THE ORIGIN AND DEVELOPMENT OF THE EDUCATIONAL PROGRAM
IN THE CIVILIAN CONSERVATION CORPS TO THE END
OF THE FISCAL YEAR JUNE 30, 1937

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CHAPTER I

INTRODUCTION

Much has been written on the subject of education in the Civilian Conservation Corps, but little of it has been digested to the extent that a true understanding of this unique picture of progressive education can be comprehended by the average citizen. Critics have been loath to give to this new-type institution due credit for the educational and instructional value contained in its flexible curricula. Standard courses of elementary, trade, and high-school levels are conducted as informal projects. Groups in the Civilian Conservation Corps work with a maximum of self-determination under the direction of leaders rather than schoolmasters.

The necessity for such a study as this may be summed up in the words of Judd in order to get a panoramic view of the situation just prior to the establishment of the Civilian Conservation Corps. He says, in part:

During the last five years there have left

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1 The official name of the organization from April 5, 1933 to June 30, 1937, was Emergency Conservation Work. The popular name was Civilian Conservation Corps, and on July 1, 1937, this became the official name.
the schools of the United States either by graduation or by adoption of some other form of activity or idleness, about 10,000,000 people . . . I think it is fair to make the statement that there is no group in our population that has suffered more during the depression; suffered more in morale; suffered more in lack of opportunity than these 10,000,000 people.2

It is the problem of the Corps, and particularly of its leisure-time educational program, to afford an opportunity for many of these American youths to live and to learn in a community under conditions which are favorable to the fullest development of the physical, mental, social, and spiritual aspects of their lives.

The Civilian Conservation Corps is looked upon as a conservation agency for material resources for the country's immediate needs. As an agency for developing young men, it has made the country conscious of the need for an educational program wider in scope and more flexible than has been supplied by the public schools and colleges. The public should be far better informed about the educational value of this wholesome way of life, since it contributes to the future welfare of the enrollee.

Walter C. Eells says:

The recent development of a broad and comprehensive system of vocational education to supplement intellectual and cultural courses and to train those who work with their hands as well as their heads, not only provides a type of education calculated to meet the needs of a great manufacturing and exporting nation, but clearly marked, as well, a fundamental redirection of educational aims and purposes.3

Eells thinks that vocational education cannot be separated from intellectual and cultural training in a great commercial nation such as the United States.

I. THE STATEMENT OF THE PROBLEM

This study evaluates the educational program of the Civilian Conservation Corps and gives to the public the correct conception of what the Corps is accomplishing. The writer hopes to achieve this twofold purpose of giving information on the following topics:

1. The continuous growth of the educational program in terms of the needs and desires of the enrollees.

2. The indications of the comparative and comprehensive point of view of the program as carried on in the Corps.

3. The cooperating aid given to the program

through outside agencies.


5. The results of the program.

6. The educational program of the entire project as organized by the authority of Congress, including camps within the United States, in Hawaii, in Alaska, and in Puerto Rico.

II. SOURCES OF DATA USED

Since the educational program is a new venture in a recently developed field known as the Civilian Conservation Corps, little effort has been made to use books and periodicals published prior to 1935. Information, therefore, has been secured from the following sources:

1. Through inquiry.
2. By personal observation and experience.
3. From Office of Education pamphlets and reports.
4. From War Department Regulations.
5. From The Educational Adviser's Handbook.

4 Hereafter the Civilian Conservation Corps will be referred to as "CCC".
From periodicals.
7. From newspapers—especially from the national CCC organ, Happy Days.
8. From written lectures and reports.
9. From books relating to the subject.
10. From annual and periodical reports of the Director, CCC.

III. DEFINITION OF THE TERM EDUCATION AS APPLIED TO THE CCC

Education in the CCC is quite flexible; it must be as informal as circumstances permit. The entire program of learning is based on:

1. The work projects—training-on-the-job.
2. The social life in the camp itself.
3. The recreational program.
4. The organized study period.

The educational program is free from regimentation in structure and procedure. The wide range in the chronological ages of the boys, in the differences in their school-age levels, in the types of environment from which they come, in their previous training, and in their experiences contribute to varying difficulties.

The CCC educational program is an experimental laboratory
for adult education. It is a laboratory in which something may be learned concerning the best processes for improving the entire group of men who seek self-improvement in learning during their after-school years. The procedure is a seminar method which has proved successful from the elementary level to that of the college or the university. Learning for these particular groups of men must relate to their interests, and must be interwoven with their work with a view of fostering their life's occupation after leaving camp. Quoting from Fechner:

From the very beginning, the camps have been helpful in improving the employability of enrollees. The camps themselves are educational in nature. The camp routine, the emphasis placed upon cleanliness, personal sanitation, regular habits, and self discipline, as well as the work programs, all have contributed to the improvement of the enrollees. Enrollees have learned by doing.5

The educational setup is not formalized and inflexible as are the programs usually found in schools and colleges, except as the enrollees themselves elect to make it so. This does not mean that there is laxity in discipline even though restrictions are limited and much freedom is permitted. An effective and orderly plan is always presented.

The total situation is free from tradition. It faces the hazards of mistakes, but of greater importance is the fact that it faces the great opportunity of meeting new challenges to education. Here is an open field for utilizing interest and effort. This is a world of realities, as well as of theories, and no one is more conscious of the realities than the enrollee. He does not want to be mollycoddled. On the other hand, he does not desire to be submerged in a group life where individual values do not count, nor to be regimented in his actions so that his life will become an automatic performance of routine behavior. He wants to be an important, constructive, and independent member of society. He wants a chance to develop his own individuality through useful and educative experiences. Therefore, the educative process must come from within the enrollee and must not be forced upon him from without.

The CCC education has emphasized the elimination of illiteracy, the correction of common-school deficiencies, training-on-the-job, vocational education when and where it was practicable to teach it, cultured and general education as far as it could be taught with limited facilities, and citizenship and character training in all of its phases.

Good group life is something that cannot be imposed upon an individual from the outside. It is dependent upon the active participation of all the enrollees in the camp.
The camp, therefore, becomes a civic laboratory.

The recreational program is unusually important educationally in a broad sense of the term. In addition to indoor and outdoor sports and games, the group life in the camp provides many outlets for appreciative and creative education. Continuous contacts are kept with civil life in competitive sports.

The organized study periods include those programs of learning which are the direct outgrowth of the self-recognized interests and needs of the enrollees. These come from their past experiences, from their present environment, and from hopes for their future.

IV. PURPOSE OF THE STUDY

The purpose of this study is:

1. To trace the historical development of this new-type education from its origin through the first four years of the CCC agency.

2. To present the indication of its accomplishments.

3. To show the results it has brought to enrollees discharged, and to those still remaining in service.

4. To give the training of its administrators.

5. To suggest the effect it may have on future generations.
6. To show the improvement in environment and
in home life.

7. To show the osmotic filtration of some of
its phases into the public school systems.

8. To emphasize the civic benefit to the
nation.

9. Lastly, to indicate the training effect
on an all-rounded individual.
CHAPTER II

GENERAL BACKGROUND OF THE CCC

I. GENERAL ORGANIZATION

A new President was inaugurated March 4, 1933; a new Congress met on March 9, 1933. On the same day that Congress met, the President gathered around him a group of men: the Secretary of War, the Secretary of Agriculture, the Secretary of the Interior, the Director of the Budget, the Solicitor of the Department of the Interior, and the Judge Advocate General of the United States Army. The President explained to the group his plan for the security of a limited number of American youths. He made his plan clear by the use of illustrations on the cardboard of a shoe box lid. Within a few hours this plan was accepted and placed in motion by the members present. It was to receive first attention in the Presidential recovery program. In his message to Congress on March 21, 1933, the President said, in part:

I propose to create a Civilian Conservation Corps to be used in simple work, not interfering with normal employment and confining itself to forestry, the prevention of soil erosion, flood control, and similar projects... This enterprise is to be an established part of our national policy. It will preserve our precious natural resources. It will pay dividends to the present and future generations. It will make improvements in National and state domains which have been
largely forgotten in the past few years of industrial development... More important, however, than the material gains will be the moral and spiritual value of such work.1

The bill incorporating the ideas expressed in the Presidential message was turned over to the Committee on Education and Labor for consideration and report. On March 28, 1933, the Senate voted its approval of the amendment of the bill for Emergency Conservation Work. The House of Representatives did likewise the following day.

Thus was created by virtue of Public, No. 5, 73rd Congress, SS98—An Act for the Relief of Unemployment Through the Performance of Useful Public Work, and for Other Purposes, approved March 31, 1933.2

The Department of Labor and the Veteran's Administration were designated to select the men for this public work, and the Departments of Agriculture and Interior were given the task of planning work programs and of supervising the work of the enrollees. The War Department was assigned the responsibility of giving physical examinations to those selected, to enroll those physically fit, to feed, clothe,


house, and condition those enrolled, to operate and administer all work camps (except those of the Bureau of Indian Affairs, which were under the direction of the Department of Interior direct), and to provide educational, recreational, and religious facilities.

The Office of Director of Emergency Conservation Work was a policy and coordinating unit to assist in planning this huge work program for the 300,000 youths and to assist in rebuilding them mentally, physically, spiritually, and socially, after seeming hopelessness had stared into their faces.

The plan for an amplified educational program was not formulated at the time of the inception of the CCC. It came later out of the needs and desires of the enrollees themselves.

On December 7, 1933, the President approved such a plan:

An educational director (known as Director CCC education) was appointed by the Commissioner of Education, Department of the Interior, and assigned the task of drawing up a general educational program and arranging for the assignment of approximately 1,000 camp educational advisers. The Army was given the responsibility of putting the program into effect and administering it. This program was put into operation during the winter of 1933-34. On March 31, 1934, 654 educational advisers were working in the
The War Department Civilian Conservation Corps regulations definitely state the responsibilities concerning the educational program as administered under the Director CCC Education, Office of Education, as follows:

The Office of Education, Department of Interior, will act in an advisory capacity and will communicate directly with the Secretary of War on all matters affecting the educational program of the CCC. It is charged with the selection and appointment of camp educational advisers hereinafter mentioned and will recommend to the Secretary of War the outlines of instructions, teaching procedures, and types of teaching materials for use in the camps.4

II. BASIC SETUP FOR PERSONNEL TRAINING

The progressive, practical education can and does bring immediate reward to members of the CCC. The men who show progress are made leaders and assistant leaders at higher rates of pay than the majority of enrollees. Still further progress may be rewarded by promoting leaders


and assistant leaders to non-enrolled supervisory and technical positions. The whole training is focused on the idea to train enrollees to be leaders and to hold jobs in private industry.

The enrollee's dependence on nature for economic life and for aesthetic life is well illustrated in the multifarious, close-to-the-soil-and-forest work that has occupied his CCC life from the beginning. He learns and earns from this complexity of life's labors. A new field awaits him in flood control work; in mosquito control; in the development of sanctuaries for birds, game, and fish; in the operation of experimental farms; in building aviation fields; in railroad construction; in trail building; in fire control; in dam building; in tree planting; in prevention of soil erosion; in the building of dwellings, parks and landscape areas; in stream improvement work; and in numerous other projects.

