an information sheet. N.Y.A. pupils aided in checking these for completion, in transferring information to permanent records, and in tabulating the information that was required, that is, the religions of the various pupils, birth dates, etc.

d) The state N.Y.A. office requested a study of the graduating classes of the past several years and asked that a recommendation be made to their office of those who were from marginal families. Two N.Y.A. pupils have aided in formulating this report. They were responsible for getting as much help as possible from people around town who would know the pupils in question.

e) The next project was the formulation of cumulative inventories, something that was sadly lacking in the high school. These inventories show not only what is on hand, but also the date of purchase, its price, and a rather detailed description. Also the date of dropping from the inventory and the reason—whether lost, discarded, broken, worn out—is recorded.

4. EXPERIMENTAL ORCHARD

Chaffey Junior College, Ontario, California

Six boys were assigned to work in an experimental orchard in the development of fruits through cross-pollination. They hope to perfect a peach tree which will withstand any kind of weather. The boys gained experience in pruning, cross-pollination, and as general assistants in the upkeep of an orchard, as well as in agricultural experimentation. All of the boys assigned to this project were majors in agriculture and were vitally interested in their assignments. The work was directly under the supervision of the school pomologist. A few of the students who were assigned to this project have obtained part-time employment as a result of their experience.

5. INDIAN STUDY

Junior College, Sacramento, California

Twenty boys were assigned to dig up Indian graves for the purpose of learning the cultural development of the Indians. They excavated ground to find specimens; they sifted the ground for artifacts; they restored the artifacts, and cleaned, assembled, and photographed them. Boys who were

specializing in science were selected for this project. They were supervised by the administrative head of the junior college.

6. QUESTIONNAIRE TO PUPILS

High School, Grantville, Utah

Five girls were assigned to tabulate the results of a questionnaire to junior and senior high-school pupils. The questions concerned how the pupil spends his leisure time, the language spoken in the home, amount of time used in home study, tasks required at home, and the time of retiring. In addition the school secured information on the number of homes which have electricity, which take a newspaper, which have a radio. On the basis of the answers to these questions and a number of others, the school administrators will have a basis for the reorganization of the curriculum.

Area D—Group XI. Health and Hospital

1. CARE OF THE SICK

Lincoln Institute, Lincoln Ridge, Kentucky

Lincoln Institute is a Negro high school which draws pupils from all sections of Kentucky. With practically all pupils living in the dormitories, the school has an excellent opportunity for a health project as a part of its school work program.

Two girls were employed under the supervision of the home economics instructor to assist in caring for the sick, in checking and dispensing prescribed medicines, and in preparing diets.

These girls, chosen because of their particular interest in nursing, thought of their N.Y.A. employment as a steppingstone to a professional course in nursing or dietetics. They make many practical applications of lessons learned in home economics and in chemistry. The work made them conscious of the importance of health and sanitation. This project was valuable both in the service it contributed to the pupils in the school and in the vocational and cultural growth it afforded the workers.

2. SERVICE IN A SCHOOL MEDICAL OFFICE

Western Hills High School, Cincinnati, Ohio

Three girls receiving N.Y.A. aid at the Western Hills High School were assigned to the school doctor's office to assist the nurse and undertake clerical assignments. Their duties consisted of making appointments for

pupils, sending summons, removing cards from the file and refiling, making surveys of vaccination status from health cards, and making special studies as requested. One of the pupils was interested in nursing and in the routine and management of the examinations. The other girls were interested in office work and thus were provided with general office experience.

3. SERVICE FOR THE SCHOOL NURSE

Thomas A. Edison High School, Elmira Heights, New York

One girl was assigned to assist the school nurse in routine examinations, interviewing, filing of office records, notification of teachers and parents of the physical defects of students, and other necessary details.

The superintendent reports, "Because of this girl's interest in her fellow pupils, she has been a great help in planning the health program for our school. In work with younger children, for instance, at the time of their eye examinations, she was exceptionally helpful and proved her ability to get along with others."

The pupil was pursuing an academic course and hoped to become a nurse. The training she received in this work helped her to learn the value of accuracy and, above all, the necessity of personal interest in people whom she meets and desires to help.

4. ASSISTANCE AT A DENTAL CLINIC

J. Sterling Morton Junior College, Cicero, Illinois

Three girls were assigned to the dental clinic which was established in Berwyn for the benefit of students and adults who cannot afford private service. Patients are referred to the clinic through the high school or the Berwyn case worker. The girls acted as receptionists, kept the case card file, kept the daily work sheet, kept the perpetual inventory of materials, made appointments, assisted the dentists, and kept the office and waiting room in order. These three girls hoped to become teachers or go into social service work. In either case it is felt that their experience will be valuable to them.

5. EYE CLINIC—SIGHT SAVING

Polytechnic High School, San Francisco, California

Five girls and three boys were assigned to the health and hospital work project which was divided into two parts. The first part was the eye clinic where pupils were tested for eye fixedness, scotoma, etc. If needed, a corrected course was recommended. Regular re-tests were given.

Diagrams were made to show the individual's defects, and charts were made to show the pupil's progress. The second part of the project rendered immediate service for pathologic cases. Posters, bulletins, and texts were prepared for special classes for pupils who had defective eyes, or had been assigned to sight-saving classes. The pupils assigned to these projects helped to make diagrams and charts. They also helped to prepare statistics on the research work that had been done. Four of the girls on this project hoped to become nurses and believe their experience will be valuable. The fifth girl, who did statistical work, was majoring in mathematics. Two of the boys who prepared bulletins and posters were from the art department. The third boy, who typed on a special typewriter, was from the commercial department.

6. FIRST-AID ROOM

Central High School, Bay City, Michigan

Two girls were assigned to take charge of the first-aid room at Central High School. They were on duty during the day in the first-aid room and gave attention to first-aid cases of girls. Girls having special interest in first-aid work were assigned to this project. They were under the direction of a teacher of physical education. In addition to being of interest to the girls, the project provided constant and continuous first-aid service for all of the girls in the school.

Area D—Group XIII. Recreational Leadership and Assistance

1. INTRAMURAL ACTIVITIES

Booker T. Washington High School (Colored), Dallas, Texas

Five boys employed on N.Y.A. school work jobs at Booker T. Washington High School, Dallas, Texas, assisted in coaching and in officiating at intramural athletic contests at the institution. Various groups in the school organized teams for competition with each other in seasonal athletic contests—football, basketball, baseball, volleyball. The N.Y.A. workers assisted faculty members in this work.

The recreational equipment of the institution was used, and the contests were conducted on the campus. Such splendid spirit and enthusiasm was developed among the pupils that this project has become a part of the regular physical education program at the institution.

The N.Y.A. workers were for the most part participants in varsity sports and therefore had knowledge of the fundamentals of the games.

These young men developed qualities of leadership and were deeply interested in recreational pastimes and in physical development.

2. RECORD KEEPING FOR A RECREATIONAL PROGRAM

Senior High School, Dodge City, Kansas

This project was carried on at Senior High School, where there were four teachers actively interested in recreational projects. Through the efforts of these four teachers an extensive intramural program both for boys and girls was set up. This program started in the fall and carried through the spring.

The N.Y.A. youths who were assigned to these four teachers were largely responsible for the major part of the work connected with the program. There was considerable bookkeeping in the way of scores, records, standings, and such. This was handled largely by N.Y.A. workers. During the basketball season the score keeping and some of the officiating were done by N.Y.A. workers. The basketballs were checked in and out, the playing equipment was kept in shape, and the gym clothing was checked in and out by N.Y.A. helpers. Any damage to apparatus was usually repaired by N.Y.A. youths assigned to the project.

Outstanding among the recreational activities was the noon hour program. Until last year, the only thing that a pupil could do after he had eaten his lunch (and about one hundred students eat their lunch at school) would be to go over to the neighboring soda fountain, go down town, or take a walk. Now, however, pupils may go to the gymnasium where there are a large number of recreational activities available.

Three workers under the direct supervision of one faculty member were in charge of all games and equipment. This apparatus was issued and returned at the close of the noon hour. If the apparatus was not taken care of carefully, N.Y.A. students saw to it that those pupils were not permitted to use it.

3. DIRECTING A RECREATIONAL PROGRAM

High School, Litchfield, Minnesota

At Litchfield, Minnesota, the decision was reached that it would be advisable to expand recreational facilities for the pupils of the high school. After a conference between the athletic director and the superintendent of schools, a plan was devised to expand the recreational program with the assistance of four N.Y.A. boys especially interested in athletics. The program of physical education was under the direct supervision of the physical education director.

At first the director questioned the boys' ability to conduct the program on their own initiative and without a great amount of supervision. The workers were first used as assistants. They helped in preparing schedules and assisted in supervising some of the simpler low-organization activities. After the boys demonstrated their ability on group leadership, the program was expanded to include track, basketball, volleyball, and other sports. The boys were able not only to organize the various activities, but were successful in directing the program under limited supervision. The plans for the operation of the program were worked out in coöperation with the athletic director.

The educational benefits derived by the workers were excellent. It was apparent that the boys improved in promptness, in personal appearance, leadership, and initiative. Another value of this type of work that occasionally is overlooked lies in the field of vocational exploratory experience and guidance.

The practical value of the work lies in the fact that it made possible the extension to all high-school pupils of a supervised recreational program, which otherwise might not have been possible on such an extensive basis.

4. RECREATIONAL LEADERSHIP IN A MIGRATORY LABOR CAMP

Yuba County Junior College, Marysville, California

One boy was assigned to develop the recreational and social programs for underprivileged children in the Migratory Labor Camp. He directed the play of the children after school and on Saturday. There was close relationship between the assignment and his interests since he intends to become a professional social worker. The supervision of the work was under the direction of the manager of the Migratory Labor Camp. In addition it provided excellent training for a prospective social worker and for children who otherwise would have been left to their own devices.

5. RECREATIONAL LEADERSHIP IN A CITY SCHOOL SYSTEM

Junior College, Riverside, California

Eight boys and four girls were assigned to recreational leadership and supervision in the city school system. They supervised the play of young children after school; in addition they furnished leadership for leisure-time activities on the junior college campus. The students assigned had an interest in physical education or recreational activities as a life career. Supervision was furnished by the W.P.A. vocational supervisors for play activities off the campus; the physical education teachers provided supervision on the college campus.

6. RECREATIONAL LEADERSHIP FOR AN INDIAN GROUP

Monrovia-Arcadia-Duarte High School, Monrovia, California

Through the Y.M.C.A., two boys were assigned to furnish leadership and assistance for an Indian group. The boys directed the social and recreational activities of the Indian group. They were assigned because of their ability rather than interest in social work.

Area D—Group XIV. Arts and Crafts

1. DRAMATICS

Morgan County High School, West Liberty, Kentucky

Morgan County High School is located in the foothills of the mountains of eastern Kentucky. Among the projects operated on the N.Y.A. work program was one designed to assist in promoting dramatics. Four girls were employed under the supervision of the dramatics coach. They made posters and stage costumes and assisted in executing the settings.

Mountain people enjoy music which tells a story; these pupils assisted in dramatization and adaptation of mountain ballads.

This work was in line with the interests of the youth. The special supervision which they received furthered the development of their talent. The increased responsibility which they felt and the contribution which they made to the school program were important factors in the growth of their personality. The training afforded by their N.Y.A. work will help them to improve the recreational facilities in a community which is usually drab.

2. MURAL DECORATION

South High School, Grand Rapids, Michigan

Under the skilled tutelage of the head of the art department, pupils at South High School in Grand Rapids—pupils well supplied with talent but short in money—were assigned the task of preparing a series of murals characterizing a variety of historical events. These portrayals showed the advance of industrial progress, depicted by the comparison of various representative inventions and events.

The murals are of a size and character suitable for practical use within the school. Importance in the application of detail as it is taught in class was impressed upon these young people as they acquired valuable skill and knowledge in the use of colors. The quality of the murals is amazingly good, and people viewing the work are greatly impressed by the finished professional appearance of the painting. Many persons are surprised to see the quality of work performed by high-school pupils.

3. DECORATION OF A RECREATION ROOM

High School, Mondovi, Wisconsin

The Mondovi High School, a new building, now has an attractively decorated recreation room (approximately 120x30 feet) in the basement as the result of an arts and crafts project made possible by N.Y.A. funds. A talented young man was assigned to do the painting of a series of ten or twelve Mexican murals. This young man considered his high-school course as general preparation for painting. He was assisted in the choice of materials by faculty members who also supervised the work. This was his first chance to put an outstanding talent to work in a place where it is certain to be noted and judged by the public.

4. DESIGNING A PLAQUE OF THE HEAD OF JANE ADDAMS OF HULL HOUSE,
AFTER WHOM THE SCHOOL IS NAMED

Jane Addams High School, Portland, Oregon

One girl was assigned to design and model in clay a plaque of the head of Jane Addams. She worked from photographs of Miss Addams, spending two hours every day on her project. The first plaque was a commendable piece of work, but after studying it seriously and discussing the product with her teacher, the girl decided to do it again. The now finished plaque has met with wide approval. Cast in bronze, it will soon be installed over the entrance of the school with appropriate ceremonies. This plaque will stand as the permanent memorial to Miss Jane Addams, and as a public testimonial to this N.Y.A. worker, who was voted the most outstanding member of the graduating class of January, 1940. She was presented with a set of modeling tools in recognition of her accomplishments.

This girl's background, the story of her adjustment to society and the assistance she received from the N.Y.A. work, is inspirational. The principal of Jane Addams High School writes:

"The story of her development during the three and a half years which she attended this school has given the faculty of Jane Addams more satisfaction than that of any other pupil, I think. She came to us in the fall of 1936, an extremely unattractive girl who had been for several terms in ungraded classes. She was fifteen years old and had but one ambition and that was to quit school when she was sixteen. She had not been interested in any of her school work, and that first term it was difficult to find anything that appealed to her. She did elect, however, to take art. Her work in her academic subjects was very unsatisfactory because of the fact that she put no life into her work. However, she did rather well in art from the beginning, although she was in no way unusual. The first remark that was

made on her advisory card was that she had outstanding ability in the use of her hands. It also noted that she was very cross and sullen."

Due to her interest in art and the assistance of her N.Y.A. checks this girl ultimately became a very well adjusted pupil and an outstanding citizen in the school.

5. MAKING COSTUMES

Central High School, Sheboygan, Wisconsin

A program, in which the home economics department joined the art department, employed ten girls at a Sheboygan high school in making costumes for school plays and, in general, keeping the costumes in order. Actually more than ten girls had the advantage of this experience, as Central High School is one of the several schools in which the youths are necessarily rotated from month to month.

Teachers give the work unusually close supervision because of the nature of the work, and because it is one of the new extra-curriculum functions in the school which is highly popular with the pupils and public alike.

6. SCHOOL PAPER

Vocational School, Madison, Wisconsin

The N.Y.A. pupils in Vocational School at Madison, Wisconsin produced a newspaper, an undertaking which had previously been impossible. In this case both the publishing and printing of *The Vocational News*, the school paper of the Vocational School, was led by three N.Y.A. boys.

One boy was editor of the paper, and the other two were among those who did the typesetting and the printing. The young editor was taking a journalism course at Vocational School, and the other two were enrolled in printing and had elected printing as their life work.

The project was supervised by two members of the faculty, one in journalism and the other in printing, so there was direct value to the youth. As the school is large and is comprised of many departments which might otherwise fail to know much about one another, the news was of especial value.

7. DIRECTING HANDICRAFT IN THE COMMUNITY

High School, Washington Court House, Ohio

Washington High School assigned two boys and three girls to an off-campus project under the supervision of the general secretary of the local Y.M.C.A.

The project consisted of assisting and directing handicraft classes for boys and girls as well as adults. These classes were part of the Y.M.C.A.

community program, for which no membership fee or other charge is made. Each worker had the responsibility of seeing that all equipment for the craft class was in readiness, and that all materials were out and available for members. Also the workers advised and assisted the participants and were responsible for maintaining order and keeping the work moving.

There was considerable relationship between work on this project and school work. One boy was specializing in industrial arts and the other in auto mechanics, while the girls were interested in home economics. The workers received valuable experience in leading and managing groups and directing their activities toward a worthy end. The project stimulated the initiative and ingenuity of the students and gave them practical experience in making useful objects for the home. By enabling the agency to extend its services in the community, the project had considerable social value.