In the report of the Director of Emergency Conservation Work for 1936 is found this statement concerning the various projects in which members of the CCC are engaged:

5 Hereafter, the term ECW will be used as an abbreviated form for Emergency Conservation Work.
During the past year there has been a greater integration of effort in dealing with the various phases of desirable conservation work than heretofore. While not all-inclusive, as a method of classification, the many types of jobs performed by the CCC are now divided into 10 general classifications, as follows: (1) structural improvements (including bridges, fire towers, service buildings, et cetera); (2) transportation improvements (including truck trails, minor roads, airplane landing fields, et cetera); (3) erosion control (including check dams, terracing, terrace outletting, vegetative covering, et cetera); (4) flood control, irrigation, and drainage (including dams, channel work, ditching, riprap, et cetera); (5) forest culture (including planting of trees, stand improvement, nursery work, seed collection); (6) forest protection (including fire fighting, fire prevention, and presuppression, pest and disease control, et cetera); (7) landscape and recreation (including public camp-and picnic-ground development, lake-and pond-site clearing, landscaping, et cetera); (8) wildlife (including stream improvement, stocking fish, emergency wildlife feeding, food and cover planting, et cetera); (9) range (including stock driveways, elimination of predatory animals, et cetera); (10) miscellaneous (including emergency work, surveys, mosquito control, et cetera).6

The wide scope of work and training of the enrollees is further exhibited by the assignment of camps under the supervision of these various agencies: (1) the Forest Service; (2) the Soil Conservation Service; (3) the Bureau of Agricultural Engineering; (4) the Bureau of Biological Survey; (5) the Bureau of Plant Industry; (6) the Bureau of

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of Animal Industry; (7) the National Parks and Monument Service; (8) the State Parks Service; (9) the Bureau of Reclamation; (10) the Division of Grazing; (11) the General Land Office; (12) the Naval Reservations; (13) the Bureau of Indian Affairs; (14) the Corps of Army Engineers; and (15) the Military Reservations.

The enrollment of junior members of the Corps was fixed at 250,000 for the initial onset. These included both white and colored members. Opportunities for enrollment were extended to citizens between the ages of eighteen and twenty-five who were physically fit, unemployed, and unmarried, and who desired to allot a substantial part of their cash allowance to their dependents. This enrollment afforded employment to those in greatest need who were best fitted to take advantage of the opportunities and to be benefited by the work. The age level for enrollment was changed later to that of seventeen to twenty-eight and still later, to that of seventeen to twenty-four. The latter level represents the limits in 1941.

The Veteran's Organization was placed on a different basis and was more independent in some of its phases:

Executive Order No. 6129 of May 11, 1933, amended May 24, 1933, by Executive Order No. 6144, and June 7, 1933, by Executive Order No. 6160, authorized the enrollment of 25,000 veterans. No age or marital limitations were
imposed on this group.

The selection of Indians and non-Indians presented a still different type of setup:

No age limitations were imposed and the only conditions were those in need, physical ability to perform the work, and freedom from disease which would endanger the health of others in the camp.

All quotas were flexible and selection staggered to spread out the opportunities and satisfy the otherwise normal requirements of communities essentially agricultural.

The superintendents of all Indian reservations were charged with the responsibility of selecting the Indians. 8

The enrollment remained around 12,000.

The ECW extended beyond the limits of the United States. It extended to the internal realms of Hawaii, Alaska, and the Virgin Islands:

The Emergency Conservation Work was extended to the Territory of Hawaii and to Hawaii National Park by authority granted on December 11, 1933. The entire program is subject to the control of the Governor of Hawaii . . . The work program


8 Ibid., p. 3.
for Hawaii National Park is very similar to that which is in progress for continental national parks and monuments. The Original approval provided for 200 enrollees for Hawaii National Park and for 577 enrollees for the Territory of Hawaii.9

Enrollment for the conservation work on the Islands of St. Thomas and St. Croix, Virgin Islands, was authorized on December 6, 1934, with 100 enrollees assigned to a camp on the island of St. Croix, and 60 on the island of St. Thomas. Typical conservation work is being carried out by the native enrollees under the direction of a forester. Development of wind breaks, propagation of mahogany and bay trees, and spring development are some of the distinctive projects in progress at the present time.10

III. THE EDUCATIONAL NETWORK

Splendid cooperation has been maintained between members of the National Educational Advisory Staff who represent the Director of Emergency Conservation Work, the War Department, the Department of Agriculture, the Department of the Interior, the Department of Labor, the Veteran's Administration, and the Office of Education (acting in an advisory capacity), from the very beginning


10 Ibid., p. 38.
of the program.

The Adjutant General was charged with the initiation and supervision of the welfare and educational programs for the Corps. Close contacts were kept with the Office of Education which supervised the activities of the Director of CCC Education. Little attention was given to the educational program until the appointment of a Director of CCC Education, December 7, 1933. The men in the camps were given books to read, and some equipment for recreational activities was made available. Libraries consisting of approximately 125 books each had been installed in the camps, but few of these libraries were of an educational nature. They were gifts from welfare societies and from individuals. The men were encouraged to study but they wanted something practical—something which would be useful in their later lives. Some company commanders took considerable interest in this phase of camp life and gave assistance wherever possible. The Director of CCC asked that the Office of Education act in an advisory capacity to the War Department so that there would be greater uniformity and added opportunities in the education of the men.

Army responsibility was handed down to each lower unit in the administration of the educational program: first to the Corps, thence to the District Commander, and finally to the Company Commander. In the Corps Area
headquarters, there was a Corps Area Educational Adviser acting in an advisory capacity to the Commanding General; in the District headquarters, there was a District Educational Adviser acting in a similar capacity to the District Commander; in nearly every one of the camps, there was a Camp Educational Adviser advising the Company Commander in proper methods and procedures for carrying out the educational program. Consistency in policies as delegated from headquarters at Washington was strictly observed, except where a change was necessary to conform to the needs of a particular camp.

The essential network through which the Emergency Conservation Work Administration operates is well illustrated as follows and is further augmented by Chart 1, page 21:

The Office of Education, Department of the Interior, will act in an advisory capacity and will communicate directly with the Secretary of War on all matters affecting the educational program of the Civilian Conservation Corps. It is charged with the selection and appointment of camp educational advisers hereinafter mentioned, and will recommend to the Secretary of War the outlines of instruction, teaching procedures, and types of teaching materials for use in the camps.

Corps Area Commanders. Responsibility for the carrying out of the educational program is vested in the corps area commanders for their respective corps areas. They will report directly to the War Department.

One Corps Area Civilian Adviser for Education, to be selected and appointed by the Office of Education but directly responsible to the corps area commander, will be provided in each corps area
CHART 1
ADMINISTRATIVE ORGANIZATION OF THE C.C.C. AND ITS RELATIONSHIP TO THE EDUCATIONAL PROGRAM

LEGEND

Flow of authority to various agencies from Office of Education
Channel of authority to Office of Education
for the purpose of contacting corps area commanders and arranging for the procurement of the camp educational advisers selected by the Office of Education and for their assignment to camps.

Camp Commanders of work camps will prepare routine schedules of instruction suitable for the needs of the particular camp. These schedules will be based on the courses of instruction and teaching procedures prepared by the Office of Education and supplied to the War Department. Camp commanders will be in charge of all instruction in their respective camps and will be assisted by one camp educational adviser in each camp, by the other Army, Forest Service, and National Park Service personnel, and by one assistant leader assigned to educational work by the camp commander from the enrolled men in each camp. This assignment is to be made on the recommendation of the camp educational adviser.

Camp Educational Adviser. Under the direction of the camp commander the educational adviser will be in general charge of the educational program in each camp, and will be responsible for the following duties: To have general supervision of the educational activities in the camp; to develop an educational program suited to the needs and interests of the men in his camp; to secure supplementary educational facilities from schools, colleges, and other organizations available to the camp; to supervise the work of the assistant leader for education; to recommend to the camp commander opportunities for coordinating the educational program with the work and recreational programs of the enrolled men; and to advise and counsel with the enrolled men on their educational program as well as their future vocational adjustment.

Camp Assistant to Camp Educational Adviser: One enrolled man will be selected from those already in camp and made an assistant leader. He will be assigned to the camp educational adviser as an assistant. This assistant leader will be
in addition to those already authorized.

Camp Committee on Education. a. A camp committee on education consisting of the company commander will act as chairman, camp project superintendent, and camp educational adviser will meet regularly in each camp. The committee will meet upon the call of the chairman at least once each month and full minutes will be kept of each meeting.

b. The objectives of the committee will be to: (1) Explore the resources of the camp as related to education. (2) Plan an educational program in each camp fitted as far as possible to the needs of the enrollees. (3) Plan the procurement of instructors, books, supplies, materials, classrooms, shops, tools, and equipment for the educational work of the camp. (4) Consider the educational problems of individual enrollees, especially those who are doing poor work in the field, camp, or classes. (5) Check monthly the work of various instructors, the progress, effectiveness and participation of enrollees in the educational program.

In the original plan for CCC camp education, provision was made for the appointment of a Director of CCC Education, who was to cooperate with the Office of Education, to select and supervise Corps Area and camp

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educational advisers, and to recommend to the Secretary of War the outlines of instructions, teaching procedures, and types of teaching materials for use in the camps. The plan provided also for a camp adviser in each of the nine Corps Areas to act in an advisory capacity to the Corps Area Commander on educational matters. More adequate supervision was provided later (1935-36), when district educational advisers were appointed. These appointments completed the chain of organization.

A camp educational adviser is stationed at nearly every camp to initiate, to supervise, and to carry on the educational program within the camp. It is to the latter office that responsibility is delegated for selecting an efficient instructional staff for enrollee education. The practical nature of selecting instructors and courses is well illustrated in the following:

There are more than 100 major types of work in which the CCC is engaged. These major classifications may be broken down into more than 300 jobs for training purposes. Enrollees have a chance to develop skills under competent technical supervision in such work as stone masonry, surveying, forestry, road building, clerical work, . . . THE GREAT BULK OF THIS INSTRUCTION IS CARRIED ON BY THE SUPERINTENDENTS AND FOREMEN IN THE FIELD.13

Camp schools have been organized to supplement these job-training courses in all the camps.

Discovering where the interests and needs of the men lay was but one phase of the work delegated to the camp advisers by company commanders. As important as knowing what the men were interested in, was the work of providing them with facilities of education ... For men wishing more advanced education, equipment and instruction not available within the camp was necessary. A comparatively small amount of money was allotted for purchase of equipment or books, but equipment and books became essential, and so did experienced and competent instructors. To obtain them, company commanders and educational advisers drew upon the officers and foresters in the camp who could assist the men in their study of such things as forestry, road building, and those trades represented in the work of the camp. Many of the Reserve Officers were college graduates and were competent to instruct the men in various specified subjects. They were the first to be called to the faculty of the camp school.14

Many of the high schools, colleges, and universities have thrown open their doors for evening instructional work. The enrollees have been allowed admission to the school's classes already established, or have been permitted to devise their own programs to match their needs and to furnish their own instructors. Other colleges have sent instructors into the camps. Leaders in various

professions and vocations have been brought into the camps to lecture and to give the men an insight into law, medicine, mechanics, journalism, insurance, engineering, bee keeping, and poultry raising.

In the Handbook for Educational Advisers is found the following quotation with regard to camp lectures:

Through contact with the universities, colleges, State educational authorities, local high schools, and such social-service organizations as Kiwanis, Rotary, Lions, Y. M. C. A., Knights of Columbus, the churches, et cetera, lecturers may possibly be secured without cost. Lecturers may often be found among foresters and technical staffs of these camps, as well as in nearby cities and educational institutions. Lectures may be planned for on an individual interest basis, or plans may be made to develop a lecture course relating to a specific field or dealing with related problems.15

Reports to the Office of Education indicate that states and local communities are making their vocational education programs available to enrollees in CCC camps to a considerable degree. Twenty-three states have organized classes, especially for these enrollees. In twenty-seven states enrollees are attending classes in nearby vocational schools. Eighteen states report that they have conducted group conferences for educational

advisers, leaders, and camp commanders, for the purpose
of training them in conference-leading, in teacher-training,
and in foremanship activities.

The number of teachers supplied by the Works Progress Administration, and the National Youth Administration increased from 1,321 in October 1935 to 2,316 in March 1936, which represents a per company increase of 93 per cent. The number of regular school teachers who acted as volunteer unpaid instructors of enrollees increased from 143 in July 1935 to 398 in June 1936. The number of layman who acted as regular instructors averaged about 1,400 per month. School authorities in a large number of cases have placed their buildings, libraries, gymnasiums, and playgrounds at the services of the enrollees. Colleges and universities have extended needed assistance in the field of higher education.16

IV. CCC EDUCATION IN THE OUTLYING POSSESSIONS OF THE UNITED STATES

1. Alaska. The CCC education in the Alaska camps differs from that in camps of the Continental United States in that the operation of the camps as well as the supervision of work is entirely up to the Forest Service. The camps are not operated by the army and no educational advisers are furnished as in the States. Enrollees are generally

older; there is no age limit; and there is no restriction as to marital status. The camps are small because of transportation difficulties. A work supervisor acts as educational assistant in the camps and systematic training in job performance is given by foremen and by other supervisory officials. In the evenings, the enrollees attend organized classes in such practical subjects as elementary engineering, mining, cable splicing, and use of special tools and equipment. Enrollees have been trained to fit in with the type of work that is available in Alaska and many ex-enrollees have found jobs driving trucks and tractors, operating mining machinery, logging and lumbering, and doing clerical work.

2. **Puerto Rico.** Like Alaska, Puerto Rican camps are operated entirely by the Forest Service and no educational advisers, such as those employed in the United States, are attached to camps. The Forest Service has provided a training supervisor for the Island, and an instructor has been placed in each camp. He acts also as a social and recreational assistant, and he plans camp entertainment.

The typical Puerto Rican enrollee is married and has a sizable family. Ninety per cent of the enrollees are deficient in the common-school subjects and more than
half are illiterate. However, they are eager to learn trades and skills, but if they are taught skills and are unable to obtain employment, they are unhappy and the result is unfavorable. Consequently, a great many of them are trained only to be efficient laborers. Seventy-five per cent of the courses given in the camps offer training in reading and writing, chiefly in Spanish, which is the native language.

The camps are furnished publications on forestry and conservation subjects and a few fiction magazines. The Forest Service publishes a special CCC magazine in mimeograph form, and each camp has a section for which the enrollees prepare the material.

3. Hawaii. Up to June, 1937, there had been an educational adviser in the camps of Hawaii, but he was essentially a teacher. Under the plan effective June, 1937, an educational director was placed in charge of the five camps. A secretary-assistant was stationed at his headquarters to handle office matters and mail and to exchange job outlines and instruction between the five camps. The actual training, however, was and still is being done by the project superintendent and his foremen. The training is being directed strictly toward the improvement of the employability of the
enrollees, and will remain an orientation program based upon the type of employment enrollees will receive after leaving camp.

4. The Virgin Islands. The educational program in the Virgin Islands is still in its infancy. Racial differences, differences in working conditions, and opportunities for employment after leaving camp have had their effect on camp training. No educational adviser is assigned to duty in the Islands, and the program is left to the project superintendent and to his foremen.

Due to the flexibility of the CCC educational program, many avenues of approach from outside angles as well as from within the camp itself are left for the energetic, capable, and understanding adviser to follow as he sees opportunities for trying new plans. He must take in consideration the environment under which he is operating, the availability of material and instructors, the best means of securing these instructors, and the lasting benefit which this educational program has upon the future life of the enrollee.

Indicative of the extent of and participation in the educational program are some special figures covering the calendar year 1936. During this period it was reported that the average number of enrollees participating in educational
activities for the year 1936 was 295,558, or 87.6 per cent of the strength of the Corps.\textsuperscript{17}

There was an average of 30,342 instructors teaching an average of 52,590 courses.\textsuperscript{18}

The accompanying table shows the average number of instructors and the courses taught by the various services during the fiscal year of 1936.


\textsuperscript{18} Ibid., p. 7.
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Courses Taught</th>
<th>Courses per Instructor</th>
<th>Per Cent of Total Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp advisers</td>
<td>1,894</td>
<td>10,015</td>
<td>5.3</td>
</tr>
<tr>
<td>Assistant advisers</td>
<td>2,142</td>
<td>4,593</td>
<td>2.1</td>
</tr>
<tr>
<td>Military staff</td>
<td>4,507</td>
<td>7,088</td>
<td>1.5</td>
</tr>
<tr>
<td>Technical staff</td>
<td>10,848</td>
<td>14,314</td>
<td>1.3</td>
</tr>
<tr>
<td>Enrollees</td>
<td>7,243</td>
<td>8,362</td>
<td>1.1</td>
</tr>
<tr>
<td>Emergency Educational Program teachers</td>
<td>1,936</td>
<td>5,615</td>
<td>2.9</td>
</tr>
<tr>
<td>National Youth Administration teachers</td>
<td>177</td>
<td>239</td>
<td>1.3a</td>
</tr>
<tr>
<td>Regular teachers</td>
<td>808</td>
<td>1,019</td>
<td>1.2</td>
</tr>
<tr>
<td>Others</td>
<td>1,053</td>
<td>1,471</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30,342</strong></td>
<td><strong>52,590</strong></td>
<td><strong>1.7</strong></td>
</tr>
</tbody>
</table>


aLess than 0.5 per cent.
CHAPTER III

THE SCHOOL OF THE WOODS

The educational program which has become a permanent part of the CCC experiment is carried out in one of the most unorthodox of schools. The CCC schools generally are located in wooded sections of the country which are more or less isolated from urban life. Because of this location the school is termed by educational officials the School of the Woods.

The educational program of the CCC is built around the enrollee's schedule of activities—his job and his leisure time. From a pedagogical point of view it is a most interesting experiment. It had, during the fiscal year, 1936-37, an average attendance of 276,955 enrollees in organized educational classes and activities. This attendance represented 87.7 per cent of the total strength of the Corps. This made its student body the largest single type of institution of its kind in existence.

Its classes meet in thousands of buildings over the camp areas, in classrooms within the buildings, in the open fields, in the forests, in nearby school buildings, and in club rooms. Instruction is carried on by residence within the walls of universities and colleges. The following
extract is from a letter written by the Director of CCC
Camp Education with reference to the activities of schools
of higher learning in connection with the CCC educational
program:

Thirty-nine colleges and universities have
granted CCC enrollees scholarships for the cur­
rent academic year. . . . This is the third
year that institutions of higher learning have
cooperated with the CCC Office of Education by
offering assistance to CCC enrollees to enable
them to continue their education. Thirteen more
colleges are granting scholarships this fall
than last year.

Thirty institutions are offering NYA scholar­
arship assistance to CCC enrollees.

Eighteen colleges and universities agreed
to make their loan funds and self-help jobs
available to CCC enrollees this fall.¹

In October, 1936, Director Oxley published a pam­
phlet, Number 124891, which gave a list of correspondence
schools and extension courses in which the members of the
CCC might participate. Many of these courses are made
available at reduced rates. The cost per unit of credit
ranges from fifty cents to $1.50. Educational advisers


² "Educational Program of the Civilian Conservation Corps," Correspondence Extension Courses for the CCC, pre­
pared under the direction of Howard W. Oxley, Director of CCC Camp Education, October, 1936, Number 124891.
may purchase lessons from correspondence schools at a cost from thirty-five cents to seventy-five cents. Some 700 courses are available for study. These courses include academic, vocational, avocational and extra-curricular subjects. Forty colleges and universities are listed. Fifty schools, members of the National Home-Study Council, give correspondence instruction, also. The widespread courses of a complex nature presented an additional problem in that this institutionalized organization covered a large area; it included people of varied interests and ages; and it faced the extremes in basic education. It not only covered the United States, but also Alaska, Hawaii, Puerto Rico, and the Virgin Islands.

The following table is a fair representation of the educational background of the young men who were sent to camp and of their preparedness to step into such employment as was available in their own communities. The table shows the number of years of schooling completed by juniors accepted and sent to camp from April 1, 1936, to June 30, 1937.
### TABLE II*

YEARS OF SCHOOLING COMPLETED BY 282,079 JUNIORS (17-28 YEARS) ACCEPTED FOR ENROLLMENT IN THE CIVILIAN CONSERVATION CORPS, APRIL 1, 1936, TO MARCH 31, 1937

<table>
<thead>
<tr>
<th>Schooling</th>
<th>Number Accepted</th>
<th>Per Cent Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>35</td>
<td>0.1</td>
</tr>
<tr>
<td>Not specified</td>
<td>3,340</td>
<td>1.18</td>
</tr>
<tr>
<td>Elementary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year one</td>
<td>1,476</td>
<td>0.52</td>
</tr>
<tr>
<td>Year two</td>
<td>2,821</td>
<td>1.00</td>
</tr>
<tr>
<td>Year three</td>
<td>5,554</td>
<td>1.96</td>
</tr>
<tr>
<td>Year four</td>
<td>9,366</td>
<td>3.32</td>
</tr>
<tr>
<td>Year five</td>
<td>12,566</td>
<td>4.45</td>
</tr>
<tr>
<td>Year six</td>
<td>21,469</td>
<td>7.61</td>
</tr>
<tr>
<td>Year seven</td>
<td>34,960</td>
<td>12.39</td>
</tr>
<tr>
<td>Year eight</td>
<td>75,166</td>
<td>26.64</td>
</tr>
<tr>
<td>High school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year one</td>
<td>36,767</td>
<td>13.03</td>
</tr>
<tr>
<td>Year two</td>
<td>31,942</td>
<td>11.32</td>
</tr>
<tr>
<td>Year three</td>
<td>18,485</td>
<td>6.55</td>
</tr>
<tr>
<td>Year four</td>
<td>26,233</td>
<td>9.29</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All years</td>
<td>1,899</td>
<td>0.67</td>
</tr>
<tr>
<td>Total</td>
<td>282,079</td>
<td></td>
</tr>
</tbody>
</table>


Since the educational background ranges from none to that of the college and university graduate, it can easily be ascertained that there can be no common background which will permit homogeneous grouping. The majority have had some high-school training. Very few of that number have had professional training. They have become adults...
with problems to solve. They can not be sent to school as children are sent. These enrollees have come to realize the necessity of such matters as money, of association with heterogeneous groups of people, and of contacts with a changing world. They have interest in future jobs and in social and economic security which will lead to their employment in civilian life.

Some of the enrollees have never had the opportunity nor the encouragement at home to work and to succeed in a profession. Others have never had a desire to work and to learn a profession in which they might excel. Study for some would be embarrassing. It would be a mark of inferiority, which would jar their ego.