8. HELPING PRODUCE GRAND OPERA

Riverside Junior College, Riverside, California

Thirteen boys were assigned to a project to help produce grand opera in English with complete costuming, orchestra, chorus, and stage settings. Students assigned to this project worked in the box office, served as ushers, were responsible for stage property and costumes, and prepared proper lighting for the productions. Students were assigned to this project who had an interest in stage management. Through their efforts it was possible to offer improved performances of opera for the benefit of the community.

9. MURAL DECORATIONS FOR A SCHOOL CORRIDOR

High School, Atascadero, California

One girl was assigned to make a mural nine feet by nine feet on one of the walls in the main corridor of the high school. This was one of a series of murals planned to depict the history of San Luis Obispo County. The mural was designed, drawn, enlarged, and painted in oil on celotex sheets. Afterward these sheets were glued to the corridor wall. The girl did all the work except the mounting on the corridor wall. Since she intends to be an artist after graduation, there was close relationship to her N.Y.A. assignment and her life interest. The murals, incidently, will add very much to the beauty of the school.

10. ART SERVICE IN THE COMMUNITY

Brea-Olinda Union High School, Brea, California

Three girls were assigned to prepare posters, programs, and place cards for school and community use. They designed and prepared costumes and stage settings for plays and parties. They arranged flowers in classrooms to beautify the rooms. This project was under the direction

of the art instructor. There was close relationship in the N.Y.A. activities and the girls' interests since they are all enrolled in art classes. In addition to the value for the individuals assigned to the project, there was value in serving the community and in beautifying the school.

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AREA E—MISCELLANEOUS

[Projects in this area account for 2.4 per cent of the youth employed in the school-aid program during the academic year 1939-40.]

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Area E—Group XV. Miscellaneous

1. KINDERGARTEN ASSISTANCE

Edgewood High School, Madison, Wisconsin

An example from one of the parochial high schools and also one of several similar projects for girls, was the work of assisting in the kindergarten instructional work at the Edgewood High School.

Three girls assisted in the kindergarten of the grade school and when the children played out of doors. As each of these girls intends to become a kindergarten instructor, the work was fine experience. This school does not specialize in the training of teachers, but the girls here received an advance training before high-school graduation. The teachers say that the girls absorbed the many extra duties caused by the needs of small children.

2. REDUCTION OF TRUANCY

Baylor University and Waco Public Schools, Waco, Texas

The attendance problems in the Waco Public Schools have decreased considerably as a result of a project initiated last year under the N.Y.A. college work program at Baylor University. Ten young men employed on college work jobs were assigned to principals in the Waco public school system to visit in the homes of underprivileged children of school age who had been absent from school and who were maladjusted both in the home and in the school. These students reported each day to the principal of the school to which they were assigned and secured a list of the absentees for that day. They then made contact at the home both with the child and his parents in an effort to determine the reason for the pupil's absence or lack of interest.

Remedies for the correction of each child's problem were recommended by the students to the principal or to the probation judge in Waco. Detailed reports were made daily to the judge; once each month the students met in conference at Baylor University with the judge to discuss the most serious cases encountered that month. Of the 1,849 cases handled by the young men only one youth was later sent to the Juvenile Training School.

Most of the young men employed on this project were enrolled in sociology. The contact work of these students gave them an insight into social problems not to be gained in classroom study. Many decided upon a career in social service work. The college reports that the personality, tact, courtesy, sympathetic interest, and grasp of home environment developed by the students would ensure their success in the field of social work.

3. TESTING AND RECORDING BUTTERFAT CONTENT OF MILK

High School, Durand, Wisconsin

A three-year project at Durand consisted of the testing and recording of data of the dairy stock owned by Dunn and Pepin County farmers.

Ten boys and two girls tested and recorded the milk butterfat content of five hundred head of dairy stock, and had the job of maintaining the records in an orderly manner.

Most of the youths in this high school, which commands quite a large area in northern Wisconsin, are from farms and want this specific assignment so that they can learn a useful skill. The teacher of agriculture in the high school supervised and trained the workers.

Dairy producers found this a service which they could not have ordinarily, and which therefore was of very specific value. The high school provided the equipment for the testing laboratory and all necessary supplies, thus again bringing education, the farmer, and the youths into coordinated effort.

4. MUSEUM AND NATURE STUDY PROJECT

High School, Aurora, Minnesota

In 1934 the Aurora schools organized a number of pupil interest groups, each with a faculty sponsor. The largest of these groups was developed under the sponsorship of a teacher of biology and originally was christened the Outdoor Club. The groups collected and mounted specimens of various types of plants and cones of various species of coniferous trees of the region. As winter weather came on, the group devoted their interest to taxidermy.

After the inauguration of the National Youth Administration program about twelve N.Y.A. pupils and a number of out-of-school young people on N.Y.A. developed this hobby activity on an extended work basis. From the outset, three N.Y.A. workers were assigned as assistants in the taxidermy shop. Others collected plant specimens, insects, and materials of many kinds. Another N.Y.A. worker was assigned as assistant in the plaster casting department where casts were made of foliage and, in many cases, of the trees and shrubs of the region. These were all painted their natural colors and are very difficult to distinguish from the plants and animals they represent.

At this point the activity of this group of youth that started as an Outdoor Club began to grow into a large museum project supplemented by additional workers and a grant of funds approximating ten thousand dollars for the proper continuance of the work. As a result a museum project showing the creation of miniature replicas of an early Minnesota Iron Range farm

as developed by Finnish immigrants, a logging scene, and an open-pit iron mine was completed. This part of the museum project was carried through to completion by the exclusive use of high-school pupils receiving N.Y.A. assistance. Under the supervision of an adult member of the museum staff, the project provided the finest plan imaginable in the way of educational benefits to workers.

To the visitor, the plaster casts seemed to hold the most interest. "How did you do it?" was the question asked by all. Here was the answer: Spread some plasticine out on a table and, with a round bottle or rolling pin, roll it out smooth. Lay the leaf or flower, face down, upon the plasticine and press down firmly with a pane of thick glass or smooth board. Remove the leaf or flower and build up a low wall of plasticine of the size and shape desired, around the impression in the mold and pour in plaster of paris and allow to harden; after this, paint in natural color with water colors, poster paint, or oil colors. Modeling plaster is better than plaster of paris as it has less tendency to retain air bubbles. Snakes, frogs, and the like are cast in either plaster or "Form-All" when making the negative; and the final cast of either plaster or beeswax. For work requiring delicate or frail parts the wax is better, as it is not brittle. Insects of all kinds are easily mounted if properly spread while drying. A butterfly board can be made for this purpose out of scrap material without the necessity of any monetary outlay.

Splendid herbariums were built up on this project and required no outlay beyond pressing frames, which can be made by any boy or girl who is at all handy with hammer and saw. Any school, regardless of how poorly equipped, can build up a very fine collection of specimens for study purposes by the use of its pupils, its N.Y.A. pupils, or even through its science and nature-study classes.

5. STUDENT EXCHANGE

Central High School, Cleveland, Ohio

The Exchange at Central High School was organized to take care of most of the business connected with extra-curriculum activities. There, pupils bought their tickets for football, basketball, track, school dances, and plays. There, also, weekly streetcar passes were sold, fees received, deposits on band uniforms made, and payments for senior caps and gowns taken in. A small part of the exchange business consisted in selling paper, pencils, and incidentals to the pupils. In fact, except for the lunchroom, most of the money spent by the pupils at the school was handled through the exchange, so that in a sense it was the school store and ticket office.

Ten N.Y.A. girls were employed in the Exchange. Their duties were those of sales persons. The Exchange offered an excellent course in applied

mathematics where the need for accuracy and honesty is paramount. Last year these girls handled in excess of fifteen thousand dollars for the school with negligible loss. Their work was rapid, efficient, and satisfactory in every way.

The workers were usually quite busy serving pupils during the intervals between periods, following which they made out a report of their business on a form provided for that purpose. The stock remaining was counted and recorded on an inventory sheet, which enabled the girls to keep a detailed account of the items for which they were responsible. The manager of the Exchange used the inventory sheet to fix the responsibility of any errors. The two girls in the last period of the day made a checkup of the whole day's business. This was carefully examined by the faculty exchange manager.

The workers received valuable sales experience and learned how to meet and deal with people. The service provided was also of value to the school in helping to meet some of its operating needs.

6. OPERATION OF DIESEL ENGINE AND ELECTRIC LIGHTING SYSTEM

Vocational School, Oakdale, Kentucky

Oakdale Vocational School is a private institution which serves needy boys and girls in Breathitt County, Kentucky. Located in the mountains far from commercial electric lines, the school is provided with lighting facilities by means of a Diesel plant. Under the direction of the work supervisor, one N.Y.A. boy was given the responsibility of the care and operation of this system.

This boy started the engine that charged the batteries, saw that gas and water were provided, and looked after minor repairs. Caring for the Diesel enabled the pupil to become acquainted with engines and generators. His assignment permitted him to make a practical application of the theories he had learned in physics. He became intensely interested in electricity. One boy, because of the experiences gained in this assignment, has decided to become an electrical engineer.

7. VESTS FOR THE FOOTBALL TEAM

Deering High School, Portland, Maine

In Deering High School one N.Y.A. youth having unusual originality, designing talent, and organizational ability proposed that the project workers design and make vests for the football squad. Eight pupils were assigned to this project, with the originator in charge. The material was cut and vests were assembled by the group of N.Y.A. workers.

The athletic coach of Deering High School, stated to the N.Y.A. office, "It may sound funny to say that vests were made for the football squad,

but believe me they were a great help in keeping the squad protected from the severe cold. These are worn over the usual sweat shirt."

8. REMEDIAL READING

Wichita High School, East Wichita, Kansas

Three pupils were assigned to a clerical assistance and service project, consisting of aid to a teacher in remedial reading work. Their duties were to check papers, prepare material for class use, and assist the teacher in conducting the class. The workers assigned to this type of work were all able students who may enter the teaching profession. They profited greatly from the responsibility given to them and developed their own initiative in teaching correct reading.

The project was of value to the department in two ways: (1) in directly assisting backward pupils; and (2) in offering an opportunity to determine the value of remedial work in reading.

[EDITOR'S NOTE: Whether or not pupils should be used to check papers is a moot point. In the opinion of the editor pupils should not be so used. Rather under guidance they may prepare materials—a very worth-while project but time consuming—which are needed so badly in any remedial program.]

9. READER FOR THE BLIND

University High School, Oakland, California

One girl was assigned to read to a blind person off the campus. The school kept in constant touch with the student to determine how much time was spent. There was very little relationship between the interest of the pupil and the work assignment, except that most of the reading was of such character that it was interesting.

10. NOON MOVIES

High School, Biggs, California

Two boys who showed an aptitude for working with motion-picture machines were assigned to show movies semiweekly during the lunch hour. These movies were open to the community as well as to the pupils and were operated on a nonprofit basis. The boys assigned not only gained technical experience but also were in charge of organizing the work so that they received experience in business practice. Needless to say, the project was of value both to the school and the community.

11. SIGHT SAVING

Senior High School, Quincy, Illinois

Three girls were assigned to the sight-saving room as readers and typists. They cared for children during part of the noon hour. The as-

signment had very little relationship to the academic interests of the pupils, but was of great social benefit to the school and probably resulted in an appreciation of the needs of children in sight-saving classes.

12. VOCATIONAL GUIDANCE AND EMPLOYMENT BUREAU

High School, Victoria, Virginia

The N.Y.A. pupils were assigned to maintain and improve the vocational and employment bureau for pupils. They prepared special interest charts, corresponded with colleges and with men in the professions, secured a list of speakers, and attempted to assist seniors in finding employment after graduation. These pupils worked directly under the supervision of the principal. The project assisted several pupils in choosing a college or a trade and helped to bring the school and community closer together.

CHAPTER V

Some Opinions about the School-Aid Program

OPINIONS about the school-aid program are not difficult to secure. They vary widely among individuals in society, but in general they are very favorable. The following statement by E. W. Jacobson, taken from the Foreword of *Evaluation of the School-Aid Program 1938-39*¹ in California is probably typical of the opinions of high-school principals:

Granting differences of opinion upon methods of administering the National Youth Administration program in the various schools, it is significant indeed that virtually all high-school principals in California agree upon the general need for the program and upon its effectiveness. They are almost unanimous in the conviction that financial aid for students must be considered apart from relief to families. They also agree that the N.Y.A. program should and does afford students certain opportunities to become more employable as a result of their work experience.²

Opinions of youth who have been recipients of N.Y.A. aid also have a bearing on the problem. The following were selected from *Basic Information on N.Y.A. Workers in Kentucky*.³ The benefits to youth who had received N.Y.A. assistance were classified as (1) Improved Standards of Living, (2) More Schooling, (3) Rehabilitation of Family, (4) Improved Social Viewpoint, (5) Improved Skills and Attitudes, and (6) Renewed Determination to be Self-supporting Citizens.

1. Improved Standards of Living

S——— is a crippled boy who began a course in accounting with a correspondence school. Financial troubles have placed him in a cottage in an alley amid the most sordid surroundings. But the opportunity to do clerical work on an N.Y.A. project has given him a renewed interest in that type of work, and having a regular income has given him the hope that he will soon be able to complete his course and take his place in a business office. (6-J-2)—Jefferson County.⁴

2. More Schooling

M——— is from a home of moderate circumstances. Her people are hard workers, but through unfortunate circumstances have been reduced at many times to want. M——— lived three miles from the high school. Her parents did not keep any horses and were not able to pay for her board or transportation, but M——— walked the three miles to school for three years. At this time her father and older sister were thrown out of work. Clothes, food, and books could not be bought, so the girl was out of school one year. During this time she became very despondent and lost interest in her studies and associates. However, the next year, the principal secured N.Y.A. student aid for her. She assisted the home economics teacher. Re-

¹Ruth MacFarlane, *Evaluation of the School-Aid Program*. Prepared for the Subcommittee on School-Aid of the State Advisory Committee. National Youth Administration for California, San Francisco, Calif., 1939, (mimeographed), pp. vi+37.

²*Ibid.*, iii.

³Division of Educational Aid, National Youth Administration for Kentucky, *Basic Information on N.Y.A. Workers in Kentucky*, National Youth Administration, Louisville, Ky., 1936, (mimeographed), p. 47.

⁴*Ibid.*, p. 27.

turning to school with renewed interest she took an active part in student activities including the glee club, dramatic clubs, and literary societies. She was president of the Senior Class when she was graduated. She is planning to go to college this fall as she understands she can get the student aid. She has taken renewed interest in her education and plans to major in home economics and prepare to teach in that field. Her father has been placed on a W.P.A. work project, and the entire family has been uplifted and benefited by the N.Y.A. (2-CI-1)—Clinton County.⁸

3. Rehabilitation of the Family

L——— is a girl seventeen years old, and the oldest in a family of eight children. She lives in a log cabin in the woods, a mile and a fourth from the public road. School has always been a long way from her home. She could go only when the weather was warm, as her poor clothes would not keep out the cold. She finished the fourth grade, and could seldom get a book of her own.

Her father could hardly keep half what his family needed, so as soon as L——— could, she had to help with the work in the fields and get whatever work she could from the neighbors.

Often for her work she got old dresses and maybe a pair of old slippers. She helped in the cornfield or dug potatoes or washed or did anything possible to bring home some meal or anything they could use to eat or wear.

Now she is learning to sew. She wears the neatest of dresses made mostly by hand. She has altogether a different look. She feels that as she will soon learn to do all kinds of fine sewing, her work will be in demand, and she will never have to work again for what she can get, at anything she can find.

She is helping her family to buy the food and clothes they need and plans to help her father buy a cow. (4-CI-1)—Clay County.⁹

4. Improved Social Viewpoint

When C——— was ten years of age, his father died and his mother was left with a family to support. For the past two years his mother worked on W.P.A. making enough to buy food for the family. When the depression came, the boy could not find a job and in order to get whatever money he needed he resorted to petty thievery. This led him to poor company, and he spent most of his time drinking and in poolrooms.

When the N.Y.A. Recreation Center started, C——— had already been in jail once, and the first week (you remember it was a full month after the work started before the employees received a check) he was put in jail for stealing junk iron. The supervisor, knowing the circumstances, went to the police judge, who agreed to let C——— out of jail on his work days if the supervisor would escort him to and from the jail.