Therefore, education for such a group of men must appeal to their interests, and it must interweave their educational life in camp with their future success and security after leaving camp. These interests must center around problems of normal society relating (1) to vocational interests; (2) to connections and opportunities for employment; and (3) to reestablishment of family and home relationships. In order, however, to accomplish such motives, the enrollee's interest in camp must involve: (1) problems of an individual and personal character, the solutions of which are important to the individual's future; (2) problems
of the camp for which there is a cooperative responsibility between the men and the camp officers for living and working in the camp; and (3) individual interests and needs for educational work.

I. AN ADULT-EDUCATION EXPERIMENT

The heterogeneous methods used to improve these enrollees while in the Corps is a difficult task. The educational system for this group is of an entirely different nature from that which is found in the public schools. Hill says:

Never in its official or unofficial life has adult education been so deeply and hopefully stirred as by the experiment in the CCC known as the educational program . . . . Only in the last fifteen years has adult education been "tagged" and subjected to some kind of cooperative effort; the American Association for Adult Education was founded only in 1926. In these recent years the whole activity has entered upon a conscious life; and the phase of education is new.

Education in the CCC camps fits into this recent picture . . . . The thousands of schools established in the little centers of CCC activities are important to adult education for two reasons. One of these relates to the size of the group they affect. Another relates to the age of the men comprising the group.3

It is well that an experiment of this kind be given
due and fair consideration. "We are in an ever changing
social and economic situation," says Bracewell. This
adult program may well bridge the gap between the time
of leaving the public schools and of securing employment.
It is faced with new situations. In the first place, the
enrollees live in a new environment. This in itself is
educative. They come from homes where misfortune has
played a dominant and unhappy part. They find themselves
in a camp life that is, from a physical standpoint, well
organized and conducted. Their program of work and play
is regular and helpful. In the second place, the enrollees
are free from compulsion that influenced their early school
life. In camp they need not be haunted by memories of such
terms as teacher, school, class, et cetera. In the third
place, the higher directive forces of the CCC appreciate
the educational values of such organizations and are de-
termined to take advantage of the unique opportunity for
effective teaching and learning.

The basic thought must be kept in mind that it is

4 Ray Bracewell, "Junior College in the Current
the intention of the CCC to provide a program of instruction and to return to the normal work-a-day world, upon completion of the emergency relief project, citizens better equipped mentally and morally for their civic duties and better acquainted with the Government under which they live. A fine tribute, with the ex-enrollees in mind, was given by President Roosevelt at Constitutional Hall on March 3, 1934, when he said:

The amazing and universal increased interest which the people of the United States are taking in the whole subject of Government. In cities, in hamlets, and on farms, men and women in their daily contacts are discussing, as never before except in time of war, the methods by which community and national problems are ordered ... We need definitely practical contacts between collegiate and educational world and the operation of Government. The development of our economic life requires the intelligent understanding of the hundreds of complicated elements of society.5

The CCC may be termed the gleaner of life where the dull may be enlightened and the more alert may be made more intelligent. The corps will be used more in the future as the acid test for the groundwork of our citizenry. Dr. Zook, United States Commissioner of Education, makes this

5 Lorraine Noble, "The Motion Picture in the Educational Program of the CCC Camps," Educational Screen, 13 (June, 1934), 135.
I look upon the CCC educational program as one which may prove of the greatest significance in the expansion of adult education. If the Conservation Camps continue, we may be able to develop a program which will be a new departure in American education. It may point the way to the development of methods of instruction and of counseling of people who are attempting to prepare themselves for new vocations.  

II. AIMS AND PURPOSES

Shortly after the CCC camps were set up in the spring of 1933, Dr. Zook, Commissioner of Education, realized that the men in the camps needed a more extensive program than the War Department was able to give them. He was aware that rehabilitation meant more than to feed, to clothe, and to house. In December, 1933, Robert Fechner, Director of CCC; Captain J. E. Wharten, Office of the Adjutant General, War Department; and Dr. G. F. Zook drew up a plan of action for some kind of an extensive program of education in the CCC. This decision was an outgrowth of assimilated facts gained in October, when the camps had been in operation for a period of six months. It became

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clear that two kinds of products should be expected from these camps:

1. That there should be a considerable amount of needed and useful public work—replanting forests, preventing fires, building trails, et cetera.

2. That there should be an output of much improved citizens.

It also became apparent that this improvement in these men should be of two kinds. First, there must be the establishment of regular habits of industry—the ability to achieve and the habit of doing a good day's work. Second, there should be some improvement in intelligence, in knowledge of and in attitude toward the government, in the duties of a citizen, and in personal habits of a desirable kind.

The plan which went into actual effect in the spring of 1934 aimed at two phases: the achievement of a leisure-time activity and the creation of a voluntary attitude on the part of the enrollee. A letter from the Office of Education, dated November 13, 1933, states:

In general the motive back of the educational program embraces:

1. Constructive use of leisure time in camp.
   a. By providing activities that develop powers of self-expression, self-entertainment, and self-culture in after years.
   b. By developing understanding of the
conservation work being furthered by the ECW activities.

c. By developing good habits of health and mental development.

2. By remedial work designed to orient and assure each man's future vocation.

3. By maintaining creative procedures which will help the enrolled man make the most constructive use of his capacities.

It is the hope of the President that the educational program, by emphasizing forestry, agriculture, and like subjects, will assist the men in readjusting themselves to a new mode of living—to country life instead of city life—and to assist them to improve themselves educationally and vocationally.7

The underlying purpose of CCC education is to make each enrollee more employable and to improve his civic effectiveness. So, to achieve this purpose, the following major activities will have to be developed: (1) removal of illiteracy; (2) correction of common-school deficiencies; (3) training on work projects; (4) vocational instruction; (5) cultural and general education; (6) avocational and leisure-time training; (7) character and citizenship development; and (8) job placement.

7 Robert Fechner, "The Educational Program in the CCC," a letter to the Office of Education, November 13, 1933.
After the extensive educational program was approved, camp educational advisers were sent into the camps in the winter of 1934. They were instructed to build wherever possible upon the educational activities under way. Their dominant aims at strengthening and broadening the program were:

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

2. To develop pride and satisfaction in cooperative endeavor.

3. To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions.

4. To preserve and strengthen good habits of health and of mental development.

5. To assist each man better to meet his employment problems when he leaves camp, by such vocational training as is feasible, but particularly by vocational counseling and adjustment activities.

6. To develop an appreciation of nature and of country life.

These aims have guided the development of the educational program since its inception in 1934. Of the

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1,750,000 men enrolled at the end of the fiscal year, June, 1937, approximately 55 per cent were from rural regions, and 45 per cent were from urban centers. According to the camp report for June, 1937, 3.2 per cent of the men were illiterate and 39.3 per cent had not completed the elementary grades. The education of 46.3 per cent was on the high-school level; 11 per cent were on the college level; and .2 per cent were college graduates. A report of the Department of Labor indicates that of 93,620 men who entered the camps during October, 1936, 21,579, or 23 per cent, had never held any kind of job prior to entering the Corps. Of those who had been employed, the average enrollee was jobless for nearly seven months before becoming a member of the CCC. It becomes, therefore, the aim of the adviser to start with the enrollee on whatever level he finds him and to develop a program of educational activity around his abilities, needs, and interests. Individual diagnosis and guidance form the basis of this type of educational planning.

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9 An illiterate is defined as one who cannot read a newspaper or write a letter. Enrollees on elementary level are those who are not illiterate but have not completed the eighth grade. Those on high school level have completed the eighth grade and may or may not have entered high school and those on high school level may or may not have entered college.

Enrollment in classes must be voluntary with the exception of a few courses such as safety, first-aid, and lifesaving, which are compulsory in many camps. The courses must be both interesting and practical. Dr. L. W. Rogers, Educational Adviser Eighth Corps Area, makes the following comment on the aims and objectives of CCC education:

1. Education in the CCC must begin where schools have left off.

2. Encourage and persuade men to carry on educational pursuits.

3. Afford men an opportunity of making up some of their educational deficiencies.


Some say to stress intelligent citizenship, avocational proficiency, academic efficiency, and vocational adjustment. All seem to tend to the cardinal aims of Secondary educational and vocational aspects advocated by the National Educational Association, which pertain to vocation, health, leisure, fundamentals, citizenship, religion, and worthy home membership.

III. MAKESHIFT SYSTEM OF CLASS PROCEDURE

The folk-schule idea largely prevails in the instruction for the CCC enrollee. Here is the unique essence

of modern philosophy of adult education, namely, that not only the individual shall be fitted to live in his own world, but that his immediate needs and interests shall be made the dominant aim. The enrollee is not so much interested in what his distant future may hold in store, but in what may help him now. The average enrollee remains in the Corps about eight months. No definite trade on an intensive scale can be learned in that time. The aim, therefore, is to teach the enrollee the rudiments and basic foundations for further study if he desires to follow his chosen trade on a more elaborate basis later after leaving the Corps. It is not intended that the CCC turn out finished products. This task is left to finishing schools where efficient instructors can be had, and where equipment is available.

The camp educational adviser is sent into the camp with these instructions:

The activities you carry on must grow out of the needs and wishes of the men. There is no program planned outside of the camp and imposed from above. The program must be worked out for each camp separately. Individual counseling, guidance, and stimulation are the keys to the selection of materials. Informal study, reading, and discussion will characterize the methods probably used most largely. Do not rely too much upon class instruction as usually carried on in school or college.12

In the camp one learns by doing. From practical application on the various types of activities in which he is engaged the enrollee enriches his knowledge by widening his realm into whatever field of endeavor he enjoys or to which he is assigned for his daily task. A general resume may be gathered from a statement made by Fechner in which he sums up the reaching out of the educational program of the CCC camp:

Both during and after work hours the Civilian Conservation Corps enrollees who go into the camps today have an opportunity for practical education which was not possible when the camps began in 1933. In each camp there is an educational adviser who is prepared to help each enrollee determine his needs and interests and plan a program of instruction which will be most beneficial. Assisting the educational adviser there is an average of about 18 instructors of each company, consisting of the adviser's enrollee assistant, the company commander and subordinate officers, the project superintendent and his foremen, qualified enrollees, local school teachers, and others. Many of the camps have already been provided with classrooms and shops, libraries, reading rooms and a considerable amount of vocational and other equipment and supplies. With the exception of job training, which is done in connection with the work of the camp, all educational activities are conducted during leisure time, that is from the close of supper until approximately 9 o'clock each evening. In a great many camps, the enrollees are transported to nearby schools and colleges in the evenings or on Saturdays. An ambitious enrollee may find 10 to 25 hours each week in which to prepare himself for employment and civic life.13

In a typical camp in the beginning of CCC work educational and recreational activities were considered of minor importance. The camps were considered exclusively work camps. Little attention was given to the psychological fact that youths in the late teens and early twenties must have recreation and an opportunity for outlet of expression. Too many enrollees became dissatisfied, became unsuccessful workmen, developed warped ideas, and deserted the camp. A canteen was placed in one corner of a building; a traveling library of worthless books in another; a few old magazines were given to the camp by some outside individuals; a few newspapers were scattered here and there; a weak battery radio hung on the wall; a blackboard was in the mess hall; generator lights were insufficient for reading purposes; and round-table discussion, extension activities, and correspondence study were held in the mess hall after the tables were cleared and the floor scrubbed.

Time and pressure brought on within the camp and from higher directors changed this unsatisfactory condition of enrollee life. During the years, 1935–37, separate buildings were built and maintained for educational purposes. The same was true in many camps for canteen and recreation setups. High-tension lines were extended into camps; voltage on generator sets was increased; libraries increased, and a greater variety of books and periodicals
was purchased; a great number of different newspapers was provided; shop equipment was made far more elaborate; special equipment for correspondence and extension work was provided; recreational equipment was purchased for indoor and outdoor activities sufficient to meet the demands of interested enrollees; and special efforts were made to cooperate with outside educational and recreational agencies.