Since then C——— has become one of the better workers. He has charge of the playgrounds and center on his work days. He has shown diplomacy in handling children. He no longer haunts poolrooms and part of his check goes to his mother. His personal appearance is better. He has a part-time job repairing automobiles when he is not working at the center. (4-CI-1) Clark County.¹⁰

⁸Ibid., p. 30.

⁹Ibid., p. 34.

¹⁰Ibid., p. 36.

5. Improved Skills and Attitudes

E———, twenty years old, was a very studious girl, finishing high school with high honors and the intention of going to college. Due to financial trouble she was unable to do so. She did, however, manage to take a course in commercial work for three months and then had to give it up.

She was assigned to N.Y.A. as an apprentice seamstress. After working two weeks and finding N.Y.A. had an interest in her other than giving her employment, she began to improve in her work.

When taking N.Y.A. individual record cards, she indicated she would like to do secretarial work.

She has now been placed to do typing for the superintendent at the high school where she can take her commercial studies after she has worked the two hours of N.Y.A. time each day.

With a promise of a steady position as secretary when she has completed the course, needless to say she is happy and has a different outlook on life. (1-U-1)—Union County.^a

6. Renewed Determination To Be a Self-supporting Citizen

V——— is eighteen years of age. Her father died several years ago, leaving to her mother the care of two badly afflicted brothers, a small brother, and herself. It seemed that something had to be done for this family. V——— was unable to remain in school as she was in very poor health, needing her tonsils removed and glasses fitted.

V——— obtained work on the N.Y.A. and was placed in the county health doctor's office. This work enabled her to go to the hospital and have her tonsils removed; it enabled her to get glasses and to clothe herself, all of which lessened the burdens of her mother. V——— herself is a changed girl having regained her health and taken interest in her work and community social activities again. (3-G-1)—Grant County.^b

The cases which are cited above came from local and resident centers in Kentucky rather than from the school-aid program. Undoubtedly similar values would be mentioned by school-aided youth if cases were collected. It should be pointed out, however, that youth who have benefited most may be vocal in their appreciation, whereas others who have received less benefit remain silent. In no sense could the opinions of a few individuals be considered as conclusive evidence. Rather it is indicative that for the individual cases cited the results have been very much worth while.

OPINIONS FROM PRINCIPALS

The only evaluation of the school-aid program which has come to the editor's attention is the one in California, previously referred to. From that document this chapter draws heavily. In no sense can the evaluation be considered conclusive, nor do those who compiled it so consider it.

A questionnaire on policy was sent to all the high-school principals who were administering an N.Y.A. program in California. Over 350 replies from a total of 460 which were sent out were returned and summarized.

^aIbid., p. 39.

^bIbid., p. 43.

The principals felt that a youth living at home should be able to earn ten dollars per month (six is allowed) in order to have an acceptable youth standard of living. They felt that a sum of twenty-six dollars was needed by the pupil who boarded away from home, and that forty-three dollars was needed by the pupil who was on his own entirely.¹⁰ The sum of ten dollars for the pupil who lived at home was interpreted to provide: lunches, three dollars; clothing, three dollars; dental-medical care, one dollar; school expenses (including transportation), two dollars; and spending money one dollar.¹¹ In contrast to this the average N.Y.A.-aided youth in California high schools earned \$4.77 which he spent as follows: food, 85 cents; clothing, \$1.55; dental-medical care, 22 cents; transportation, 36 cents; supplies, 40 cents; fees, 13 cents; graduation, etc., 64 cents; family, 39 cents; and spending money, 23 cents.¹² If the principals are right, and few would dispute that ten dollars is too large a sum for the items listed, then the school-aid program which in 1939-40 was allotted \$13,707,534 would of necessity be approximately doubled to furnish an adequate standard for these youth who were aided. That the youth who received aid in California were in need is attested by the median income, \$815, of the families of all N.Y.A.-aided pupils in secondary schools.¹³ Nor is there reason to believe that the median income of N.Y.A.-aided families in other states is higher.

In November 1938, 3.5 per cent of the total enrollment in California secondary schools has applied for N.Y.A. aid.¹⁴ Nearly twice as many youth had applied for N.Y.A. assistance as could be assigned. The principals who answered the questionnaire estimated, however, that 15.2 per cent of the school enrollment in the schools in which they served as administrators were in need of assistance to achieve an acceptable youth standard of living estimated at ten dollars per month.¹⁵ If these opinions are accepted, it is readily apparent that a very much larger sum than is now available is necessary to meet an acceptable youth standard of living. The consensus of the principals was that, "... the Federal Government brought into the picture by the emergency born of the depression, was meeting the problem only half way for a limited age group."¹⁶

In addition to the N.Y.A. school-aid program, 185 California high schools reported that they had available funds to assist young people through part-time employment. The following quotation sums up the situation neatly:

¹⁰Ruth MacFarlane, *op. cit.*, p. 5.

¹¹*Ibid.*, p. 6.

¹²MacFarlane, *op. cit.*, p. 6.

¹³*Ibid.*, p. 7.

¹⁴*Ibid.*, p. 9.

¹⁵*Ibid.*, p. 8.

¹⁶*Ibid.*, p. 15.

There were a few schools, particularly in southern California, which had well-developed programs of student employment other than routine cafeteria assistance paid for from district funds. These work programs represented definite contributions to the maintenance of the school and to the students' vocational future. Some of the schools reported that from their own funds they employed more than twice the number employed by the N.Y.A.

The following types of projects are favored: bus driving and bus maintenance, janitorial service and building maintenance, ground maintenance. A few schools in this group depend entirely on student labor to maintain the plant, except of course for necessary skilled supervision. One high school went so far as to set aside three thousand dollars to provide for student employment over the summer months.¹⁷

Information received from Robert T. Hill, director of Student Aid in New York State, indicated that 14 per cent of the 747 principals who answered (814 questionnaires were sent out) indicated that they had local funds which were used to employ youth in addition to the N.Y.A. allotment. A total of \$19,416.84 was available; \$12,245.53 was furnished by boards of education.

Certainly a strong case can be made for including budget items to subsidize youth for the performance of socially desirable work experience when precautions are taken to ascertain that youth are not exploited. It is to be hoped that an ever-growing number of schools will provide local, socially desirable work experience for youth. However, in an even larger number of communities it will be necessary for some years to come for the Federal Government to furnish the funds necessary to subsidize youth in their first work experience.

The principals in California were also quite certain that school aid was particularly desirable for students who are forced to stay in school until they are eighteen years of age. Many of these pupils had no appreciation of, or tradition for, academic success. However, the earning of a small sum of money seemed to have a wholesome effect on school conduct and success.

Of the principals who answered the California question, 82 per cent felt that the N.Y.A. program had made the recipients more employable.¹⁸ The specific values claimed by the principals were principally (1) through vocational training received on the assignment, 151; and (2) through the development of good work habits, 110. In this connection the report says:

Many in this first group (vocational training) pointed out specific instances where private employment resulted from the N.Y.A. assignment. . . . Such results were possible, it was explained, since serious efforts had been made to place N.Y.A. students on work for which they were fitted and in which they might obtain the maximum of educational training as well as perform satisfactory service to the school.

¹⁷*Ibid.*, p. 12.

¹⁸*Ibid.*, p. 18.

The program was felt to provide an especially effective means of training young people for employment, since it offered a kind of responsibility not available through other types of student activities. It was found also that students learned more quickly when placed in a situation resulting in compensation for work than when they merely worked for the experience only. Moreover, the opportunity to help himself tended to make the student enthusiastic toward employment.²⁹

In New York State over 70 per cent of the high-school principals who answered the questionnaire referred to above said that one half or more of their N.Y.A.-aided youth had profited because: (1) range of interest had increased, (2) attitude toward school had improved, (3) training for a vocation was provided, (4) desirable character or personality traits had been developed, (5) social responsibility had been increased.

OPINIONS OF PUPILS

The committee which made the evaluation in California secured replies from 1,483 pupils who were recipients of N.Y.A. assistance. This was 71.4 per cent of the youth to whom the inquiry was sent. Eighty-five per cent of the 1,483 felt that they were better fitted to hold a private job because of the N.Y.A. work experience.³⁰ This agrees closely with the opinions expressed by the principals (82 per cent) commented on above.

Over 90 per cent of the youth felt that someone in the school really took an interest in what the worker was doing, how well his work was done, and how he was getting along. Nine tenths of the responding workers felt that the assignments were in line with the individual worker's abilities, that they were really learning something, and that the work assigned required some responsibility and initiative. Only one youth in ten felt that his job had been developed just to help him keep busy.³¹

The reports from the youth indicated that "... more than twice the number of students were engaged in routine janitorial work than were reported on the work plans" which were submitted by the schools.³² The percentage reported by the pupils, 13.9 per cent, was slightly less than the percentage approved nationally for 1939-40. The subcommittee on evaluation further reported "... that approximately five per cent were correcting papers, a definitely ineligible activity in view of the provisions of the School Code and one repeatedly pointed out in rules and regulations."³³ These reports tend to cause one to wonder whether the youth had really considered the adequacy of the supervision. Perhaps their replies indicated rather that they wholeheartedly endorsed the opportunity to work for a wage.

²⁹*Ibid.*, p. 19.

³⁰*Ibid.*, p. 34.

³¹*Ibid.*, p. 34.

³²*Ibid.*, p. 22.

³³*Ibid.*, p. 23.

In New York State, opinions about the program were received from 10,255 of a total of 13,098, or 78 per cent, of the N.Y.A.-aided youth outside New York City. These youth were just as enthusiastic as those in California. Ninety-two per cent had enjoyed the work and felt that it had not interfered with their studies. Sixty-one per cent felt that the N.Y.A. experience was as valuable as a school subject. Over 94 per cent felt that they earned the money they received; 98.5 per cent experienced satisfaction in helping support themselves. The endorsement of work experience for pay so overwhelmingly approved by those who have had experience with it is a factor contributing to its educative values which cannot be overlooked by school administrators.

IMPROVING THE PROGRAM

The subcommittee on Evaluation of the School-Aid Program in California sought suggestions for the improvement of the program. They report, "The degree to which the program was accepted as a valid educational technique was usually reflected in the amount of teachers' time allotted one or more individuals within the school for the operation of the program."²¹ In choosing illustrations for inclusion in this *BULLETIN*, which it was hoped would influence local practice, it was a policy to include those for which it seemed likely, from the description submitted, that adequate and competent supervision had been provided. Certainly a school administrator cannot claim to believe in the value of the work experience provided by the N.Y.A. unless he provides such supervision either personally or by delegating it to someone else who will supervise it carefully and competently.

It can scarcely be questioned that the work experience should be correlated as closely as possible with the skills and aptitudes of the youth who are employed. The work opportunities should also be such that similar employment is available in the community. Certainly the possibility of finding janitorial work for 15 per cent of the N.Y.A. youth in the community is very remote. Similarly the use of a considerable number of youth in routine cafeteria work may be questioned. Many of the better projects reported in Chapter IV were clearly the result of an informal, in many cases perhaps even of a careful, survey of work opportunities in the community. In this connection the subcommittee in California suggested:

A survey of community needs and job opportunities should therefore be preliminary to development of project activities.

There should be at all times closer coordination with community activities and thinking. The program should be publicized, and there perhaps should be an advisory committee of citizens. Community groups, such as service clubs, should be kept

²¹*Ibid.*, p. 24.

²²*Ibid.*, p. 25-26.

informed about the program and the type of training resulting from the work experience made available to the students; students, moreover, should be urged to survey job opportunities in the community.²⁵

In addition, it was emphasized that adequate guidance service must be provided by the local school. The subcommittee also felt that white-collar jobs should not be overemphasized.

That many projects have value to the individual, and that they are looked on with favor by the student body and the community was stated explicitly or was implied in many of the examples which were furnished for this BULLETIN. That community planning and resources had been provided to facilitate the program in many communities was obvious. However, in many others the reports seemed to indicate that insufficient initiative had been taken to find desirable activities, particularly in the community. One can scarcely believe that many of the reports submitted for this BULLETIN (but not printed) could have been undertaken had there been coöperative planning between the school and community agencies.

The two paragraphs which follow, taken from a letter by C. B. Lund, state administrator in Minnesota, indicate one way in which greater coöperation between the schools and the state administration may be achieved.

We have in this state a committee composed of the officers of the Council of School Executives which includes superintendents and, in a few instances, secondary-school principals, as well as a college committee. This committee assists the administration in reviewing projects and in forwarding definite recommendations as to the operation of the program in the field.

Another unique structure of this administration is the supervision of the school program. The school superintendents assist us by spending two, three, or four days at a time in the field visiting other schools in their immediate territory, thereby giving us first-hand information as to the operation of the program.

[EDITOR'S NOTE: It is encouraging to note that school administrators are spending time in such activities. Undoubtedly they learn, as well as supervise, and increase the usefulness of the program throughout the state.²⁶]

What has been said in this chapter is indicative rather than conclusive. It indicates that, on the whole, there are considerable benefits from the N.Y.A. program. There is indication, too, that there are defects in the operation of the plan which could be obviated within the existing administrative framework of the local school. It is much to be desired that an objective and thorough evaluation of the entire N.Y.A. program should be undertaken in the near future by some independent organization such as the American Youth Commission.

²⁵The state N. Y. A. office in Minnesota has also issued a mimeographed bulletin, *Student-Aid Work Activities*, which lists many desirable projects which a local school may undertake. N.Y.A. Administration in Minnesota, St. Paul, Minn., (mimeographed), p. 31. Other interesting bulletins describing specific projects are *Park Improvement Project*, *Compiling School History*, and *Preparation of Plaster Casts*. These were all prepared by the N. Y. A. Administration in Minnesota.

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CHAPTER VI

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CHAPTER VI

N.Y.A. Resident Work Centers

THE NATIONAL YOUTH ADMINISTRATION has attempted to care for needy youth in two ways: (1) in the school- and college-aid program and (2) in the out-of-school work program for unemployed out-of-school youth, eighteen to twenty-four years of age inclusive.

For the fiscal year ending June 30, 1940, \$28,084,092 was allotted to the student work program, illustrations of which are given in Chapter IV, and \$67,155,000 was allotted for the out-of-school work program described in this chapter.

The out-of-school work program consists of (1) resident centers for youth who are removed from their home communities to gain work experience and related training and (2) local centers which provide work experience and related training for youth remaining at home. Even though the sum available for the out-of-school work program was large, not all certified youth were assigned. On January 5, 1940, there were 339,602 young people who had been certified; approximately 285,000 were employed.

The resident centers described in this chapter are educational undertakings of continuous nature rather than relief projects of temporary duration. No inference is intended that local centers are not educational. In fact, a brief survey of several in the Chicago area leads the editor to believe that local centers have educational implications about which school administrators should concern themselves, and in which they should help to provide leadership. In all probability THE BULLETIN would have profited by the inclusion of descriptions of local centers as well as those of resident centers; unfortunately, information on the local centers was not collected.

Many excellent centers, both local and resident, are in operation, and it is almost certain to be true that others could be improved. However, the program is so new that it has not yet been evaluated properly. In the opinion of the editor it is now desirable for an independent agency, such as the American Youth Commission, to undertake an objective evaluation of the entire National Youth Administration program, so that the program of the Federal Government may realize its full potentialities in preparing youth for adulthood.

Accounts of the resident centers are presented because, in many if not in most instances, they are clearly significant educational undertakings. The greatest difficulty encountered in compiling this chapter was that of deciding which centers to include and which to reject, for the material supplied so promptly and cheerfully by the fifteen state administrators

who were asked to contribute, would have filled a large volume. If the centers described are less significant than those excluded, either in the minds of the school administrators or the state administrators who furnished the material, the fault lies in the decision of the editor. In his opinion the descriptions which follow are the most representative of the total number which came to his desk.

All the resident centers provide work experience which youths desire. Almost all of the centers provide related training. Some of them provide academic training of a type similar to that furnished in the secondary school. (The secondary school is here interpreted to include the period of school attendance terminated by the junior college.) Quite a few resident centers provide extra-curriculum activities, such as athletic teams, newspapers, student (or center) councils, and social affairs appropriate to youth from eighteen to twenty-four years of age. Such centers are real educational institutions even though their enrolled personnel does not remain four years, and even though the curriculum varies markedly from that of the conventional secondary school. One of the marked differences is that the youths are paid cash wages for performing socially desirable tasks.