No enrollee need despair because of lack of anything to do after the completion of his daily task. There is continuous activity from the time of reveille at daybreak until he retires at the sound of taps. The enrollee is counseled and encouraged to take advantage of the opportunities offered in his social and intellectual work from the time he enrolls until the time of his discharge, but the final decision to act depends entirely upon the individual's intuition. The seeds of opportunity have been sown, and new recruits replace those who have completed their terms of enlistment and have returned to their former occupations. These new recruits immediately take advantage of the various types of physical, mental, spiritual, and social growth awaiting them in the CCC camps of the nation. The CCC camps are still laboratories for broadening and strengthening the minds of the maturing adults; but these laboratories have been enormously enriched during the past four years; and, as Dr. Judd predicted, the camps will be
looked upon, when the social history of this country is written, as important experiments in the adjustment and education of its young people who are now growing up, and who will be wielding a man's power in the progress of the nation in less than a decade.

An evaluation of this work has already been undertaken by a number of educators and industrialists. The future will produce a more discriminating picture of this bulwark of the nation. A multitude of leaders favor its continuation on a far more accelerated basis than that of the past. Many intensive and short courses of instruction now in progress at numerous institutions are the outgrowth of needs, desires, and successes of members or ex-members of the Corps. Warped minds have been groomed until they have filled a prominent place in society due to the influence of education and recreation as formulated by the instructional staff in the CCC camps, to their association with their fellow enrollees, to the new type of environment, to the encouragement received from every angle, and to a more favorable financial security.

IV. ACCOMPLISHMENT

The nation may look back with pride at the accomplishment of the Corps and at its success in the pursuit of cooperative endeavor and practical understanding of social
and economic conditions. It is a long, winding, but sturdy trail from the haphazard bull sessions of the educational program in 1933 to the well-organized classes with enrollment exceeding the 1,500,000 mark in 1937. Enormous gains were made even within the first two years of the life of this program. During October, 1935, 23,906 teachers were teaching 40,350 organized courses to 601,959 enrollee members. Systematic instruction on the job was received by 188,783 enrollees. Eleven thousand two hundred eighty-three of the men were illiterates, and of this number 9,078 learned to read newspapers. The following table shows a distribution of the instructors actively engaged in teaching classes and groups in October, 1935.

**TABLE III**

**DISTRIBUTION OF INSTRUCTORS TEACHING CLASSES AND GROUPS IN OCTOBER, 1935**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Per Cent of Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Adviser</td>
<td>2,027</td>
<td>8.5</td>
</tr>
<tr>
<td>Assistant Educational Adviser</td>
<td>1,916</td>
<td>8.0</td>
</tr>
<tr>
<td>Military Officers</td>
<td>3,975</td>
<td>16.6</td>
</tr>
<tr>
<td>Technical Service</td>
<td>6,617</td>
<td>27.7</td>
</tr>
<tr>
<td>Enrollees (Except Assistant Educational Adviser)</td>
<td>5,830</td>
<td>24.5</td>
</tr>
<tr>
<td>Emergency Educational Program</td>
<td>1,321</td>
<td>5.5</td>
</tr>
<tr>
<td>Regular School Teachers</td>
<td>903</td>
<td>3.7</td>
</tr>
<tr>
<td>Unclassified</td>
<td>1,317</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
During the first four years of the existence of the Civilian Conservation Corps, surveys of the CCC program were made but they gave little information. Since that time, continuous surveys have been made under both public and private auspices. The nation looks forward for further guidance in developing the camp programs. Through constant effort and research the camp educational officials hope to continue improving their training services. One survey made gives the following information:

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

The camps have focused public attention upon the unpreparedness of a large number of young men for present-day demands. The average age of enrollees is around twenty; yet the average level of their educational achievement is at the eighth grade; in two cases out of three they have received no vocational guidance or job training, and in most instances they have never held substantial jobs. The educational program of the Corps has done much in the way of preparing these young men for present-day demands by offering them vocational guidance and job training.\textsuperscript{14}

During the first two CCC years 1,500,000 books were placed in circulation; 5,000 instructional films were shown monthly; more than 1,000 camp newspapers were published monthly; and over 1,000,000 interviews were held between March and September, 1935. Films and special lecturers were used to enrich the instructional program by coordinating the jobs with classroom instruction, by developing civic pride and interests, and by encouraging interest in new vocations. During June, 1937, 1,624 companies were maintaining camp newspapers regularly. A few of the companies went so far as to organize enrollee honor councils to deal with first offenders who violated camp rules and to advise with local officials on welfare and on educational and recreational activities. This great opportunity made the enrollee feel the responsibility that he was a bona fide member of the CCC organization.

At the end of the fiscal year, 1935, efforts were made to further the study in CCC education and to place it on a much firmer basis. Four studies on analysis were made in the fall of 1936 with the major points in view as listed below:

1. A job analysis of the work of the educational adviser.

2. A study of successful counseling and guidance techniques in CCC camp education.
3. A study of the educational values in camp work projects and in camp community life, and, the arrangement of these in project-teaching form for experimental use.

4. Successful practices in the development of a coordinated recreational program in the CCC camps.\textsuperscript{15}

Though in the beginning the mess halls and other buildings for instructional purposes were as poorly lighted as a Gothic Cathedral, camps were furnished with writing material and envelopes for enrollee use; army and navy hymnals were made available for recreational and religious uses; a dictionary was placed in the library; and handbooks, musical equipment, athletic equipment, books, magazines, drawing instruments, tools, mimeograph or printing press, even grass seed for landscaping purposes were on the wanted-and-issued list for the enrollees' benefit. Hobbies developed as a result of placing these various types of material in the enrollees' hands.

As early as September, after the camps had been in operation less than a year and one-half and the camp advisers had been on duty less than six months, the educational program had progressed rapidly. As a result of this progress 133,156 members of the Corps were in classes

\textsuperscript{15} Howard W. Oxley, Director CCC Camp Education, "CCC Education Undergoes Analysis," \textit{School Life}, 21 (June, 1936), p. 291.
for self-improvement; 18,214 classes met during the month of September; 8,848 instructors were busily engaged in the teaching process; 1,424,977 books were in circulation; and 672,675 interviews were held with enrollees by the members of the staff.

It is interesting to note the growth by the figures given, by the interest displayed by the population in general regarding the Civilian Conservation Corps, by the enrichment of the physical setup in the camps, by the practical values to enrollees and to the instructors, and by the undoubted improvement its actions will have upon future generations. In 1933, thousands of these young men were out of school; thousands were in the maturing age of manhood and were wage earners; they were found riding the freight cars from coast to coast and wasting their bodies and minds in despair. A great eulogy was bestowed upon these young men during the first year of the CCC life in the following quotation:

Today they are all students together, in America's 1,468 CCC camps, active and enthusiastic participants in the most interesting, practical, informal educational experiment ever attempted on a nation-wide scale.16

CHAPTER IV

THE CURRICULUM

There are six components around which the organized educational activities of the CCC camp are built. These activities are academic, vocational, job-training, informal, professional, and miscellaneous. The Camp Educational Adviser with the consent of the Camp Educational Committee uses these activities to build the curriculum for the education of the enrollees. The Committee is composed of the Company Commander, who acts in the capacity of Chairman; the Camp Superintendent; and the Camp Educational Adviser. An illustration of the orders concerning the Committee is afforded by the following, as issued by the Commanding General of the Sixth Corps Area on September 18, 1936:

1. It is desired that an Educational Committee, composed of the Company Commander, the Camp Educational Adviser, and the Camp Superintendent, be formed in each camp, provided the Camp Superintendent is willing to participate.

2. The purpose of the Educational Committee will be:

   a. To plan the educational program and all educational activities.

   b. To co-ordinate the schedule of education with other camp activities so that it may not be interrupted.
c. To arrange for the participation of the available personnel in instruction and for their training in teaching techniques.

d. To plan the educational quarters so as to make the best possible use of such space as may be arranged or made available.

3. The Educational Committee will hold meetings once a week. Minutes of each meeting will be written up, one copy being furnished the Project (Camp) Superintendent if he so desires, one copy for the Educational Adviser, and one copy for the company file.

4. The formation and activities of the Educational Committee will not in any degree decrease the responsibility of the Camp Commander in connection with the educational program as specified in CCC Regulations, Sixth Corps Area.  

Although the preceding regulations for the Camp Committee were designated especially for the Sixth Corps Area, similar regulations were arranged and enforced in the other Corps Areas. Later the Camp Superintendent and his assistants were given orders through the Director of the CCC to participate in the instructional work in connection with the off-the-job training. They have always given instruction on-the-job to enrollees.

The instructors are drawn from a number of sources:

(1) the Camp Educational Adviser; (2) the Assistant Camp Educational Adviser; (3) the Company Commander; (4) the subordinate officers; (5) the Camp Surgeon; (6) the Area Chaplain; (7) the Camp Superintendent; (8) the technical personnel operating under the Camp or Project Superintendent; (9) Works Progress Administration instructors; (10) Emergency Educational Program instructors; (11) qualified enrollees; (12) National Youth Administration instructors; (13) school teachers in the vicinity; (14) volunteer experts in vocational subjects; and (15) evening-school instructors in vocational evening schools. These are not available, however, in all nine Corps areas, but a large percentage of them are. There are on the average in the entire CCC educational program eighteen instructors used in each camp according to the latest statistics.

The typical curriculum is set up for instruction beginning at six o'clock in the evening and dismissed at nine o'clock; most of the classes meet one or two evenings per week and last one hour. Experiments have been made and satisfactorily conducted by holding classes in the mornings from seven o'clock until eight o'clock. The accompanying diagram illustrates a camp schedule embodying all six curricula. Job instruction is given on-the-job during the day and off-the-job in the evening. It may
be an extension of the day's program or it may be an entirely different course not connected at all with the daily work program. Correspondence time is not listed on the diagram, since it is expected that enrollees have sufficient initiative to carry on their work when opportunity affords. Short-term courses, we might add, seem to be popular, since the enrollee's time in the Corps seldom extends beyond eight months—the average time for each enrollee in the CCC. Wherever feasible the courses are outlined for three months. In a few instances it is necessary that they be made shorter, and in others that the time limit be extended.

The curriculum must vary with the location of the camps. Some camps are located within city limits, and use can be made of facilities in cooperation with civic authorities. Others are a long distance from civilization. The interests, needs, and abilities of enrollees in industrial localities are different from those in agricultural communities. Education in southern camps is of a different type from that found in northern districts. The kinds of work assigned to individual camps vary sufficiently to make drastic changes in the program necessary. Not only must the curricula be flexible in their inheritance of the six activities, but they must be capable of meeting the various
Diagram #1
C.C.C Camp Schedule
CAMP MIRROR
COMPANY 3600

EDUCATIONAL COMMITTEE
COMPANY COMMANDER
CAMP SUPERINTENDENT
EDUCATIONAL ADVISER

JOB TRAINING  INFORMAL  MISCELLANEOUS  PROFESSIONAL

DIAGRAM 1
C.C.C. CAMP SCHEDULE
changing conditions concerning new projects, induction of new recruits, and modern educational changes.

The following table presents a picture of the variation in camps. It shows the impracticability of a uniform curriculum which can be satisfactorily utilized in all Corps areas and in all camps. Flexibility in camp programs will be found to run from one extreme to another. In one area the program will be largely academic; in another it will be mostly vocational; while in still another region, it will be largely informal.

**TABLE IV**

DISTANCE OF CAMPS FROM RAILHEAD IN MILES

<table>
<thead>
<tr>
<th>Nearest to Railhead*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Farthest from Railhead</td>
<td>25</td>
<td>54</td>
<td>41</td>
<td>94</td>
<td>30</td>
<td>49</td>
<td>138</td>
<td>160</td>
<td>185</td>
</tr>
<tr>
<td>Greatest Frequency of Camps from Railhead</td>
<td>4</td>
<td>9</td>
<td>3.5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* In all Corps areas one or more camps are less than one mile from their railhead.

Great distances are exceptions rather than the general rule. It is to be noted that most camps are near railheads. However, that does not contribute anything significant to the
educational program, since many of the railheads are mere
junctions. The building of better roads to the camps, the
allowance for more liberal transportation of enrollees to
educational centers by the War Department, the increased
cooperation with civic institutions, the transference of
enrollees to camps where courses are offered which meet
their needs, and the opportunity of securing Works Progress
Administration instructors do seem to intensify the edu-
cational program in the future.

I. ACADEMIC COURSES

The academic courses in the CCC include those sub-
jects common to the elementary, high-school, and college
curricula which are not vocational. However, many of the
subjects of an academic nature are vocationalized. The en-
rollees prefer that English be called business English and
that mathematics be called practical mathematics. A real
need for further instruction can readily be ascertained by
viewing the following report for June 1937:

- Illiterates--3.2 per cent of all enrollees
- Elementary (incomplete)--39.3 per cent of all enrollees
- High School (incomplete)--46.3 per cent of all enrollees
- High School Graduate--11.0 per cent of all enrollees
- College Graduate--0.2 per cent of all enrollees

The same report reveals that the extent of partici-
pation in the academic courses varies markedly on the different
levels of education. Thus nine out of ten illiterates are taking literacy courses; four out of ten on the elementary level are taking elementary courses; three out of ten on the high-school level are taking high-school courses; and seven out of one hundred on the college level are taking college courses. These figures do not represent the academic procedure at the beginning of the general CCC program. No advisers were assigned to duty until the winter of 1934, and a thorough counseling was necessary to convince the enrollees that further instruction in the academic subjects was to their interests. Again, books and other materials had to be made available for the enrollee's use. The enrollee is a young adult, and as such he must have textual information which holds his interests and contains language which he can readily comprehend. Every available short cut possible must be used in the promotion of such education as is required for an adult in the Corps. It has been said that the average enrollee in the CCC is at least two years retarded in his educational level. If he has not been sufficiently educated prior to his entrance into the CCC, further training and instruction is undoubtedly necessary. In the following quotation, Judd deplores the fact which so many retain—that an eighth-grade education is sufficient:

The CCC camps are in reality reinforced additions to the country's educational system. Any
one who believes that education of the eighth grade level is going to satisfy the needs of future citizens should visit one of these federal camps. He will see there going on repair work on human lives which should be unnecessary if society had been wise enough to develop an adequate system of education.

Analysis of the educational level of enrollees reveals that approximately 2.5 per cent have been illiterate. Naturally, elimination of illiteracy has been considered one of the primary objectives of the educational program. In October, 1935, the Office of Education issued a publication suggesting a number of techniques and materials which had been found to be of value in instructing illiterate enrollees. The Ninth Corps Area Educational Adviser's Office published a textbook designed specifically for use in the CCC camps. Results achieved in this field may be ascertained from the table on page 66.

No definite data are available on the number of illiterates or on the number of those who learned to read and write prior to July, 1935. It is estimated, however, that approximately 35,000 illiterate enrollees learned to read and write during the first four years of the CCC program. The educational level of enrollees varies considerably

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TABLE V

PERCENTAGE OF ILLITERACY AND PERCENTAGE OF THOSE LEARNING TO READ AND WRITE

<table>
<thead>
<tr>
<th>Date</th>
<th>Per Cent of Illiterates</th>
<th>Per Cent Learning to Read and Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, 1935</td>
<td>1.9</td>
<td>88</td>
</tr>
<tr>
<td>October, 1935</td>
<td>2.5</td>
<td>80</td>
</tr>
<tr>
<td>November, 1935</td>
<td>2.5</td>
<td>84</td>
</tr>
<tr>
<td>January, 1936</td>
<td>2.4</td>
<td>89</td>
</tr>
<tr>
<td>July, 1936</td>
<td>2.4</td>
<td>87</td>
</tr>
<tr>
<td>October, 1936</td>
<td>2.9</td>
<td>89</td>
</tr>
<tr>
<td>January, 1937</td>
<td>2.9</td>
<td>88</td>
</tr>
<tr>
<td>June, 1937</td>
<td>3.2</td>
<td>90</td>
</tr>
</tbody>
</table>

within each camp and within each Corps area, but on a country-wide basis, there has been little or no change from month to month in the percentage of enrollees in each level. The increase in illiterates, as noted in Table V, has in all probability been due to the lowering of the minimum age limit to seventeen years. This lower minimum age would have little effect on the camps in the north, but would cause a variance in the southern camps. Some credence may be given to this statement, since statistics indicate that the percentage of illiterates among negro camps is 8 per cent. Also some attention may be given to the fact that the percentage of enrollees on the secondary level decreased from 47.4 per cent in July, 1936, to 46.3 per cent in June, 1937. It has been discovered also that 78 per cent were under twenty-five years of age, and that 5 per
percent were between twenty-six and thirty-five years of age. Ninety-six percent of the illiterates were born in the United States, and 4 percent were foreign born. About one-third of the illiterates came from small towns, and two-thirds came from cities.

Increasing knowledge of the development of the camp program of instruction led the directors to use guidance and individual diagnosis as the foundation for all educational effort. New objectives resulted from surveys conducted to ascertain facts regarding CCC enrollee education. These objectives as established in 1935 were as follows: (1) the elimination of illiteracy; (2) removal of deficiencies in common-school subjects; (3) training on the job; (4) general vocational training; (5) avocational training; (6) cultural and general training; (7) health and safety education; (8) character and citizenship training; and (9) assistance to enrollees in finding employment.

It was during the second fiscal year that increased attention was given to elementary and higher academic subjects. The educational level varies within the Corps areas and within the camps themselves. From a nation-wide survey, the proportion for each school grade is given in the following table for the years 1935-37.
## TABLE VI

### EDUCATIONAL LEVEL OF ENROLLEES AT VARIOUS INTERVALS, FISCAL YEARS, 1935-37

<table>
<thead>
<tr>
<th>School Grade</th>
<th>1935</th>
<th>1936</th>
<th>1937</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July</td>
<td>October</td>
<td>January</td>
</tr>
<tr>
<td>Illiterate</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Elementary</td>
<td>23.9</td>
<td>28.5</td>
<td>28.4</td>
</tr>
<tr>
<td>High School</td>
<td>55.1</td>
<td>52.7</td>
<td>53.0</td>
</tr>
<tr>
<td>College</td>
<td>18.4</td>
<td>16.2</td>
<td>16.0</td>
</tr>
<tr>
<td>College Graduate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
The survey disclosed information for the year, 1935, as presented on Graph 1. These findings are considered very interesting since they exhibit data on approximately 500,000 enrollees. It was in August, 1935, that the greatest total of enrollees was mustered into the CCC service at one time. A better cross section of the country's educational standing could then be obtained. The high percentage of college graduates enrolled during that period was due to special authority in permitting a number of college graduates to enroll in the Corps in order to gain practical experience on job training and leadership. The relief status of these graduates was disregarded. These men became very satisfactory instructors in promoting the general educational program.
GRAPH I
EDUCATIONAL LEVEL OF 500,000
C.C.C. ENROLLEES FOR MAY 1935

(1) FIGURES APPROXIMATE
Graph 2 presented on page 72, indicates the fluctuation of enrollment in the CCC from the time of its inception. From this graph a picture can be gained as to the limited time members of the Corps have in which to obtain more than the rudiments of a fixed education. All efforts must be made to increase the enrollee's knowledge consistent with his maximum ability in the subject of his choice and in the limited length of time provided.
GRAPH #2
FLUCTUATION OF ENROLLMENT IN THE C.C.C.
The figures presented in Graph 1 are given in round numbers since the exact numbers were not readily available. The peak of enrollment was reached in August, 1935.

A more typical view of the educational status of the enrollees as it occurs in the Corps can be obtained from Graph 3, page 74. In this graph, the results of the lowering of the age limit to seventeen years can be seen. The age level has been lowered generally, and has shown its effect on the illiteracy problem.
GRAPH *3
EDUCATIONAL LEVEL OF 350,350 C.C.C. ENROLLEES
(LAST GRADE COMPLETED)
FOR JANUARY 18-23, 1937
Large numbers of the men are deficient in the basic tool subjects, such as reading, writing, arithmetic, spelling, and grammar. Instruction in illiteracy and the lower elementary subjects has been made semi-compulsory in many of the camps. Proper counsel and guidance have caused many of the enrollees to review these subjects in connection with their vocational or avocational activities. A large number of the enrollees desire to acquire an eighth-grade, high-school, or college diploma; and they participate in academic class activities for that reason.

A summary of the participation in academic courses by enrollees on the various educational levels is given for four selected months during the fiscal year, 1936-37, in Table VII.

### TABLE VII

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>July</th>
<th>October</th>
<th>January</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>87</td>
<td>89</td>
<td>96</td>
<td>90</td>
</tr>
<tr>
<td>Elementary</td>
<td>36</td>
<td>39</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>High School</td>
<td>31</td>
<td>35</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>College</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

By inspection it will be noticed that there was
greater participation during the winter months than at any other time of the year. Informal activities and recreational activities come in for their share of the general program. Many ambitious enrollees kept tenaciously at their studies until they achieved certificates or diplomas. The table herewith indicates the accomplishments of some of the more energetic and studious enrollees in the academic field.

**TABLE VIII**

**NUMBER OF ENROLLEES RECEIVING CERTIFICATES AND DIPLOMAS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fiscal Year 1936-1937</th>
<th>Total to Date June 30, 1937</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>5,321</td>
<td>6,706</td>
</tr>
<tr>
<td>High School</td>
<td>1,453</td>
<td>2,057</td>
</tr>
<tr>
<td>College</td>
<td>39</td>
<td>44</td>
</tr>
</tbody>
</table>

Thus thousands of American youths again took advantage of education after society regarded them as being through with studies in school. Some of these high-school diplomas were issued by the local schools which the enrollee formerly attended or by a nearby school where the enrollee was stationed in camp. College diplomas are not issued in the CCC camps but in cooperation with a local higher institution. It must be remembered also that all courses are not given in the camp but that many of them are given in night schools in nearby cities, some in day schools in nearby cities, and others.
by correspondence and extension courses.

Science subjects requiring the use of intricate apparatus are not given extensively to high-school and college students in the camps. The CCC camps have very little of such material with which to carry on studies. However, there is a wealth of material in the biological field.

It was the aim of the CCC program from the very beginning "to return men to their homes better qualified to compete in economic life and with greater understanding of themselves and their relationship to the things and people who make up the world around them." The enrollees in the CCC camps have been deprived of the full life and understand that jobs for the future are their supreme goals. They are interested in vocations which can be secured by short-cut methods, which are low in expense, and which will put them on an immediate payroll after leaving the Corps.