In general, youths at resident centers earn twenty-five or thirty dollars a month by part-time work. After paying subsistence costs, each youth has from eight to twelve dollars a month for personal expenses.

It seems clear to the editor that the National Youth Administration, both in its student-aid program and in its out-of-school work program, is becoming more and more an educational agency to meet the needs of young people. School administrators cannot afford to remain aloof to the problem. They have a background and experience which is needed in improving the program. Many have realized the possibilities of serving the needs of youth by cooperating with the National Youth Administration in providing facilities or training. Many more will undoubtedly do so in the near future.

Serious students of the American high school are convinced that a significant reorganization of secondary education is at hand. School people are offered an opportunity to share in this reorganization, and it is earnestly hoped that they will do so. If they do not, it is altogether likely that another educational agency will develop in America in the decades which lie immediately ahead.

QUODDY (PASSAMAQUODDY) REGIONAL CENTER

Quoddy Village, Maine

The following account is adapted from a much more complete statement furnished by Harry V. Gilson, director of the project.

The Federal Government in 1935 began, as part of its relief program, the Quoddy Center, in which a project is in operation primarily designed to utilize the high range of tides in the vicinity of Passamaquoddy Bay for the generation of electric power.

After the project had been under construction for about a year, the work was discontinued, leaving idle the facilities erected and the equipment supplied for its prosecution.

The National Youth Administration saw in this idle property an ideal opportunity for the experiment it was contemplating. The necessary maintenance activities would provide the work requisite to its program; a well-selected staff would provide vocational guidance and technical instruction. Consequently, the necessary formalities were expedited, and an advisory board representing education, labor, and industry was created and given the responsibility of defining suitable objectives for the Quoddy Center.

The Quoddy program in its present stage embraces in its essential aspects staff orientation and training, testing, individual and group counseling, work experience, related information bearing directly on the work experience, supplemental remedial and review classes in basic skills, such as English, mathematics, directed and diversified leisure-time activities, and medical care.

A great many of the present coördinators and foremen had never had any experience in teaching nor any training in teaching methods. The desirability of correcting such a condition and thereby increasing still further Quoddy's contribution to youth and improving Quoddy's functioning resulted in the establishment of a weekly in-service training period for staff members. Here the foremen and coördinators receive instruction in acceptable teaching methods and practices, modes of presentation, and educational psychology. The class is conducted by the supervisor of related information. Advanced instruction in English and mathematics is also provided for staff members by means of evening classes. Although attendance is voluntary, many staff members have taken advantage of the opportunities offered by the Quoddy Administration to improve themselves.

Approximately 10 per cent of the five hundred enrollees are known as junior leaders, while the remainder are junior workers. Junior leaders are youth who have served at least one full five-month period at Quoddy and have been selected to return for further exploration on the basis of outstanding ability and performance to aid foremen and coördinators in instructing new youth. Junior leaders receive eighteen dollars per month in cash and complete subsistence and medical care during their stay at Quoddy. Junior workers receive five dollars less in cash.

After the enrollee has been tested and the resulting information has been analyzed and digested by the counselor, the worker is interviewed for

the purpose of guidance and assignment to a unit in keeping with his abilities and aptitudes. Once assigned, the worker finds himself doing a real job under normal conditions. There is no made or unnecessary work at Quoddy. The work experiences at first were mainly those involved in the upkeep and maintenance of the village. However, at the present time, a considerable amount of work is done for other agencies. The reproduction and map-making units, for example, do a great deal of work on a fee basis for other N.Y.A. projects and government agencies.

The work experiences offered at Quoddy include aviation. This unit provides instruction and training in aerodynamics, motors, instruments, fundamentals of flight, airplane construction, weather influences, inspection and maintenance of airplanes and engines, rules and regulations pertaining to air commerce and shop maintenance. Assignment to this unit is restricted to those workers who have completed a five-month enrollment period at Quoddy with an above-average work record and those with previous, acceptable experience in aviation. In all cases, candidates must in addition indicate the possession of mechanical aptitude and a satisfactory grasp of basic skills.

Workers completing this course will have the background necessary for passing examinations for mechanics' or riggers' licenses. Also, upon meeting the physical requirements, such workers are eligible for enlistment in army and navy air schools. In this connection, it may be interesting to note that Quoddy is experimenting with the idea of using the Aero Club, a purely avocational activity at Quoddy, for exploratory purposes in doubtful cases. Those individuals whose past records do not seem to indicate any definite aptitude or real interest in aviation are advised to participate for a preliminary period of time in the work of the Aero Club in order to determine for themselves whether or not they are really interested in this type of work and possess the necessary aptitude. In practically all cases this suggestion has been well received by the prospective enrollee.

It should be noted that actual training is provided in only one of the units, namely, aviation. Although actual training is not provided in the other units, experience is provided in cafeteria, carpentry, commerce, drafting and planning, electricity, garage, landscaping, library, machine shop, map making, medical care, painting, pipe trades, public welfare (police and fire), recreation, reproduction, sheet metal, warehouse, and woodworking.

After working for part of the day in the shop, the worker attends a related information class. Here he receives specific information related to the job he is doing in the shop, the instructor being called a coördinator. General trade information intended to supplement this specific information

is also given. Thus theory is continually linked up with the actual work being done. Subject matter unrelated to the actual job in process is avoided, and the worker benefits maximally from his work experience.

With the realization that a considerable number of workers were weak in basic skills and that such weakness limited the benefits which they could derive from work in trade units, special classes in English and mathematics have been set up. These classes are scheduled after working hours, and attendance is wholly voluntary. The results are surprising. Apparently workers early begin to realize the relationship of a thorough knowledge of basic skills to success in the trade. This realization is reflected in the attendance and interest displayed in these classes. At this time such classes are a regular part of the program.

Quoddy attempts in other ways to contribute toward the worker's general and technical education and awareness. The citizenship and counseling classes and the library illustrate these efforts. For example, one hour each week is devoted by the coordinator to the library. Workers are taught how to use its facilities intelligently and effectively and are asked to complete assignments based on material available in the library. Youth are encouraged by the staff to do independent reading in their trades as well as for recreation. Reading habits are thus developed and interests enlarged. The library is open from eight o'clock in the morning until ten in the evening, allowing those interested ample opportunity to make use of its facilities. The library at Quoddy is conceded to be one of the best and most comprehensive of any operated by the N.Y.A., providing as it does a wide variety of technical and recreational reading matter.

One hour in the week is spent by the youth in a citizenship class. Here the worker is offered the opportunity of studying and discussing current events of national and international significance. The functioning of government is described, and the benefits and responsibilities devolving upon citizens in a democracy are carefully analyzed. General discussions on such matters as labor, unions, poverty, crime, social legislation, and unemployment promote desirable social awareness and supplement the knowledge gained in the shop, in the related information classroom, and in the library.

Student government provides another method of inculcating a richer understanding of democratic government, its processes and responsibilities. Within the first few weeks after arrival, workers elect a mayor and a council. These officers constitute the village government. This body, with the aid of various committees, discusses and attempts to solve problems and grievances affecting the junior personnel. Its activities touch every aspect of the Quoddy program. The suggestions and recommendations it

has made have immeasurably benefited the staff in its attempt to promote the welfare of the resident youth and to establish a more understanding and harmonious relationship between senior and junior personnel.

The junior personnel edits and publishes its own newspaper, the *Quoddy Eagle*. News centering around the work and recreational life of the project is disseminated in this fashion among senior and junior personnel, tending to create an *esprit de corps* and loyalty toward the project of inestimable value in promoting desirable attitudes toward the program and its objectives.

Group counseling provides an opportunity for the workers to acquire industrial awareness. In the weekly hour spent in this class, an attempt is made to study industrial conditions and trends in the various home states of workers; to discuss the functioning and reason for creation of agencies affecting the work life of the individual, such as the Social Security Board, the Wages and Hours Act, the United States Employment Service; to study the extent of employment in various occupations; to consider the effect and importance of technological changes; to study wages, hours, and working conditions in trades being explored at Quoddy; and to study the union in its relation to various occupations and industries as well as other related matters. Through questions and source material, the worker is encouraged to obtain this information for himself. Every effort is made to promote a broad understanding of matters affecting work life and choice of vocation so that intelligent selection embracing all the facts will become possible.

At least once during the five-month period, every worker is called in for individual counseling and vocational guidance. At this time his test records are interpreted to the worker, and profitable vocational fields are indicated. All the information available on the worker, including existing work records at Quoddy, is used by the counselor. The attempt is made to present the facts to the worker in such a manner that he will be enabled to make an intelligent decision for himself.

In addition a comprehensive program of directed activities exists at Quoddy. Archery, baseball, basketball, ping-pong, band, dramatics, dances, movies, radio and camera clubs, newspaper, village government, and a score of other activities provide the necessary diversification and permit everyone to do something he likes. Quoddy early recognized the value of an adequate recreational life in maintaining desirable attitudes and removing certain emotional maladjustments. An accurate record is kept of each individual's participation in the leisure-time program, and special attention is given to those individuals who do not participate. An attempt is made to discover reasons for lack of interest and to promote participation. In this

way the recreation department has proved invaluable in promoting personality adjustment. Self-consciousness, inferiority complexes, and various phobias have been corrected by encouraging participation in the activities program.

BATESVILLE RESIDENT TRAINING CENTER

Batesville, Arkansas

J. W. HULL

The N.Y.A. Resident Training center for young women was officially opened on October 3, 1938. There are one hundred and fifty-three girls in the center, which is housed in a large fireproof brick building known as Independence Hall. Seventy-five of this enrollment are attending college, fifty-eight are taking a business course which is given at the center, and the remainder are enrolled in classes in secondary education, also given at the center. The girls are required to spend five hours each day in work production and three hours in related training. The training projects of the center are divided into seven units which are homemaking, work production, clerical, commercial, secondary education, college, and recreation.

Much emphasis is placed on homemaking in which there are organized classes in child care, recreation, habits, food and clothing for children, room improvement, building maintenance, laundry, care, selection and repair of clothing, weaving, manufacture, drafting and altering patterns. In addition there is a five-room furnished apartment in which four young women live for one month. In the four-week period, each one serves for one week at a time as hostess, cook, housekeeper, and as manager of Dorothy, an eleven months old baby who has been on the project since she was two weeks old. Her maintenance is sponsored by the local Kiwanis Club. All meals are planned, prepared, and served by the young women, under the supervision of the home economics instructor. An old-fashioned handloom has been set up, and weaving of draperies, luncheon sets, and towels is done.

In the commercial department, classes in shorthand, typing, filing, and other secretarial courses are offered. The young women receive experience in this work by acting as receptionists, stenographers, bookkeepers, and through the making of various forms necessary to the operation of the project and other forms used in the district office. The library is managed by a regular enrollee who is especially interested in this type of work. There are over four hundred volumes which include information on homemaking, history, travel, fiction, health, child development, and many other subjects.

Those workers who attend college take part in all activities, and no distinction is made on the campus between the N.Y.A. students and the

regularly enrolled college students. The number of hours which each N.Y.A. student takes is determined by her grade average while in high school or for the previous college year. Over twenty-five per cent of last year's N.Y.A. college students from this project are now teaching school.

Recreation is provided in the way of various sports such as tennis, softball, croquet, horseshoes, and other outdoor and indoor games with occasional planned evening entertainments. There are regular date nights, and on Sundays each young woman is encouraged to attend the church of her choice.

Rules and regulations are made and enforced by a governing body whose members are elected by secret balloting of the entire enrollment. The voting is a very serious matter with the group.

The young women on the project are sincere in their efforts, appreciative of their opportunities, and grateful to those who are responsible.

"PORTA VILLAGE" RESIDENT TRAINING CENTER

Magnolia, Arkansas

J. W. HULL

One of the most unique units operated by the National Youth Administration of Arkansas is the mobile resident training center located at Magnolia, Columbia County. This resident training center is designed to remain in one location for the duration of a construction job and then move to a new location.

This center has been appropriately called "Porta Village" and was built to accommodate eighty enrollees and an adequate supervisory staff. Portable housing units were built by N.Y.A. youth enrollees at a training project located at Dierks, Arkansas, in the latter part of 1938 and the first half of 1939. In August, 1939, "Porta Village," with youths formerly attached to the Dierks project, was transported to Magnolia.

The center is housed in units which are transported from one job to another on specially designed trailers built in the N.Y.A. resident training shops at Magnolia Agricultural and Mechanical College. The Magnolia College project has no connection with Porta Village, which is located in Magnolia for the purpose of constructing a brick grammar-school building containing fourteen rooms and an auditorium. This building will be valued at approximately eighty thousand dollars when completed.

The physical plant of Porta Village consists of ten housing units or sleeping quarters, 20 feet by 8 feet. These cottages are designed to combine the maximum of strength, comfort, and utility with the minimum of weight and space requirements. The units, which have individual lockers,

bunks, and writing tables, will accommodate eight youths. The kitchen and dining hall, built in five sections, each section nearly the size of a sleeping quarters unit, is bolted together to make a comfortable and attractive dining room. The kitchen is equipped with butane stoves, and all storage facilities are built-in to conserve space. A recreation hall, built in five sections, also houses a commissary or canteen which is operated by the youth. Other units include a project office, a portable bathhouse with showers and sufficient individual wash basins, a portable toilet unit with ample, modern toilet facilities and modern plumbing, and a construction office and tool and material house.

All of the units are heated by butane gas and are lighted with electricity furnished by the Magnolia Light and Power Company. Plans are made for an individual electrical power unit to be used in the event the center should be moved to an area where electric service is not available. Plans have been made for an independent water system and sewage disposal plant for communities where water and sewage service do not exist.

The youths receive actual on-the-job-work experience in the various construction trades, such as bricklaying, concrete work, electrical wiring, ventilation, painting, and plastering.

It is believed that the most intensive and desirable type of training can be offered a youth by providing a situation where he can learn the principles or the why concerning a job or operation, and then make use of those principles in doing the actual work. For this reason each youth, in addition to the time spent in actual work, is required to attend regularly scheduled group discussions in related information, the subject matter being directly related to the work which is being done in his work experience unit. For example, if in his work period a youth is assigned the job of painting walls, he would be given information as to how to prepare the surface, how to remove stain, how to mix and apply putty, how to mix and apply the different types of paint, under which circumstances to use each, how to select and care for brushes, and similar related matter.

In addition to the group discussions in related information, all enrollees are required to attend weekly courses in practical citizenship and government, health and safety, and occupational guidance.

A well-rounded intra-village athletic program is carried on. Regularly scheduled contests in softball, baseball, touch football, horseshoes, track, and other sports are arranged so that all may participate. Even physically-handicapped youth participate as timekeepers, judges, etc. A library is provided containing trade and occupational books as well as books and periodicals for recreational reading.

When a youth is enrolled at the resident center, he is interviewed by a counselor who, with the youth, attempts to decide which of the types

of work available the youth is best fitted for by temperament, inclination, and ability. After this interview, and with the benefit of advice from the counselor, the youth is permitted to select from among the work experiences available the type of work to which he would like to be assigned.

RESIDENT TRAINING PROGRAM IN GEORGIA

D. B. LASSETER

The National Youth Administration of Georgia has established twelve full-time resident training centers in coöperation with educational institutions of the state. Youths are in actual residence at the centers for an enrollment period of from six to twelve months, according to the type of training offered and the individual needs of the youths.

The Carrollton Center

The Carrollton Center is operated in connection with the West Georgia College at Genola. It enrolls forty-four young men and thirty-five young women. In the main an effort is made to assign youths with a high-school background, since academic courses are on a college level. A further effort is made to assign rural youths because of the emphasis given to agriculture and related pursuits.

The center emphasizes the fact that the N.Y.A. enrollees do not, and should not, vary widely in personal traits from the regular junior-college students. The two groups mingle socially and participate in all the class and extra-curriculum activities on the campus. However, the N.Y.A. group is required to concentrate on one vocational subject which may be supplemented with one or two regular academic courses offered in the college.

The Toccoa Falls Center

The Toccoa Falls Resident Center is coöordinated with the Toccoa Falls Institute located in Toccoa Falls, Georgia. There is no requirement as to minimum formal education. The youth who seeks training to fit him for occupational adjustment or who wishes to explore his potentialities is particularly welcome.

At the present time seventy-five young men and forty young women are enrolled. This is one of the outstanding projects in handicrafts; the young women are taught to make colonial bedspreads, towels, rugs, baskets. Particular emphasis is placed on the electric welding shop, in coöperation with a large factory which has recently been established near Toccoa Falls Institute.

The resident youths are permitted to select both vocational and general courses in the secondary school in accordance with their desires and abilities. Also they are eligible to participate in the extra-curriculum activities of the school under such restrictions as are ordinarily applied to the regular day-school students.

SALEM GIRLS' RESIDENT CENTER

Salem, Oregon

I. G. MUNRO

The N.Y.A. Work Experience Center in Salem is located in a small two-story frame dwelling well suited to the needs of ten girls. There is a large backyard with garden space and a small table for out-of-door suppers. The house has been newly decorated and painted.

This center operates on a part-time basis and is designed to give young women training in all phases of homemaking. Enrollees are assigned for a two-week period each month. Approximately four hours of instruction a day is given in the care and operation of the home, marketing, meal planning, food preparation, meal service, laundry, dishwashing, care of equipment, hospitality of the home, and family life. This instruction, combined with that given on the work projects, offers enrollees a well-rounded program in homemaking, work experience, and personality development.

Young women are assigned to the local sewing project four hours a day, Monday through Friday. This project is located in the Old High School Building about two blocks from the center. The project provides good work experience and training in the fundamentals of sewing, commercial dressmaking, tailoring, alteration, and repair.

Classes in related subjects, such as personal appearance, clothing selection and care, consumer education, textiles, meal-planning, family relationships, and many other phases of homemaking are available to the girls through various agencies in Salem. Adult education, recreation, and the Continuation School classes are open to girls who are interested in additional training and study.

The evenings are spent in the center with the exception of Friday and Saturday nights. Interesting and worth-while programs are planned by the girls with the assistance of various outside agencies. An N.Y.A. youth center offers the girls an opportunity to hold an occasional party outside the home. Local churches and clubs make it possible for the enrollees to meet other young people.

CARBONDALE RESIDENT TRAINING SCHOOL

Carbondale, Illinois

J. HENERY SCHROEDER

Although the Southern Illinois State Normal University is primarily a teachers' college, it tries to serve its region (southern Illinois) as effectively in other ways as possible. Notable is the establishment of a vocational school for southern Illinois' impoverished and unemployed youth.

This vocational school, known as the N.Y.A. Resident Training School, established and supported jointly by the Southern Illinois Normal University and the National Youth Administration, offers to certified N.Y.A. youths between the ages of eighteen and twenty-four a program of study and activity especially designed to train its students socially, physically, and vocationally for employment in southern Illinois industries.

A home for these young men is operated on a coöperative basis; committees consisting wholly of students are organized for the purpose of operating the home in an economical, healthful, wholesome, and pleasant manner. A resident manager is employed to guide and to instruct them in such problems as arise.

The home economics department coöperates by supervising the planning of meals for the men.

All social and entertainment features of the college are open to these men so they may get all the social advantages of college life. A man who lives at the vocational school residence is employed to give part of his time to the promotion of social activities and to help the men make personal adjustments that are necessary. The man employed for the promotion of social activities also takes charge of the athletic program. Many forms of games or athletics are open to these men.

The medical and hospitalization service regularly established for college students is extended to the students of the vocational school. All men in this school attend classes four hours a day. The following courses are offered:

A course in vocational fundamentals, which includes the basic operations in the wood-working trades, metal-working trades, and agriculture, is taken by everyone.

The woodwork class is taught in the regular shop of the college. Information about woods, tools, and other materials is given. Actual shop work teaches them the proper use of woodwork tools and machinery.

The metalwork class is taught in the regular shops of the college. Information as to the production and manufacture of iron, steel, and other metals is given. Actual shop work teaches them the fundamental tool operations and processes encountered in the metalwork trades.

The agriculture class studies about the agricultural pursuits that are best adapted to the purpose of supplementing the home income. Actual work in four such pursuits is provided by agricultural projects carried out in connection with their coöperative home activity.

A milch cow, a brood sow, a flock of chickens, and a garden are owned and cared for under advice of an agricultural advisor. Only purebred animals of excellent quality are used in these projects. Modern profitable

methods of care and feeding are taught the men who take turns caring for these animals. Modern methods of planting, fertilization, and cultivation are taught in connection with the home garden.

The pigs produced are farmed out to men who have left the school and who are interested in raising pigs. This is an expanding program, as purebred young pigs are taken by the school in payment for the original animals, which become the property of the men to whom they were farmed out. In this way the men can afford to get started raising purebred animals, and the distribution of such purebred stock will soon contribute largely to the quality of animals bred in this region.

A choice of additional vocational subjects, either practical electricity or auto mechanics, is given the men.

These subjects are pursued two hours each day in shop and classroom. The widespread use of electricity and automobiles made these subjects of great value to men seeking employment in this region. A new modernly equipped shop for this work is now being planned. It will without doubt be built within the near future.

In order that these men may be more thoroughly prepared in this social-physical-vocational program, they are required to spend four hours a day for five days a week at actual labor on various projects set up for the purpose of providing training in actual work under actual employment conditions. A variety of such projects are in operation at all times. A few jobs that have been done are: building of walks, constructing jumping pits, rebuilding farm buildings, general farm work on state experimental farm, and landscaping and beautifying grounds. This work is overseen by a competent man who understands the various types of work and who understands the management of men.

Near the end of each term the manager of the residence confers with each man in an effort to teach him how to make contacts with employers and how to present himself in an acceptable manner. A very fine record of private employment for men trained in this school has been maintained.

JOLIET RESIDENCE TRAINING CENTER

Joliet, Illinois

C. L. JORDAN

The Residence Training Center in Joliet is maintained for underprivileged youths in the Chicago suburban area. At present approximately thirty-five are enrolled.

A large old residence is rented for a dormitory and living quarters. Adjacent to the grounds is a garden intended as part of the work program, but the larger portion of the work is done for the park board in the parks of the area.

One half of the enrollees work on the job while the other half attend school. At school the majority are enrolled in technical subjects, but a few with some high-school training continue with academic subjects.

The preference for machine-shop practice and electric welding has been so pronounced that separate late afternoon and evening classes are operated expressly for workers. Out of their savings they pay a fee for these special classes. The money is used to pay the teacher.

It is not intended that the enrollees will eventually become employed in this area. It is expected that they will return to their homes and obtain work there or perhaps some other place. A fair percentage have learned enough of a technical occupation here to give them a start.

PERU RESIDENT TRAINING CENTER

Peru, Illinois

FRANK A. JENSEN

The N.Y.A. Resident Training Center of Peru is located in a brick and stucco building occupying the center of a half city block in Peru, Illinois. This building had been idle for three years prior to the N.Y.A. occupancy on September 6, 1938. Extensive repairs, reconditioning, and landscaping were necessary before the place gave much of an appearance that would lend credit to the neighborhood or to the program, but by mid-summer of 1939 it was one of the show places of the community.

The enrollment, starting at twenty-two, has been gradually built up to forty youth employees. Of this group twenty-eight are enrolled in junior college and the other twelve are enrolled in high-school courses as follows: in junior college—eight in pre-education; four in precommercial and business administration; four in pre-engineering (chemical and machine); two in pre-legal; six in pre-liberal arts; one in pre-medical; two in pre-theological; one in pre-journalism. In high school—two in art, four, machine shop; five, commercial work; one, general course.

In June, five will graduate from junior college and one from high school. The grade ratings of this group are somewhat above average. Some of those in junior college are of such outstanding ability that they have frequently acted as substitute teachers when the regular instructors were ill.

Each youth in addition to attending to his regular school work must work eighty-eight hours per month on some public tax-supported property or service. A sincere effort is made on the part of the management and the school authorities who act as sponsors to place these young men in work that will offer them some related training as well as practical work experience and habits. We have been exceptionally fortunate in this respect due to the splendid coöperation of our sponsors.

The group is distributed as follows: five are attendants at the junior college social room; six assist the instructor in the metal shop; one assists the instructor in the wood shop; two assist the instructor in mechanical and general engineering drawing; two assist in the print shop; one assists in the electric shop; two assist in the art department; two assist in the physics laboratory; two assist in the chemistry laboratory; three assist in the high school and junior college offices; two assist in the library; four assist in the Hygienic Institute Laboratory and Office; two are reception clerks at the Illinois State Employment Service Offices; one assists the Peru city engineer.

The remainder are used as a maintenance crew at the quarters keeping up the house details, such as laundry, cleaning, repairs, food preparation and service, secretary to the manager, bookkeeper and inventory clerk. At times there is a surplus crew which has done landscape work in the city parks, skating-rink construction, building wild-life feeders and quail-holding pens for the State Department of Conservation. Others have officiated at the high-school intramural basketball games.

Nearly all the work about the center is done by the youths themselves. Only the cook and the resident manager are on the administrative pay roll.

During the summer months an extensive gardening program is carried out. Last year about two acres were planted in foodstuffs. In addition to having all the fresh vegetables needed twelve hundred quarts of surplus were preserved for winter use as well as thirty-five bushels of root crops held over in storage.

Leisure-time activities are stressed. Last summer there were two softball and two hardball teams. Throughout the winter there were two basketball teams representing the N.Y.A. recreational teams of Peru in the Peru Recreational League. Also one team represents the center in the junior college intra-mural league.

A few weeks ago a first-aid course for all enrolled youth was inaugurated. It will provide a sixteen-hour course in first aid as approved by the State Department of Mines and Minerals in coöperation with the United States Bureau of Mines. Each youth will receive a state as well as a federal certificate of instruction at the end of this course. This is the first resident training center in the state to offer such training to the youth employees.

Since the camp was opened there have been ninety-three youths enrolled. Thirty left for private employment in their home communities, ten were transferred to other projects, four left giving no reason, three were

dismissed for disciplinary reasons, one for scholastic reasons, two because of ill health, two because of deaths in the families. Twelve of the original group are still here; nineteen have been here one year or more. It appears as if the turnover is much lower here than in similar groups.

ROCKFORD RESIDENT CENTER

Rockford, Illinois

L. J. SCHMIDT

The Rockford Resident Center is designed to offer commercial training to young women, eligible for assignment to the N.Y.A. program, from communities where such training is not readily available. The training is provided through an arrangement made with a Rockford business college. The course extends over a period of twenty-six weeks with the young women attending the same training given all regular students of the college. This training includes instruction in typing, spelling, business English, bookkeeping, accounting, business arithmetic, and office machinery, for example, comptometer, addressograph, mimeograph, adding machine, and dictaphone. While not absolutely required, high-school graduation has been considered almost essential because the majority of office positions in private industry demand it.

The work units to which the young women are assigned are designed to give them practical experience in office work. Arrangements were made with various federal, state, county, and city officials to place girls in offices where they will receive such experience. Specifically, they work in offices of the old-age assistance, county superintendent of schools, city school board, Works Projects Administration, Federal Farm Security, Illinois Emergency Relief Commission, Township Relief Supervisor, and the National Youth Administration. In these offices the young women are considered as regular employees and are assigned tasks which comprise a part of the regular routine of the office. In this manner they are able to put into actual practice their training in typing, shorthand, bookkeeping, dictaphone operation, and other subjects. It is felt that through this method of combining instruction with actual practice the young women will receive a training which will enable them to receive private employment with little difficulty.

There are numerous recreational opportunities. In the Resident Center itself, one large room on the third floor was made into a recreation room. Here the young women may play ping-pong, cards, various board games, dance, and have other such forms of amusements. There is a library in the house and the facilities of the public libraries are available.

In addition to these regular forms of recreation, parties are given in

the house to celebrate various occasions. Radios and a piano provide the music. Then, too, hikes, picnics, and other outings are planned quite frequently. No one lacks recreational opportunities either from the standpoint of facilities or time; in fact, participation is encouraged.

RESIDENT CENTERS IN KANSAS

ANNE LAUGHLIN

Two full-time resident centers, located on the campuses at Fort Hays Kansas State College at Hays and at Kansas Wesleyan University at Salina, provide an opportunity for youth to make practical application of special vocational instruction. In each case, youths earn their own expenses by work on a project where activities are closely correlated with classroom instruction. In addition, high-school graduates are given a chance to take a limited number of college credit hours.

The unit at Fort Hays permits youths assigned to earn twenty-five dollars a month for their work, young women doing survey and statistical work and young men doing construction, caring for the college livestock, and performing general farm work, including the preparation of soil, planting and harvesting crops, and repair of machinery. Girls then attend vocational classes in commercial and secretarial training, and spend two hours or more a week in homemaking training and coöperative work in their dormitory home.

Boys may be assigned to one of three projects. One group is in charge of the college livestock, a second group is assigned to do general farm work including the preparation of soil, planting and harvesting of crops, and repairing of machinery, while a third group is building a low-cost dormitory. In addition, each boy is required to take a minimum of one hour a day for five days a week of vocational class work including livestock management, crop production, operation and repair of machinery, or carpentry. Facilities for room and board are provided on the campus at a cost of fifty cents a day, which is deducted from the monthly earnings of the youth.

The project at Kansas Wesleyan University, sponsored by the city of Salina, is open to young men only, who are employed in the construction of a rock stadium for the city and receive vocational instruction in applied electricity, engineering drawing and design, mathematics of construction, etc. Each youth earns twenty-four dollars and fifty cents a month and may secure board and room for about four dollars a week. High-school graduates are permitted to take a limited number of hours of college work at the university, and youths who have not completed high school may take high-school courses.

CASSIDY LAKE RESIDENT CENTER

Chelsea, Michigan

O. W. KAYE

This center is located five miles northwest of Chelsea, Michigan, on the eastern tip of what is designated as the Waterloo area—a National Park Service Project for the reclamation of submarginal land. The site consists of approximately one hundred and eighty acres of wooded hills which completely enclose Cassidy Lake.

The school board of No. 14 Fractional Lindon Township, Washtenaw County, is the official cosponsor of the center. Coöperating agencies are the National Park Service and the Ann Arbor Rotary Club.

At the present time approximately two hundred youths are in residence at the center.

The present building program provides eight groups of cabins arranged in clusters of four. Each group is serviced with a unit latrine equipped with hot and cold water, shower and lavatory. Each cabin accommodates twelve youths and a counselor or cabin leader. Space is arranged to provide each youth with desk space, a lamp, a chair, and a reasonable amount of privacy. Each youth has a large built-in drawer for linens and personal effects, as well as a closet for clothing. Cabins are of rough exterior finish and constructed for winter use. They are heated by large air-circulating heaters.

The administration group of the center consists of a large dining hall with a seating capacity of one hundred fifty people, a first-aid building with a four-bed ward, an isolation room and dispensary, a large craft shop of split stone and steel construction, an industrial building to house the sheet metal shop and additional machine shop, a laundry and central latrine building, a general garage, an administrative office building, a director's home, and a recreational building with space adequate for basketball and hand ball, a stage for dramatics, and a pleasant library with a large fireplace.

Work Experience

The work program is designed to provide real work situations under practical conditions for the type of job that a youth may enter at a later date. Work experience is provided in different fields. As far as possible the workers are given an opportunity to work in several of the following units: aviation mechanics, garage, machine shop, sheet metal woodworking, carpentering, painting, electrical operation, plumbing, ground improvement, landscaping, gardening, agriculture, cafeteria, laundry, warehouse, office, and photography.

Related Training

This program is divided into three phases:

1. Specific information related to the job on which the youth is working, which information consists of facts that the worker should know in order to perform correctly the operation to which he is assigned. It covers the how and why of operation and is presented as each specific job is performed in the shop. In this connection a general description of the various operations involved in a work unit is presented prior to beginning the job. Exploratory courses in the several shops are also carried out.

2. General classes, such as citizenship, hygiene, safety, Red Cross (first aid), employer-employee relations, are offered on a discussion group basis.

3. Correspondence courses. Arrangements are made with the Extension Division of the University of Michigan in coöperation with the W.P.A. Education Division whereby correspondence courses are available to all youth workers enrolled on the project.

Recreation

A comprehensive intramural athletic program covering many types of sport is carried out, such as football, basketball, volleyball, horseshoe pitching, ping-pong, boxing, and wrestling. In addition, well-planned programs of entertainment are provided. Each Tuesday evening a motion picture is presented. Plays are produced and presented by the dramatics club. Social events and dancing are arranged for at regular intervals, introducing youths on the project into the social life of the community.

A student council, elected by all the youths, serves as an advisory body for the center. This council, through its officers and committees, operates in conjunction with the administrative heads in outlining and planning rules and regulations covering the operation of work projects of the center.