II. VOCATIONAL COURSES

Soon after the institution of the CCC, it was discovered that in order to rebuild youth, it was necessary to build him for a permanent job. To do this some kind of a

system of education had to be installed. As early as in May, 1933 (within two months after the inception of the CCC), the army established a system of vocational-education courses. This was a two-phase cooperative endeavor. It was a tying in of instruction on-the-job with instruction off-the-job, or in camp. The instruction covered such courses as blue prints, surveying, grading, pneumatic drills, tractors, auto mechanics, stone masonry, carpentry, et cetera. Although this type of instruction did not turn out experts in the vocations of their choice, it did make the enrollees practical men. It taught young inexperienced men how to work more efficiently. It instilled in them regular habits of work and of good sportsmanship, and it made them conservation conscious. This type of training is very important, since it has been discovered that 75 per cent of the enrollees had never had vocational training; that 90 per cent had never held a regular job; and that more than three-fourths of them had never thought seriously of a choice of occupation, of how to prepare themselves for a chosen field, or of definite plans for the future.

The need for and the appointment of educational advisers to enhance the educational program has been discussed in an earlier chapter of this study. Job training was the initial goal of the CCC, and this phase was left to the technical service superintendent and his foremen. A few months after the inception of the CCC, a need was seen
on the part of the enrollees for promoting the basic funda­
damentals of education. It was because of this requirement
that advisers were appointed and assigned to camps to en­
rich, to guide, to counsel, and to supervise academic edu­
cation.

In the spring of 1935, United States Commissioner
of Education, John W. Studebaker, appointed a committee of
seven men, each of whom had had years of experience in an­
alyzing occupations for teaching content, and in planning
lessons in vocational subjects. These men were brought
together in Washington, D. C., for a three-month period
ending June 30, 1935, to prepare manuals and instructional
outlines for educational advisers and instructors in CCC
camps in connection with the vocational education pro­
gram. These men served under the direction of Dr. J. C.
Wright, assistant commissioner of vocational education,
along with Dr. C. S. Marsh. During that short period, they
prepared the following series of outlines for use in the
CCC camps: (1) Agriculture; (2) Automobile Repairing; (3)
Automotive Electricity; (4) Carpentry; (5) Concrete Con­
struction; (6) Conservation of Natural Resources; (7) Cooking;

4 Vocational Series Number 1, Agriculture (Outline of
Instruction for Educational Advisers and Instructors in CCC
Camps), Office of Education, Department of Interior (Washington,
(8) Forestry; (9) House Wiring; (10) Masonry and Brick-laying; (11) Mechanical Drawing; (12) Photography; (13) Radio Servicing; (14) Soil Conservation; and (15) Plane Surveying.

Since 1935 many outlines have been printed and are being used in all camps in the various Corps areas. Most of the outlines have been compiled for Happy Days (official organ for the Civilian Conservation Corps), Washington, D.C., which distributes them on request to the camps for a nominal price. They not only cover the field of vocational subjects, but they cover academic and informal subjects as well. A partial list follows:

1. Machine Woodworking, Unit 1.
2. Concrete Work, Unit 1.
3. Cabinet Making, Unit 1.
4. Oxy-Acetylene Welding, Unit 1.
5. English, Unit 1.
6. Cooking, Unit 1.
7. Cooking, Unit 2.
8. Cooking, Unit 3.
10. Cooking, Unit 5.
11. Electricity, Unit 1.
12. Electricity, Unit 2.
13. Clerical, Unit 1.
14. Clerical, Unit 2.
15. Auto Mechanics, Unit 1.
16. Auto Mechanics, Unit 2.
17. Auto Driving, Unit 1.
18. Auto Driving, Unit 2.
19. Tools, Unit 1.
20. Tools, Unit 2.

5 Ibid., p. vi.
21. Landscaping, Unit 1.  27. Swimming, Unit 1.
22. Landscaping, Unit 2.  28. Swimming, Unit 2.
25. Mathematics, Unit 2.  31. Foreman and Leader Training, Unit 2.

All these training units are definitely on a practical basis. They are complete and are easily understood by both the instructor and the enrollees. The instructor does not need to be a college-trained man to follow the instructions contained therein.

Effort has been made since 1935 to divide the training somewhat equally between academic and vocational courses. This was a difficult task due to the fact that enrollees were more interested in future vocational work rather than in future academic work. The leaning always has been slightly toward vocational work. The following table indicates the large number of enrollees taking vocational courses representing more than 50 per cent of the courses given in CCC camps:
### TABLE IX

**ENROLLMENT IN VOCATIONAL COURSES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number Enrolled</th>
<th>Date</th>
<th>Number Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, 1935</td>
<td>120,000*</td>
<td>July, 1936</td>
<td>129,603</td>
</tr>
<tr>
<td>October, 1935</td>
<td>162,393</td>
<td>October, 1936</td>
<td>130,650</td>
</tr>
<tr>
<td>January, 1936</td>
<td>229,146</td>
<td>January, 1937</td>
<td>142,849</td>
</tr>
<tr>
<td>April, 1936</td>
<td>206,962</td>
<td>June, 1937</td>
<td>115,331</td>
</tr>
<tr>
<td>June, 1936</td>
<td>215,642</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Estimated) No exact data available prior to July, 1935.

The decrease in participation in vocational courses for the month of June is noticeable, since enrollment is always down at the end of the fiscal year. The high numbers in 1936 resulted from the increased enrollment strength in general. The average per cent of attendance for the entire period was approximately 41 per cent.

It was estimated that in 1936 approximately 40 per cent of CCC enrollees were from rural communities and in all probability the larger proportion would engage in farming as their life work. This percentage was somewhat less for the year, 1936-37, due to temporary relief for additional quota of enrollees in drought areas for that year, and the general increase of CCC enrollment to the 500,000 limit.

Agricultural education was stressed especially during the spring of 1936. The interest and cooperation of the
Department of Agriculture's Extension Service as well as the completion of suggestions for establishing or improving courses already in progress were offered to the camps. At the end of the year, about one-half of the camps were offering agricultural courses. Oxley makes this statement with reference to agricultural education in the CCC:

Projects vary from truck farming in New England to bee culture in Georgia; from poultry farms in Missouri to cultivation of fruits in California . . . . 46 per cent of the enrollees are from farms.

In September 1935, less than 9 per cent of the camps were offering agricultural courses; by June 1936 it had risen to 45 per cent. In September 1935, less than 1 per cent were studying agriculture. In June 1936, 9 per cent were pursuing agricultural studies. In 1935, most agricultural courses were taught academically. In June 1936, one-third of the camps had established small projects.

During the six months period ending December 31, 1936, the camps carried on 1,194 agricultural courses with 20,000 men enrolled. During the same period the companies were maintaining farm projects in which 10,300 men were enrolled.6

The methods of procedure in the instruction varied with localities, with interests of enrollees, with their possible future situations, and with the wishes of the instructors. Again, quoting from Director Oxley:

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The most popular courses were truck farming, gardening, landscape gardening, soil conservation, poultry raising, and animal husbandry. Project methods were tried on landscape gardening, vegetable gardens, poultry farms, bee culture, clubs, hog raising, field crops, fruit growing, and marketing. Field trips were taken to study beef and dairy cattle, horses, hogs, poultry, crop rotation, vegetable gardening, wheat and corn production, farm management, farm mechanics, and marketing.7

The most adaptable camps for carrying on agricultural projects are the Soil Conservation Camps. They lend themselves to greater availability because of the soil types, tools, stimulation of projects in general, irrigation where and when required, and climatic conditions.

Interest in this type of vocational training has not only been displayed by the camp officials, but also by a number of other groups. This interest has gained great recognition for the agricultural activities in the CCC camps. These groups include the vocational agricultural teachers, county farm agents, local farmers, state departments of education and agriculture, Extension Division of the Office of United States Department of Agriculture, and the Agricultural Education Division of the Office of Education. There are abundant opportunities yet unexplored for the development of part-time training in agriculture in the CCC camps.

7 Ibid., p. 235.
The camp officials will do well to contact all agricultural agencies and to try to enlist their services through cooperative systems.

A consolidation of the vocational courses listed in the camp reports for November, 1936, as a typical month, indicates the general trend of the types of vocation usually desired in the CCC camps. They rank in the following order: (1) office practice; (2) mechanics; (3) journalism; (4) carpentry and woodwork; (5) art; (6) cooking and baking; (7) forestry; (8) photography; (9) accounting; and (10) truck driving. Agriculture ranked fourteenth in the report. That subject should receive commendation in view of the present depression.

The report for 1937 shows that:

Of the 1,900 camps, 60 per cent now have schoolhouses, and 77 per cent have constructed and equipped vocational training shops. These schoolhouses and shops range from 10 x 10 cubicles to large buildings with several thousand square feet of floor space. Equipment in some camps consists only of a few hand-made knives used for wood carving; in others there are elaborate power tools and other facilities. Thirty-nine per cent of the camps have schoolhouses with more than a thousand square feet of floor space and 9 per cent have shops of this size. In the average school building there are four small classrooms. Seventy per cent of the camps have a separate room for library and 83 per cent have a separate room for reading. The total value of the shop tools and equipment is estimated at $260,000 . . . . It is reported that 76 per
cent of the camps have adequate lighting facili-
ties for classrooms and shops.8

III. JOB TRAINING

Job training is what the name implies--training-on-
the-job. The enrollees are taught the theory of the job
to be performed, why it is necessary to do the work, and
how each individual job is related to the finished product.
Much of this training is augmented by organized class in-
struction other than that offered during the work period.
It is taught by the same instructors, and is taught in
more minute details than can be given on the job.

Since reports indicate that 90 per cent of the new
enrollees have had little if any previous vocational training
or work experience such as they come in contact with in the
Corps, camp officials and foremen have had to train the men
to do the work assigned them. Starting from scratch on
April 5, 1933, the CCC was established so rapidly that
by July 4, 1933, nearly 1,400 camps had been established
with an enrollment of nearly 300,000 young men and war
veterans. It became quite apparent that a quick and

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8 Annual Report of the Secretary of the Interior
for the Fiscal Year Ending June 30, 1937 (Administration
and Supervisory Activities CCC Educational Program), pp.
283-8.
efficient training system had to be established. Training on the job during work hours, therefore, has become an important activity of the army officers and technical officials alike. The army needed typists, stenographers, office clerks, mess sergeants, post exchange and supply clerks, auto mechanics, truck drivers, plumbers, carpenters, and electricians. On the work projects, the technical services needed men for sixty or more different major work activities such as road construction, forest culture, landscape improvement, dam construction, surveying, bridge construction, limestone and quarry work, power line construction, and public grounds development. Many of these jobs were complicated and difficult. By working and training every day, the enrollees gradually became more proficient in their work, and the training became a part of their future.

Job training as it functions in the CCC has a triple purpose: (1) It trains the enrollee to do well the job to which he is assigned; (2) The enrollee is given practical training so that he becomes more experienced and more employable, and is fitted to take a job, often skilled, after leaving the CCC camp; and (3) Technical supervisors, acting as instructors, add considerably to their own knowledge and actually become more efficient
instructors. The job instruction, when broken down, may be divided into 300 or more distinct occupations. Many of these types of jobs are receiving dual instruction—instruction-on-the-job and instruction-off-the-job. Some of the off-the-job instruction deals with related subjects and is considered a leisure-time activity.