EAST LANSING RESIDENT CENTER

East Lansing, Michigan

O. W. KAYE

This center is operated on the college campus at East Lansing. The Michigan State College acts as cosponsor. The house used as a residence for youth workers was formerly a country home which was later used as a fraternity house. The second floor is set aside for sleeping quarters. These quarters are supplemented with a dormitory on the ground floor which provides adequate accommodations for thirty youths. The reception, social, and study rooms, the mess hall, and the kitchen are also on the ground floor.

The workers engaged on this project are registered in the Short Course Department of Michigan State College. Attending classes given by members of the regular staff of Michigan State College, they receive each morning four hours of classroom and laboratory work on the campus. The youths return to the house at noon for lunch; in the afternoon they report to various departments of the Agriculture Division of the College where they work under the supervision of the foreman of the project to which they are assigned. They are rotated on work assignments approximately every four weeks so as to gain more varied experiences.

The health service of Michigan State College is available to all youth workers enrolled on the project. The gymnasium swimming pool, the softball diamonds, and other necessary physical equipment are available without cost to the youth workers. Also the college library is open to them during evening hours.

Social events are scheduled, and in so far as possible youths in residence are invited to take part in the social activities of the college.

N.Y.A. workers on this project have their evenings free except those serving on the evening work committee. The membership of this committee changes every two weeks so that all the youths have equal privileges. Saturday afternoon is also open to them, and the privilege of week-end leave is also provided.

A student council, elected by all the youths, serves as an advisory body for the project. Through its officers and committees this council operates in conjunction with the administrative heads in outlining and planning rules and regulations covering the operation of the resident work center. Through the coöperation of the Michigan State College a four-year student has been assigned to this center to assist with co-curriculum activities of the youth workers.

RICHMOND RESIDENT CENTER

Richmond, Kentucky

R. K. SALYERS

The Richmond Center for young men is located at Camp Lake Reba. Maximum facilities will care for one hundred fifty youths. This project is sponsored by, and operated in connection with, Eastern State Teachers College, Richmond, Kentucky. Types of work available are shop work, agriculture, construction, remodeling of buildings, landscaping.

It is so arranged that any youth who desires may take a certain amount of related college work not to exceed three fourths of a regular college load in any field, provided he has the scholastic requirements. Tuition costs are worked out between the youths and the college. No particular

educational requirements are necessary, although youths with a minimum of sixth grade will be better prepared to take advantage of the opportunities offered.

A complete and competent supervisory staff presides in this center. Related training and vocational guidance are given in so far as possible in the appropriate fields of work. An interesting recreational program under the direction of a specialized leader has been arranged. Youths are allowed to participate in all college activities, such as athletics, chapel exercises, lectures.

LINCOLN RIDGE RESIDENT CENTER

Lincoln Ridge, Kentucky

R. K. SALYERS

The Lincoln Ridge Resident Training Center for young Negro women between the ages of eighteen and twenty-four is conducted on the campus of Lincoln Institute in coöperation with that institution. The young women are selected from the various counties of the state of Kentucky in accordance with usual N.Y.A. employment procedures.

The Lincoln Ridge Center is planned to accommodate a maximum of thirty enrollees. The constant aim is to select and assign those young women who are capable of profiting by the types of work and training to be offered. Although it is preferred that they have at least sixth-grade level of training, none are rejected on the basis of school training alone.

Work consists of making curtains, draperies, table linens, bed linens, and similar articles for use in a new dormitory under construction at the Kentucky State College for Negroes.

Also, making rugs and doing other forms of handicraft activities of use in homemaking and home service are engaged in, and training in preparing and serving meals and in other forms of homemaking and home-service activities is given.

Schedules of work are so adjusted as to permit those interested to take some classes in the high-school department of Lincoln Institute, for which the institution grants academic credit.

FAIRMONT RESIDENT CENTER

Fairmont, Minnesota

C. B. LUND

The Fairmont Resident Center for young women is located about four and one-half miles north of the town of Fairmont, Minnesota. The success of this project to date has been made possible largely through the coöperativeness of the civic and service groups of the city.

An outline of the objectives and requirements for a project of this type was discussed in detail with representatives of the above-mentioned groups and with the county board. The fact that considerable planning was done before the project itself was inaugurated helped considerably in the manner in which it grew.

The county board had a large, modern, fire-proof building located on a farm site north of town that was used partially by persons on relief. Because of the several types of assistance given to people in the old-age groups, it was found much more economical to house these people in other types of dwellings. This made it possible for the N.Y.A. to use the building. This assistance, together with the coöperation of the people of Fairmont who donated and loaned a considerable amount of household equipment and supplies, made possible the physical facilities, one of the necessary requirements of a resident center.

The ten counties in the vicinity of Fairmont agreed to furnish materials and supplies for work projects, such as sewing, toy repair, etc. This made possible the second requirement of a resident center, that is, a work project program.

The third feature of this particular resident center, and perhaps the most important, is the related training that has been made possible through the coöperativeness of the people of Fairmont. When the center was originally planned, it was determined that after a young woman had spent four of her scheduled six months at the center, she would be eligible to select almost any type of trade or occupation within the scope of those offered in the village of Fairmont in which she could get actual exploratory experience. Such fields as clerking in dry goods stores, drug stores, and grocery stores; working in clinics, hospitals, etc.; catering in private homes; and working in restaurants; as well as other types of occupational activities would be open to her.

As a result of this training the thirty or more young women enrolled at the center are living in surroundings conducive to good household and home training. Part of the excellency of the surroundings is due directly to the work that the young women themselves have put in in the way of sanding and varnishing the floors; painting and decorating the rooms; refinishing chairs and davenport; making hand-designed drapes, and other types of household improvements.

During the first four months in residence, the workers receive additional training and exploratory experiences in the fields of marketing, budgeting, household methods, social civics, personal health and hygiene, laundering, cooking, dramatics, and other vocational and avocational subjects.

A complete recreational program is in operation and it has been instrumental in giving the young women on the project an opportunity to mingle socially with the desired groups in Fairmont.

As stated previously, at the end of the four months' period the young women select a type of occupational exploratory experience that they feel would be of greatest interest and help. They are assisted in this selection through previous counseling and vocational testing. They devote ten hours a week for eight weeks to vocational exploratory experiences in Fairmont and receive twenty-five cents an hour for the work performed during the exploratory experience training. Complete records are kept both here and at the resident center concerning attitudes, accomplishments, industry, personality, coöperativeness, and other traits and abilities that are at all measurable. At the end of the six months' period, each one is able to leave the project with added skills and knowledge, in addition to a complete record of herself and her activities while in attendance. When a young woman goes home to her local community and there is an opening in the local grocery store or other field of private employment, she is then in a position when asked, "Have you had any previous experience?" to say, "Yes, I worked at——— and —— in Fairmont, and I have attended the Fairmont Resident Work Center for young women, and here is my record."

To date eighty per cent of the young women have been placed in private employment. The fact that twenty per cent have not been placed is due in part to the necessity of their remaining at home or because of marriage.

SCIOTO RESIDENT TRAINING CENTER

Ada, Ohio

S. B. WESTON

The Scioto Resident Center is the only resident center for young women operated by the N.Y.A. in Ohio. It is located at Ada, Hardin County, in the heart of the marsh area, an area widely known for the growing of onions and potatoes and for the poor economic conditions of the marsh workers.

The center was planned to provide training in homemaking primarily for young women from the marsh families and from homes of a low economic level in near-by counties. Since the center was planned principally as a means of helping young women to improve their own homes, the housing equipment and training have all been geared toward this end. Rather than use the best equipment and the nicest materials, the most economical equipment and methods are used with emphasis on

learning how to make the most efficient and economical use of limited facilities in operating a home and making it attractive.

The center accommodates fifty young women, twenty-five at a time on a two-week alternating basis. This group lives two weeks at a time in the residence under the supervision of two home economics supervisors who also live at the house. Work consists of sewing for the local relief agency and maintaining the residence. Training consists largely of learning, under close supervision, how to perform the various functions of managing and maintaining the home. In addition there is opportunity for training in music, dramatics, and crafts. During the two weeks between periods in residence, the enrollees have an opportunity to apply in their own homes the things they have learned while in residence at the center.

A major factor in this type of training center is the experience of living with other young women previously unknown to one another. The group is under the supervision of older persons who can by example and by direction help these young women learn how to become better homemakers.

The center is sponsored by the county commissioners and receives considerable assistance, both material and advisory, from various agencies in the community. An advisory committee consisting of individuals in the community who are interested in the needs of young women provides constant aid in the operation of the center.

BERLIN RESIDENT CENTER*

Berlin, New Hampshire

J. F. SULLIVAN

New Hampshire youths who show an interest and aptitude in the construction trades are sent to Berlin. Living quarters are in the residential section of the city and consist of two large neighboring houses.

The program of the Berlin Center may be divided into three parts: work experience, related training, and leisure-time activity.

Work experience is provided by work on several projects for the city of Berlin. The city acts as sponsor of the center and, with coöperative agencies, supplies the material and equipment for the project work. The projects must meet two tests to be acceptable: they must offer (1) genuine work experience for youths and (2) worth-while improvement to the community.

One of the first work projects in which youths of the center were

*A bulletin entitled *Guidance Information for the Young People of New Hampshire*, National Youth Administration, Manchester, N. H., (mimeographed) pp. 114, 1939, is of considerable interest. It does not, of course, deal specifically with resident centers.

engaged was the completion of the giant ski jump at Berlin which is said to be the largest of its kind in the world. The city of Berlin and the Nansen Ski Club furnished skilled supervision for the varied experience, principally in carpentry and cement work, which this project provided the youths.

The youths are now building a trade school. The stone structure is to be one hundred fifty feet long, fifty feet wide, and two stories in height. The workers are supervised by journeymen. The granite being used in this building was quarried by the youths. Included in the experience gained thus far is mixing cement, running lines, spacing windows and doors, mixing mortar, and applying rock for the walls of the structure. Greater variety of work will be offered before the building is completed.

A unit of the center composed of young men with mechanical interests takes care of the trucks which are used in N.Y.A. projects in the city. They work on the repairs of these trucks at the city garage under the supervision of a skilled mechanic. A few of them are getting their work experience by assisting the engineering department of the city of Berlin.

Related training is given both on the job and in the classroom. On the job, supervisors give the youths the instruction necessary to perform specific tasks and also train them in the desirable work habits which the future employer will want to find in them.

Until recently, related training classes were held in the shops and in the mechanical drawing room of the high school. At present these classes are held at the resident center buildings. Woodshop, shop math, drafting, blue-print reading are some of the subjects related to the work of the youth which have been offered. The boys also have classes in citizenship, first aid, and English.

Prominent citizens engaged in interesting vocations have been frequent dinner guests at the center and have led forum discussions on vocational citizenship.

Educational movies are shown regularly at the center. In addition the center provides a varied program of recreation. Its location in one of the great recreation regions of New Hampshire means opportunities for hunting, fishing, and mountain climbing. The young men have a free membership in the Berlin Community Club where the use of swimming pool, gym, reading rooms, and pool tables is available. In addition socials are frequently held for them and their guests at the center building.

The N.Y.A. does not aim to give complete trade training in the few months that the youths are engaged in the center program. It does aim, however, to develop in the young men some of whom have never before worked, such work habits as are essential for successful participation in

industry. Also it gives them a chance to learn something about the trade in which they are interested by actually performing work and receiving training which is directly related to that work.

SHAKOPEE RESIDENT WORK CENTER

Shakopee, Minnesota

C. B. LUND

The Shakopee Resident Work Center for boys is located in the historical Minnesota River Valley on a twenty-seven hundred acre tract of land a mile and a half east of Shakopee, Minnesota.

Through the coöperation of the Minnesota State Department of Education, the State Highway Department, and the State Historical Society, the National Youth Administration for Minnesota established a resident center which in addition to having housing accommodations for about two hundred youths, has a large number of shops and other buildings.

The purpose of this project is to make possible a program of exploratory experiences and related training in such fields as auto mechanics, welding, body and fender work, carpentry, machine work, agriculture, cooking, radio, shoe repairing, electricity, and a ground school for airplane mechanics; in addition to certain more or less academic fields such as shop arithmetic, social civics, first aid, and hygiene sanitation.

The fact that there is a large number of unemployed youths in remote and more or less isolated parts of the state of Minnesota prompted in part the establishment of this project. These youths who are eligible for the N.Y.A. out-of-school work project program do not have the opportunity to explore vocational fields during those important years between the ages of eighteen and twenty-five. The program is designed therefore to make it possible for them to work a half day on work projects and spend the other half of the day in the shops, nursery, or kitchen, depending upon their interests.

The educational program for each enrollee is laid out by the educational director. This program begins with an interview and testing program which helps the youth to determine those fields in which he seems to have particular aptitudes. A complete record is kept of activities, accomplishments, work habits, and other factors during the entire residence at the center, which for the average youth is six months.

A recreational and social program has been developed to promote those phases of good social conduct which are considered acceptable in the community. Therefore each youth attending the resident center is able, in addition to the training and experience he receives in his work project program, to receive exploratory experiences in at least two or three of the

above-mentioned vocations which will make him better qualified when he leaves the center to choose a field of endeavor in which he wishes to concentrate, and also gives him certain basic skills that will help him gain a foothold in private industry. This, together with a well-rounded program in social and civic participation, makes possible an experience which certainly makes him a better potential citizen.

WILBERFORCE WORK EXPERIENCE CENTER

Wilberforce, Ohio

S. B. WESTON

A training center for Negro youths is operated at Wilberforce University, Wilberforce, Ohio, in coöperation with that educational institution. It accommodates seventy-five youths, who are considered a part of the whole campus group and participate in campus social and recreational activities. By careful selection of project activities, the youths are offered work experience along the lines of clerical work, landscaping, constructional labor, bricklaying, building, carpentry, custodial work, plastering and allied trades, and plumbing.

Having completed the construction of a field house, which now serves as a dormitory for the center, the projects upon which the N.Y.A. workers are engaged include the following: improvement of the athletic field and track, building wings on the field house, reconstructing an old power plant, construction of a swimming pool, welding beds, laying telephone lines, landscaping, custodial and maintenance work, tool supply work, and clerical duties.

Placement on projects and in training classes is made by a personnel supervisor through conferences with the individual youth, and in line with the load each type of activity can take. The shop facilities of the combined Normal and Industrial department of the University are available to the N.Y.A. group for training and instructional purposes, under the supervision of the educational staff. In the training program major emphasis is based upon trade training. Occupational training and experience are offered in printing, journalism, auto mechanics, carpentry and woodwork, machine shop practice, forge and sheet metal, plumbing, and electricity. A plan is also in operation which gives any youth the opportunity for beginning or continuing high-school work, and a few may participate in the academic work of the college itself, for both of which a fee is charged by the University.

RESIDENT CENTERS IN VIRGINIA

R. E. BASS

The Richmond Center

The Richmond City Hospital Aid Center for young women fur-

nishes work experience and training for seventy-five N.Y.A. enrollees. The Memorial and St. Philips Hospitals furnish the facilities and competent supervisors of the young women. It is the purpose of this center to provide sufficient training to prepare the N.Y.A. group for practical nursing.

Work for which the young women are paid consists of making beds, cleaning rooms, arranging flowers, carrying trays, feeding and moving patients. Under the direct supervision of graduate nurses and hospital superintendents they observe other phases of nursing but do not give medicine nor perform those duties which only a graduate nurse is competent to perform. In addition to the work program, the young women engage in a program of training which consists of classroom work and study.

This project necessitates an annual expenditure from N.Y.A. funds of approximately fourteen thousand dollars. The sponsor contributes approximately three thousand dollars.

The Petersburg Center

Petersburg Resident Center for Negro youths is operated by the National Youth Administration in coöperation with the Virginia State College for Negroes, located at Ettrick, near Petersburg. The center provides practical work experience and correlated training in trade and agricultural classes adapted to the needs of the thirty Negro youths.

The facilities of the college, operated under the supervision of the State Board of Education, are made available to the N.Y.A. youths the same as to regularly enrolled students. Their time is divided about half and half between work and training. The work consists of minor construction and repair of school buildings, the installing and repairing of electrical equipment, woodworking and cabinet making, making and repairing of clothing for public agencies, auto mechanics, and agricultural work in the feeding and care of swine, dairy cattle, and poultry, and in gardening and the repair of farm fences and buildings. The training consists of classroom instruction, which is correlated with the work program. N.Y.A. youths are assigned from all sections of Virginia. One supervisor of the project is paid from N.Y.A. funds. The college furnishes the part-time services of an educational director and ten members of its faculty. The center involves an annual expenditure from N.Y.A. funds of approximately nine thousand dollars. The college contributes approximately nine thousand dollars for instruction, equipment, materials, and supplies.

RESIDENT CENTERS IN WISCONSIN

J. W. RODEWALD

The Greendale Center

The Greendale Center, situated near Hales Corners in Milwaukee County, is an excellent illustration of integration between the work project experience and related training. The work program consists of landscaping and tree pruning in the village of Greendale, care of arborescent species of plants at Whitnall Park, and the care of an extensive apple orchard at the center. Provision is further made for the carrying on of truck farming on a fifty acre plot, for boys who desire to make specialized agriculture their future life work. Experiments designed to determine the merit of such activities as squab raising, turkey smoking, and the packaging of cheese and maple sugar, are also conducted at the center. The related training program consists of courses in horticulture, forestry, and agriculture, offered by two center supervisors, who are graduate specialists in their respective fields. The related training is supplemented by weekly lecture programs arranged by the Farm Security Administration. In addition, a class in the study of government in the United States is provided, so that it will be possible for the young men to become familiar with civic duties and responsibilities, as well as being the recipients of training that fits them to be economically self-supporting.

The Platteville Center

The department of agriculture at State Teachers College is the principal source of related training for youths who are enrolled at the Platteville Center. The educational opportunities embrace such subjects as plant and animal husbandry, general farming, woodworking, laboratory testing, and courses in soils, eradication of noxious weeds, and cattle judging, also special studies in evaluating the finer qualities of other farm animals are emphasized. The correlative program, as well as cultural opportunities, are also given careful consideration through the academic department of the college. Courses in English, history, geography, geology, and civics, and in public speaking, debating, music, and art, are open to interested and qualified youths. Experimentation and research in the development of profitable occupations for tenants of submarginal land, construction of equipment for experimental laboratories, and campus improvement are the principal features of the work projects that offer opportunity for a practical application of the related training program.

All centers in Wisconsin enjoy a lecture program which provides education as well as diversion. Athletic teams, appropriate to the season, are organized at the centers for men. An inter-center basketball league

is provided, and games are arranged wherever travel facilities permit. In addition, public-school gymnasiums are set aside one night a week for the use of N.Y.A. youths, who are supervised by qualified instructors of physical education.

What was said at the beginning of this chapter may well be repeated. The resident centers sponsored by the National Youth Administration are educational agencies. Many school administrators have seen the educational possibilities of the program and are participating in its development. It is to be hoped that an increasing number of school men will bring their experience to bear on the development of a significant educational experiment.

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CHAPTER VII

A Coöperative Program of Vocational Training

[Sponsored by Local Schools, the Office of Education, and the National Youth Administration]

A COÖPERATIVE PROGRAM was approved in 1939 by the Office of Education and the National Youth Administration. Two cities, Detroit and Pittsburgh, and two states, North Carolina and Indiana, were invited and elected to participate. The National Youth Administration subsidizes the youth for work done on socially desirable projects. The schools have attempted to reorganize both the curriculum and the time schedule to accommodate the needs of youth. The Office of Education has coöperated in furnishing assistance and in underwriting some of the instructional costs under authorization of vocational education legislation.

These descriptions are not offered as finished products. Rather they are examples of educational pioneering to fit local schools to the needs of youth. No doubt other school systems will wish to study and to visit the centers which are in operation. Undoubtedly other pioneers will wish to inaugurate similar programs which fit specific local needs. Lest anyone be deterred by the possible cost involved, it may be said that it is not large, since the instruction may be made eligible for subsidization as vocational education. The remaining cost can easily be justified as an essential service for unemployed youth to help fit them for financial competence as citizens.

The program in Indiana is not described since it was undertaken very recently. Descriptions for the cities of Detroit and Pittsburgh and the state of North Carolina follow. In addition a description is included of the high-school facilities provided for youth enrolled in the Civilian Conservation Corps camps in Colorado and Wyoming.

DETROIT VOCATIONAL TRAINING PROGRAM

[Local Schools in Coöperation with the National Youth Administration and the United States Office of Education]

W. E. GLEASON

An extension of the policy and practice of meeting the educational needs of all the citizens is a recent action of the board of education permitting N.Y.A. out-of-school youth to enter evening classes at half the regular fee. Through this arrangement, thousands of N.Y.A. young people are availing themselves of the educational opportunities offered in the public schools of Detroit.

However, there remain, despite this arrangement for study in the regular evening-school classes, approximately 30 per cent of N.Y.A. youth who are not availing themselves of school opportunities. When this condition became evident to the school administration, Detroit accepted the invitation to collaborate with the National Youth Administration and the State Board for Control of Vocational Education for the purpose of developing a type of instruction more appropriate to the needs and interests of this group. At the beginning of the current calendar year (1939), a program of instruction for these young people was launched. It is set up as general continuation part-time classes in conformity with the regulations of the State Board for Control of Vocational Education. This state arrangement required those pupils, aged fifteen and sixteen, whose home circumstances have compelled them to seek employment early, to attend school a certain number of hours each week. Since continuation classes are for employed persons, the state setup was modified so as to be applicable to N.Y.A. out-of-school youth of the ages eighteen to twenty-four inclusive. This procedure not only gave the administration legal authority to put this program on a vocational training basis but also, by establishing the N.Y.A. as an employer, qualified Detroit for reimbursement for teachers' salaries from federal and state trade and industrial funds.

THE PURPOSE OF THE PROGRAM

The venture is experimental in nature, and will terminate June 30, 1940. The scope of the program is limited to ten teachers paid on a substitute basis and will involve at the peak of its history five to six hundred youths eighteen to twenty-four years of age inclusive. Students receive a maximum of fifteen hours of instruction each month, and are required to attend class daily for three hours. The fifteen hours of instruction are so distributed that the students are in school for one week and out of school for three weeks. N.Y.A. work assignments govern whether they attend a morning or afternoon class. Every teacher has charge of two classes each day—one in the forenoon and one in the afternoon. The teachers are required to be on duty six clock hours a day. The classes meet in N.Y.A. work centers or in other accessible or available space.

Although the program was formulated in conjunction with the N.Y.A. and the Michigan State Board for Control of Vocational Education, the Detroit public schools are charged with the sole responsibility of operating the classes and supervising the instruction. The chief function of the N.Y.A. is to provide work projects for the youths concerned and to assist, through the state department, in financing the educational program. The N.Y.A. youth are given fifty-six hours of employment a month, for which wages of \$17.50 to \$21.50 are paid.

Administratively, this project was set up under the secondary-education program; it is in charge of the director of vocational education in Detroit. He supplies the executive leadership and accepts the responsibility for establishing the general policies of the instructional program. He appoints the teaching staff, the principal, and the supervisor. In direct charge of instruction is the principal, who assists the supervisor in developing suitable instructional material, implements the policies of the director, and is liaison officer coördinating the work of the N.Y.A. with the class activities. Coöperating with the director of vocational education in developing the project is a large advisory committee representing local N.Y.A. and civic organizations. Development in the N.Y.A. youths of those attitudes essential to effective social and economic adjustment in American democracy constitutes the core of the training program. Attention is centered on the formation of valid civic habits and of attitudes that will perpetuate the ideal of democracy. Manipulative and operative skills and trade training are eliminated from the instructional program, although much attention is given to guidance that will place the students in a situation where manipulative skills may be developed.

THE SCOPE OF THE PROGRAM

The first step in organizing the instructional program involved the selection of a teaching personnel qualified to meet satisfactorily the educational needs of N.Y.A. youth. Selection, a coöperative matter involving the local school administration, the State Board for Control of Vocational Education, and the N.Y.A., was based upon rigid requirements. The first two qualifications essential to acceptance were state certification, including approval by the State Board for Control of Vocational Education and registration on the Detroit placement list with satisfactory substitute teaching service in Detroit schools. A third prerequisite concerned the range of occupational experience of the individual candidates. Especially desirable did it seem that the candidates should have had personal experience in securing employment. The fourth involved the candidates' ability to use effectively the conference technique as a method of instruction.

Gradual growth has marked the organization and development of the project. At this writing (February, 1940), five centers have been established, and approximately three hundred students are enrolled in twelve classes, under the instruction of six leaders. As the program develops and enrollment increases, more teachers will be selected and new centers will be opened until the limits set by the experiment are reached.

The classes are ungraded, the educational level ranging from elementary school to college. All degrees of the mental scale are represented. While of course the majority of students are unskilled laborers, some are

semiskilled, while a few are proficient in some trade. For the most part, the employment experience of these youths, is, as would be expected, limited. Having foreseen these conditions in the various conferences prior to the inception of the project, the administration and the instructional staff have set up an educational program that is informal and flexible in nature. Every effort is being made to avoid a schoolish atmosphere in the classes. The conventional course of study with its subject matter arranged in logical sequence has been ignored. Gone are such fixtures as textbooks, lesson assignments, credits, and marks. The educational principle informing the entire program of instruction is the vital interests and needs of the individual students.

VOCATIONAL TRAINING AND GUIDANCE

Since the classes exist for them, the students, under the direction of their leaders, create their own vocational training. Their own initiative, imagination, and coöperation are depended upon to supply the instructional material. As these classes now function, the instruction centers around topics of current and vital interest. Assembled around a table in conference fashion, the students select the topics which they wish to discuss. Samples of topics which have yielded fruitful discussions include: The Creation of Jobs, Occupations in a Changing Society, Laws Affecting Employees, Wage Plans, Making a Job out of Getting a Job, Agencies Providing Leisure-Time Activities, Advantages under the American System, Money Management for a Household, The Value of Your Name and Signature, and Thrift—Time and Money. As the discussion progresses, the conference leader records the responses of the students on the blackboard. This procedure has the advantage of encouraging individual participants and focusing critical thought on the responses, and of stimulating the members to modify their ideas in the light of the group discussion. Such discussion cuts across subject-matter fields integrating a large variety of human experiences. Partly because of the instruction policy adopted, and partly because the student personnel is continually changing as members leave to accept permanent employment, each class session is considered as a complete and independent unit. No attempt is made to relate each day's lesson with the preceding one. Supplementary to the group discussion is the provision for widening the mental horizons of the students through the use of visual aids. Pictures, both motion and film slide, are used to show industrial methods of production and modern office and store methods of operation.

Since the immediate objective of the training program is employment in the ranks of industry and commerce, a large part of the leaders' time is devoted to individual guidance. Approximately one third of the class period is reserved for this purpose. The aim of this period is, in an edu-

cative manner, to improve the employability of each individual, and through suggestions and information to help him secure suitable employment. Effort is concentrated upon developing in each individual a sound vocational outlook, and habits of seeking employment in an organized and intelligent manner. Through tactful suggestions, he is led to examine his appearance and behavior and to study ways of making such modifications as will increase his acceptability to prospective employers. Practical hints are given concerning a clean and neat appearance; courtesy in speech and manner; avoidance of fussiness in dress, excessive make-up, smoking, or chewing gum or candy; clear enunciation of words; avoidance of awkward posture while standing or sitting; and the like. Counsel in filling out applications for employment accurately and completely, help in composing letters of application in accordance with accepted standards of modern business correspondence, and guidance in the intelligent use of local employment agencies are given. In the latter connection, information is supplied regarding the availability of the services of the Detroit public schools' guidance and placement department to youth sixteen to twenty-four years of age. Those sixteen to twenty years old are referred to this department's junior consultation service, where further aid is given through tests and interviews to help individuals determine their special aptitudes and interests. The leaders suggest the occupational niches which individuals might possibly fill. Or they advise the students of the educational opportunities available to them in the public evening schools. If a student entertains thoughts of pursuing his education through correspondence, the leader helps him to think the matter through, examining the feasibility of such a step in the light of the student's specific needs and the opportunities available in the vocational field for which training is contemplated. The student is advised as to where he may obtain information concerning the correspondence school under consideration.

Continuous improvement in the entire educational program through coöperative effort is the constant effort of both the administrative and the teaching personnel.

PITTSBURGH VOCATIONAL TRAINING PROGRAM

[Local Schools in Coöperation with the National Youth Administration and the United States Office of Education]

B. G. GRAHAM

During the past four years the Pittsburgh public schools have been coöperating with the National Youth Administration in conducting a unique vocational education extension program for underprivileged youths. The program has grown from seven hundred forty-one youths studying eighteen courses to more than eighteen hundred youths enrolled in forty-seven courses.

Classes are held one day each week from half past three o'clock in the afternoon to half past nine in the evening, with the exception of the new experimental classes which are in session from half past three in the afternoon to half past six on Mondays and Tuesdays. Three training centers—Bellefield Girls' Vocational High School, the Clifford B. Connelley Vocational High School for Boys, and the Fifth Avenue High School—hold classes for thirty-five weeks.

During the half-hour supper period from six to half past six, lunches are served in the school cafeterias at cost. A serving of each food costs five cents. Pupils may bring part or all of their lunches with them and eat in the cafeteria with the other youths.

As the families of these youths are on relief and are unable to help them in furthering their desire for occupational training, this extension program offers them a chance to become more or less self-supporting citizens. This plan aids in relieving the family burden, reducing relief costs, and improving the morale of the young people. These youths, between eighteen and twenty-five years of age, are employed on government projects forty-eight hours a month at wages of \$18.24 to \$21.12, under the supervision of the National Youth Administration.

The program is conducted on the theory that these young people are at the point in their lives where every minute should be devoted to a program which might make them self-supporting, and the sooner this can be accomplished the better it will be for the youths and for the public welfare. It is interesting to note that on being removed from the relief rolls and on entering private employment, many of them have requested special permission to continue their vocational or commercial training in the same course of study.

The average age of the youths enrolled in this work is twenty and one-half years. About thirty-eight per cent have graduated from high school and have been idle from two to five years. The mean intelligence quotient of the group, with the exception of the experimental classes, is ninety-two. About fifty per cent of them have foreign-born parents.

These youths have a great variety of preferences for the various courses offered. Their interest is shown by good attendance and enthusiasm. They realize that no time must be lost in preparing themselves for private employment, and they are definitely interested in making the best use of their abilities and opportunities.

The National Youth Administration program is designed for two purposes:

1. To provide unemployed young people between the ages of eighteen and twenty-five whose families are certified for public assistance an

opportunity to earn one third of the Works Progress Administration wage, thereby increasing the family income and giving the youths job experience to enable them to become more employable in private industry.

2. To promote vocational training for these youths, to further increase the possibility of their employment in private industry by improving the skills they had previously obtained, or by training them in new fields for which there is need in the community.

For the youths who have not had the advantage of vocational training, the interest taken in their welfare by the National Youth Administration is a real opportunity. Many of this group discontinued schooling in the seventh or eighth grade, while others had academic courses in high school but no vocational training.

The training program offers to those youths having had vocational work while in school the opportunity to brush up and improve their technique, as well as to secure knowledge of new methods. This training enables them to be ready when job opportunities are available.

THE COUNSELING PROGRAM

The services of experienced counselors are available to all National Youth Administration youths attending the training centers. The board of public education has extended its guidance and placement services to include these evening training programs. During the past two years, three evening-school counselors have been in charge of the guidance program of the Pittsburgh public evening schools for students enrolled in the National Youth Administration classes. While the program is varied somewhat in each of the three training centers, an attempt is made to make the guidance service a dynamic factor in the training of these young people.

In each school the counselor interviews all individuals and classifies them as to their job possibilities, taking into consideration personality, previous education, and work experience, as well as the type of training being taken in the school. A series of tests is given by the department of curriculum study and research which aids in making placement selections. These records are jointly available for the counselor and the Pittsburgh public schools' junior employment office. The numerous employment contacts made by the counselors and the junior employment-service enables many young men and women from National Youth Administration rolls to secure employment.

During the year a questionnaire is distributed to the youths at the training centers. This questionnaire seeks information concerning the student's educational experiences, employment records, types of occupation

in which he is interested, and a check list indicating the group conferences that he would like to attend. Also opportunity is given the student to suggest subjects for group conferences and data gathered from this questionnaire are used in planning them. During 1939 about fifty-two per cent of the youth indicated a desire to attend each of the fourteen group conferences. The subjects for discussion included specific phases of the following subjects: Choosing an Occupation, Occupational Preparation, Occupational Information, Studying Ourselves, Improving One's Personality, Health, Working with Others, How to Keep a Job.

Attendance at these group discussions is entirely voluntary. However, the number of students attending each conference checks very closely with the number of students who express such an interest on the questionnaire. The students respond enthusiastically to these group discussions and are eager to present their own views. Mimeographed information and work sheets are distributed at most of the group conferences. At intervals during the year, representatives from business speak to the groups. Motion pictures dealing with the various group discussion subjects are also utilized.

The guidance counselor's time, three hours a week, is distributed in two ways. One and one-half hours' time each week is spent contacting local employers to secure occupational information and employment opportunities. The remaining one and one-half hours are spent in the schools.

Although many pupils attending the National Youth Administration classes are not employable, there has been a marked increase in the number who are eager to attain permanent employment, and who realize and appreciate the opportunities that are afforded by the instruction received in the classes.

The following courses are offered in the National Youth Administration classes:

Acetylene welding	Expression
Arithmetic	Facials
Art	Fitting
Auto mechanics	Hairdressing
Beauty culture	Health and Hygiene
Bookkeeping, advanced	Horticulture
Bookkeeping, beginning	Machine shop
Business English	Manicuring
Business mathematics	Millinery
Cabinet making	Mimeograph
Calculating machines	Music appreciation
Carpentry	Occupational guidance
Consumer education	Office machine practice
Cooking	Oral expression
Current events	Painting
Cutting from patterns	Paper hanging
Diction	Power machine operation
Drafting	Printing
Electric	Radio

Recreational and social
leadership
Remodeling
Salesmanship
Sewing
Shorthand, advanced

Shorthand, beginning
Transcription
Typing, advanced
Typing, beginning
Waitress training

BACKGROUND OF THE ENROLLEES

A study of the accumulated work experience in private employment by the youths in the vocational training courses shows a general lack of experience. The data are given below:

WORK EXPERIENCE

<i>Length of Time</i>	<i>Per Cent of Cases</i>
None	36.6
Less than one year	34.4
One year to 23 months	17.3
More than two years	11.7

On the average these same youths have completed the tenth grade. About thirty-one per cent have not had schooling above the eighth grade, while twenty-six per cent are high-school graduates. A distribution of the pupils having completed the various grades follows:

EDUCATION

<i>Grade Completed</i>	<i>Per Cent of Cases</i>
8th or less	31.5
9th grade	15.5
10th grade	18.4
11th grade	8.6
12th grade	26.0

An interesting experiment was started at the Fifth Avenue High School on January 15. The general purpose of the program is to provide underprivileged youth with general education for living and working. The group, for the most part, are those who are apparently adapted only to semiskilled and unskilled work and whose past experience indicates lack of adaptability to traditional school curricula. The program of work and education is adapted to the needs and abilities of the individuals and is intended to increase their civic responsibility and vocational ability. No textbooks are used; each youth receives a mimeographed copy of each unit of work. The youths enrolled in these classes attend school two afternoons each week from half past three to half past six.

The Allegheny County National Youth Administration suggests enrollees. Upon entering, each youth is given a mental ability test and is

placed in one of five ability groups according to his score. This grouping allows the teacher to vary class procedure and subject content according to the abilities, interests, and needs of the pupils. Size of classes range from seventeen to twenty-one youths.

Data relative to the intelligence quotient, chronological age, and grade completed in school by the youth in these special classes are as follows:

INTELLIGENCE QUOTIENT

Mean intelligence quotient	79.5
Range of intelligence quotients	53-102

CHRONOLOGICAL AGE

Mean chronological age	20 years
Range of chronological ages	18-24 years

EDUCATION

Last grade completed (mean)	8th
Range of last grades completed	5th-10th

Exceptional care has been exercised in the choice of teachers to instruct these youths. It was realized that they should be teachers experienced in the field they were to teach, that they should have a knowledge of occupational problems applicable to these types of youth, unusual ability to work with underprivileged groups, and a sympathetic nature. It is necessary to avoid the appearance of formal education in planning and conducting the classes.

Our experience to date leads us to believe that the degree of success that can be expected from this type of program, while dependent somewhat upon the adaptability of the plan, will ultimately be determined by the ability of the teachers to visualize the needs of the groups they meet and to adapt subject matter content and methods of presentation to the abilities, needs, and interests of the individuals enrolled.

DESCRIPTION OF SELECTED COURSES

A list of the subjects offered and a brief description of the content follows:

Consumer's Arithmetic

The objective of this course is to meet the demand for arithmetic especially planned for the consumer. This course meets such a demand by first introducing business and social situations and then presenting arithmetic problems incident to those situations. The course includes such phases as making change, computing simple interest, making loans,

making our money work for us, installment buying, cash discounts, and how to furnish a home on a budget.

Consumer Education

This course acquaints the pupil with planned expenditures, the meaning of the various grades of foods, the importance of noting the amount of content in relation to price, planning of purchases according to actual needs, misleading advertisements, and such qualities of various kinds of cloth and clothing as wearing, fading, comfort, and use.

Current Events

As in the case of the other courses offered in this experimental program, the problem here is to present worth-while aspects of the subject by discussions carried on at the level of the pupil. The youths discuss freedom of speech, citizenship responsibilities, political, social, and economic aspects of life, and personalities in the news. Use is made of the popular picture magazines, diagrams showing the cost of crime, disease, etc.

Expression

The expression class might well be called a problem-solving class. The series of lessons that have been planned were the outgrowth of a self-inventory of each member of the class. Poise, self-confidence, and a better command of simple English is gained by such problems as to the following: introductions, applying for a job, telling of one's experiences while on a vacation, and general conversations and discussions.

Health Education

This course is divided into small, self-contained units including social-recreational games, activities in the gymnasium, guarding against disease, and promoting cleanliness. Normal contacts in wholesome situations which emphasize proper social behavior for mixed groups are included. We are here interested in mental health as well as physiological health.

Occupational Guidance

Occupational guidance at best presents many conflicting problems, but when applied to these maladjusted youths the problem is indeed most difficult. These youths must not only gain a knowledge of various occupations for which they are fitted, but many of them must have their interest in securing a position and retaining it stimulated. Students are encouraged to tell of their occupational experiences, listing favorable and unfavorable aspects of each occupation. The instructor is careful to interest these underprivileged youths in occupations for which they are or may become qualified.

It is the desire of the National Youth Administration and the Pittsburgh public schools in conducting these special classes to give these underprivileged youths an opportunity to adjust themselves economically and socially, and also to formulate a plan of conducting such courses which, if successful, may be used in other centers of National Youth Administration work where the problems arising from maladjusted youth are comparable to the local situation.

NORTH CAROLINA VOCATIONAL TRAINING PROGRAM

[Sponsored by the Office of Education and the National Youth Administration in Coöperation with the State of North Carolina]

R. B. McHENRY

An experimental educational program sponsored jointly by the Office of Education and the National Youth Administration is now being conducted in the State of North Carolina. Seven N.Y.A. resident centers with a total of 338 youth ranging in age from eighteen to twenty-five years are included in the experimentation. These youth spend the entire month at the resident center and do production work approximately eighty hours a month. Each enrollee attends approximately forty hours of organized instruction each month, given by teachers employed by the division of vocational education of the North Carolina state department of education.

The entire program is based on the plan for the general continuation type of instruction included in the Smith-Hughes Act. Two centers, one for white youth and one for Negro youth, are so organized that the work experiences of the youth are in agriculture. Three centers, two for young white women and one for young Negro women, are organized to give work experiences in home living and related work activities. Two centers for young white men furnish work experience in building construction, metalwork, auto mechanics, aviation mechanical work, clerical work, cabinetwork, and food preparation and services.

The preliminary planning work with the individual teachers included the following items:

1. The general objectives were determined for the educational program in relation to the educational needs of the individuals in the resident center.
2. The implications of the general objective were developed.
3. The implications of the general objective were broken down into suggestive lists of teaching units.
4. Methods of instruction and teaching devices to use were established.
5. A simple record system was devised.

6. The evaluation procedures to be used in relation to the experimental work were prepared.

The units of instruction included were those dealing with personality problems, simple practical economics, essential problems in civics, health and safety study, instruction to eliminate illiteracy, simple business problems, elementary technical information applicable to the work job, simple mathematics and science of practical nature, and occupational adjustment instruction.

The youths spend the entire twenty-four hours at the resident centers, and the recreational program is so organized that it provides worthy use of the leisure time beyond the work job and educational program.

The National Youth Administration is coöperating by furnishing employment for the youths, in some cases the plant and equipment, and an advisor from the Washington office. The United States and the North Carolina state department of education and the local public schools are furnishing the instructors, supervision of the instructors, advisory assistance from the United States Office of Education, and for some groups local school equipment, transportation, and plant.

A somewhat more complete report will be available about July 1, 1940.

COLORADO-WYOMING VOCATIONAL TRAINING PROGRAM

[Local Schools in Coöperation with the Civilian Conservation Corps]

J. J. CORY

At the present time, sixteen camps in the Colorado-Wyoming District of the Civilian Conservation Corps send enrollees to local schools throughout these states, where they are taught by regular teachers at night sessions. The courses offered at the present time include algebra, biology, blueprint reading, bookkeeping, business correspondence, cabinetwork, chemistry, civics, commercial law, cooking, English composition, English literature, general science, geology, geometry, American history, lathe work, music (vocal and instrumental), physics, psychology, public speaking, shorthand, sociology, Spanish, typewriting, welding, woodworking, and World history.

A number of these courses are being studied by other enrollees in the camp under the camp instructors. The class work is offered five days a week, before and after work hours, and for a minimum of two hours a day. Regular class work is offered in composition, letter writing, grammar, algebra, geometry, American history and civics, and current events; individual instruction is given those having special interests or needs.

Upon the completion of the courses offered, enrollees take an examination prepared by the camp or by the school, or they are given credit upon

certification of the time spent, the work covered, and the quality of achievement.

Last year the high school at Craig, Colorado, gave credit to ten enrollees in American history. In Colorado, Denver, Grand Junction, Montrose, Durango, Hugo, and Springfield, and in Wyoming, Cheyenne, Casper, Gillette, and Basin, high-school credit was given for work done in camps under the direction of educational supervisors. Recently one enrollee was issued a diploma from a Denver high school for the completion of graduation credits under the educational supervisor in the camp at Morrison, Colorado. Credits were accepted in psychology, geology, and sociology.

The University of Colorado, through the board of regents, has authorized the awarding of five scholarships to C.C.C. enrollees for the current year, becoming effective January 2, 1940. This offer has caused many enrollees to plan to continue their high-school study in camps.

Summer Convention Program

National Association of Secondary-School Principals
of the N. E. A.

Milwaukee, Wisconsin

July 1-2, 1940

GENERAL THEME: *That All May Learn*

MONDAY

July 1

2:15 P. M.

Walker Hall

Milwaukee Auditorium

Topic: Guidance in Secondary Education

Presiding: Herbert Helble, Principal, Appleton High School, State Coördinator, National Association of Secondary-School Principals.

Address: "Present-Day Challenges to Guidance in Secondary Education," Francis C. Rosecrance, Professor of Education, Northwestern University.

Address: "The Social and Emotional Development of the Secondary-School Student," R. W. Tyler, Chairman of the Department of Education, University of Chicago.

Joint session of Secondary-School Principals and National Association of Teachers of Speech

Topic: Meeting the Youth Problem

Presiding: Oscar Granger, President, National Association of Secondary-School Principals.

Address: In a Recreation Area, "Leisure Time Activities," Dorothy C. Enderis, Assistant Supt. in Charge of Department of Municipal Recreation and Adult Education

Address: In a Subject Area, "What the Secondary-School Administrator May Expect of the Speech Teacher," Rexford Mitchell, President, LaCrosse State Teachers College

TUESDAY

July 2

2:15 P. M.

Shorewood

High School

Auditorium

Dinner
5:00 P. M.

Address and Demonstration: "Speech Throughout the High School," Jeanette Ross, Shorewood High School Demonstration with high-school students.

Shorewood Auditorium Dining Room
Presiding: Oscar Granger, President, National Association of Secondary-School Principals.

Address: "Continuing Education," Edward Landy, Director of the Occupational Adjustment Study of the National Association of Secondary-School Principals.

Price per plate: one dollar.

ANNOUNCEMENT

The 1941 Winter Meeting

of the

**National Association of
Secondary-School Principals**

will be held in

Atlantic City, New Jersey

(Hotel Headquarters not yet assigned)

February 22-27

LET YOUR SCHOOL'S LIGHT SHINE IN STUDENT LIFE

What can STUDENT LIFE do for your students?

As the official magazine of Student Councils and of National Honor Societies, STUDENT LIFE is, for secondary schools, not only the medium of exchange of outstanding extra-curriculum activities, but also an outlet for the creative work of all students in writing, art, and photography.

And what can your students do for STUDENT LIFE?

Your students can write articles covering the extra-curriculum activities in your school, and they can write book reviews, original short stories, poems, editorials, and plays. They can supply photographs, action pictures. They can provide pen and ink drawings to illustrate special features. They can poll the student body on questions pertinent to the interests of students.

It is suggested that student contributors be selected by the principal or a member of the faculty; or that some means be devised whereby the students themselves may choose the authors, artists, and photographers whom they wish to represent their school.

Articles may run three or four hundred words in length; they should be supplemented by action pictures showing students engaged in the activities described. Original humorous feature stories may also run three or four hundred words in length; they may be supplemented by pen and ink drawings. All other original compositions—essays, editorials, stories, poems, and plays—should be moderate in length. Subjects may be drawn from the lives of famous artists, authors, musicians. Articles based on tolerance, propaganda, international good will, better speech are suggested. Subjects which lend themselves to humorous treatment may also be chosen.

All manuscripts should be typewritten, double spaced, and written on one side of the page. A short biographical sketch and a picture of the author should accompany each contribution. Photographs must be glossy prints. Complete information for credit and identification should be written on the back of each. Manuscripts and photographs should be securely wrapped and placed in flat envelopes for mailing.

All materials prepared for a particular issue should be received by the editorial office at least a month prior to the publication date of the issue for which such is intended.

Sample copies of STUDENT LIFE will be sent upon request. Please address your suggestions or requests for further information to STUDENT LIFE, 5835 Kimbark Avenue, Chicago, Illinois.

USE THIS BLANK

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Please send a sample copy of STUDENT LIFE ☐; further information about student-written material desired for publication ☐.

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Name

Address

Important Notice

In order that members may be informed of the books tentatively selected for the Book-of-the-Quarter Club, a list will be published in each issue of THE BULLETIN. The books now being considered by the Reviewing Board are listed below:

MYERS and KIFER: *Problems in Public School Supervision*. Prentice-Hall, Inc.

WITHAM: *Problem Studies in School Administration*. Prentice-Hall, Inc.

NOBLE: *Practical Measurements for School Administrators*. International Textbook Company.

CLARKE: *Life Planning and Building*. International Textbook Company.

MORRISON: *The Curriculum of the Common School*. The University of Chicago Press.

Calendar

- American Federation of Teachers, Buffalo, New York, August 19-23.
- American Home Economics Association, Cleveland, Ohio, June 23-27.
- American Library Association, Cincinnati, Ohio, May 26-June 1.
- Chautauqua Institution, Chautauqua, New York, June 29-August 24.
- Conference of Administrative Officers of Public and Private Schools,
University of Chicago, Chicago, Illinois, July 15-19.
- Conference on Business Education, University of Chicago, Chicago,
Illinois, June 27-28.
- Eleventh Annual School Administrators' Conference, George Peabody
College for Teachers, Nashville, Tennessee, June 18-20.
- Fifteenth Annual League College sponsored by the National League of
Teachers Associations, University of Chicago, Chicago, Illinois, July
8-19.
- National Association of Secondary-School Principals, Milwaukee, Wisconsin,
July 1-2.
- National Council of Teachers of Mathematics, Milwaukee, Wisconsin,
July 1-3.
- National Education Association, Milwaukee, Wisconsin, June 30-July 4.
- Silver Anniversary of The Association for the Study of Negro Life and
History, Chicago, September 9, 1940.
- Workshop Conference, Department of Supervisors and Directors of In-
struction, NEA, Northwestern University, Evanston, Illinois, July 8-19.