A four-step method has been used to systematize this type of training, namely: (1) preparation; (2) presentation; (3) application; and (4) testing. These four phases are carried out as long as the regular sequence does not hamper the work schedule. Flexible procedures have been devised to meet the particular needs of enrollees under varied circumstances. There was a slight trend in the change of job instruction after July, 1936. Prior to that time organized instruction, as such, was given only during leisure time. Since July, 1936, however, the standards have been changed and the current standards are: (1) An analysis approved by a supervisory official shall be made of each job; (2) a definite amount of time shall be given to instruction on the work project; and (3) Each job reported should be properly correlated with instruction in vocational subjects related to the job after work hours. The last mentioned is technically under the supervision of the educational adviser, and it relates to such subjects as forestry, general conservation, mathematics, and theoretical phases.
of job performance such as can be taught in organized classes.

The following table indicates the growth of systematized instruction from the early period of the CCC program to the end of the fiscal year, June 30, 1937.

TABLE X

SYSTEMATIZED TRAINING ON-THE-JOB, FEBRUARY, 1934, TO JUNE 30, 1937

<table>
<thead>
<tr>
<th>Date</th>
<th>Number Taking Instruction</th>
<th>Date</th>
<th>Number Taking Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>February, 1934</td>
<td>70,400*</td>
<td>July, 1936</td>
<td>176,130</td>
</tr>
<tr>
<td>May, 1935</td>
<td>100,293</td>
<td>October, 1936</td>
<td>149,379</td>
</tr>
<tr>
<td>September, 1935</td>
<td>178,411</td>
<td>January, 1936</td>
<td>163,958</td>
</tr>
<tr>
<td>October, 1935</td>
<td>188,783</td>
<td>June, 1937</td>
<td>137,398</td>
</tr>
</tbody>
</table>

*Approximate

The general trend has gone steadily upward except during months in which enrollments terminate. No valid reports of on-the-job instruction were kept prior to May, 1935. After that date such reports became a part of the educational records.

The keeping of these important statistics is a great aid to the organization in determining the worthwhileness of the educational program. Fechner said that, all in all, since April, 1933, more than 400,000 enrollees had left the Corps
to accept private employment; many of them left prior to the termination of their enrollment. There is little doubt of the value of job training and of its effect on employability of the enrollee.

Assistant Director S. M. Ransopher, CCC Camp Education, Office of Education, illustrates the method of procedure in systematic instruction on-the-job in a pamphlet to CCC educational officials. This pamphlet shows the need for orderly, systematic instruction on-the-job, how to organize instruction on-the-job, and steps in making a job analysis. In the latter he suggests these steps:


2. At a meeting of the instructing staff, the Adviser will explain the need and use of the job analysis and go over plans for making same. He will show how this analysis helps the foreman in his job. (See Chapters Four and Five, *The Instructor, The Man, and The Job*.)

3. The Adviser will explain the different classes of jobs (production, service, and technical) and show how classifying aids the instructor in making a job analysis.

4. Continue the process of classifying other jobs as Allen classifies trade knowledge as shown in the outline, page 45, *The Instructor, The Man, and The Job*.

5. Make a record of these operations on 3" x 5" cards, putting one operation on each card.

6. Each member of the group will use from 150 to 1,000 cards, varying with the vocation.
7. Sort the cards into two groups, one containing all the operations taught on the work job, and the other containing all the operations which can be taught after work hours.

8. Sort the cards in each group so that the easiest things to learn come first and the hardest things to learn are at the end of the list.

9. Make a typewritten, numbered list of all operations.

10. Instructors may then select the cards applying to their work for any given day.

IV. AVOCATIONAL TRAINING

One of the primary purposes of the CCC program is to promote avocational and leisure-time training. Someone has said that life in a CCC camp begins at 4:30 P.M., after the boys have completed their eight hours of work on-the-job. They have many diversions to attract their attention between that time and 10:00 P.M., which is the time set for retiring. They are not compelled to participate in the educational program except as they desire. But there is the recreational program which occupies the minds and bodies of many of the alert enrollees. It is one of the ways to "preserve and strengthen good habits

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9 S. M. Ransopher, Assistant Director, CCC Camp Education, Office of Education, Pamphlet, October 15, 1936, Number 120807.
of health and of mental development."

Immediately upon the establishment of the camps in April, 1933, an officer in the camp was designated as welfare officer; and still later, when educational advisers were assigned to camps in January, 1934, some of them were placed in charge of the recreational program. They supervised the purchase of equipment, provided schedules, selected competitors, organized new types of informal activities, and laid out grounds or buildings when such facilities were needed.

Athletics have been well developed in all CCC camps. There is a great variety of games. Inter-camp and inter-district competition is very keen and well organized. Competitive games are played with civilian organizations. Among the most prominent events are: football, baseball, swimming, basketball, boxing, hunting, ping-pong, pool, and golf, in the order named. More than 75 per cent of the enrollees participate in some form of athletic activity. More than thirty types of activity in athletics are known to exist in the camps.

One of the outstanding features of the educational program in the CCC is the informal type of education. It is a combination of training the body and mind. These informal activities are classified under arts and crafts,
dramatics, music, camp newspapers, and miscellaneous. During the fiscal year, 1936-37, 22 per cent of the enrollees were engaged in these various forms of activity. The most popular of these were arts and crafts with 32,187 men enrolled in more than 100 different types of craft work, such as woodworking, leather work, metal work, painting and drawing, airplane and ship modeling, photography, basketry, weaving, rug making, and even violin making. The extent of participation in the various informal activities is given in the table for the end of the fiscal year, 1936-37, when complete data were kept on informal activities.

TABLE XI
ENROLLEE PARTICIPATION IN INFORMAL ACTIVITIES,
FISCAL YEAR, 1936-37

<table>
<thead>
<tr>
<th>Item</th>
<th>Number Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Crafts</td>
<td>29,160</td>
</tr>
<tr>
<td>Dramatics</td>
<td>7,864</td>
</tr>
<tr>
<td>Music</td>
<td>24,669</td>
</tr>
<tr>
<td>Total</td>
<td>61,693</td>
</tr>
<tr>
<td>Per Cent Participating</td>
<td>22.0</td>
</tr>
</tbody>
</table>

In the field of music in which 24,669 enrollees participated, activities ranged from courses in the theory of music appreciation and composition to instruction in vocal and instrumental music and the development of bands,
orchestras, glee clubs, and quartets.

All forms of dramatics were included at amateur nights in camps. In June, 1937, there were 7,864 enrollees listed as participating in dramatic programs. These courses included public speaking, radio broadcasting, pageants, play writing, tap dancing, minstrels, and play presentation. In January, 1936, there were 978 dramatic organizations. In the winter of 1937 many radio operators trained in the camps participated in the flood relief work of the Mississippi and its tributaries.

Educational progress in the CCC is, according to R. R. Benson:

A two fold guidance program; vocational and proper use of leisure time covers the purposes of this educational movement. Whether that leisure be devoted to scholastic effort, improvement in manual skills, recreational reading consecration of hobbies, or in personal contacts... seems immaterial.10

In the beginning the morale and intellectual outlook in the camps were discouraging because of the improper use of leisure time. Gradually, interest was displayed in leather, beadwork, modeling metal craft, plastic masks, block printing, sketching, chip carving, et cetera.

From metal the enrollees made letter openers, ash trays, bracelets, rings, bookends, athletic trophies, and lamps. From leather, they made pocketbooks, keyholders, book covers, and moccasins. Diamond willows were used to make canes, hat racks, and lamp stands. Where clay was available, it was used for ceramics. Rustic furniture and creative material for stage settings could be found in the making, especially in veteran camps. Through these activities, even before the educational program was fully developed, means of self-expression found its way, and the morale and spirit of members of the CCC were elevated. In a survey made in October, 1935, it was discovered that 85,518 men were engaged in 4,250 groups of hobbycraft. Almost as many hobbies could be listed in the CCC as there were vocations. In September, 1934, there were 4,471 hobby courses, and in October, 1935, there were 13,611 courses. This increase indicated a dire need for a well-developed and systematized educational program.

The national organ of the CCC is the publication known as **Happy Days**. It is an independent national newspaper, published every Saturday at Washington, D. C., in the interest of the CCC. It is neither financed nor circumscribed by governmental dictation. Subscriptions are paid out of company funds. Its last anniversary issue
reached 100,000 copies. Subscriptions are sold not only to camps but also to civil organizations. District papers covering news items pertinent to the district are put out at District Headquarters. There are approximately seventy-five district papers which usually are issued monthly. Extended from this are the camp newspapers. The number issued varies greatly from month to month because of lack of interest, because of discontinuation of and establishment of camps, and because of the movement of camps from one area to another. Some of the camp newspapers are printed, but most of them are mimeographed. They are issued daily, semi-weekly, weekly, semi-monthly, and monthly, according to the taste of a particular camp personnel. Distribution is usually free. Training of staff members generally is conducted in connection with CCC camp journalism classes as a part of the educational program. The general activity is similar to that of the modern commercial newspaper except that it is smaller in size and is a non-profit organization. It is not compulsory for a company to promote a camp newspaper and many companies do not attempt it. By February, 1935, 836 camps had established their own newspapers. The number of camps was increased to approximately 1,000 in November, 1935; thence to 1,651 in February, 1936. The number of camps remained stable until February, 1937, when 1,664 camps were still publishing
their own newspapers. The number of camps began to diminish after that, and, as a result, there were not so many newspapers. The table which follows shows the number and percentage of camps publishing a newspaper during the first four years of CCC existence.

### TABLE XII

**NUMBER OF CAMPS PUBLISHING NEWSPAPER, FEBRUARY, 1935, TO JUNE 30, 1937**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Camps</th>
<th>CAMPS PUBLISHING NEWSPAPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td></td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>February, 1935</td>
<td>1,468</td>
<td>836</td>
</tr>
<tr>
<td>February, 1936</td>
<td>2,158</td>
<td>1,651</td>
</tr>
<tr>
<td>February, 1937</td>
<td>2,084</td>
<td>1,664</td>
</tr>
<tr>
<td>June, 1937</td>
<td>1,900</td>
<td>1,558</td>
</tr>
</tbody>
</table>

Although the number of camps diminished, it can readily be seen that the percentage continued to rise in the publishing of camp newspapers.

### V. RELIGION

Paragraph 161, War Department CCC Regulations, clearly states that Corps area commanders are responsible for all religious activities pertaining to the CCC within their own areas. It further permits the use of one chaplain for approximately eight camps within the
area. Since the War Department provides religious facilities for enrollees, the men in the camps have had the opportunity of receiving religious attention and guidance from representatives of the churches of their preference from the very beginning of the ECW. Enrollees are transported to nearby towns and cities to attend churches of their denominations, or if the towns are too remote, clergymen are invited to camps for services. Clergymen extend the most cordial welcome to the young men of the Corps to attend their churches and to participate in local social affairs. The morale of the CCC is maintained and even elevated because of the activities of chaplains and clergymen. No discrimination is made as to whether the clergyman is Protestant, Catholic, or Jew.

Records indicate that by June, 1935, there were 247 chaplains and 200 clergymen operating under the direction of the Chief of Chaplains. By June 30, 1936, the number of chaplains was increased to 338. Further light on the religious activities may be gained from the following table:

**TABLE XIII**

**ATTENDANCE OF RELIGIOUS SERVICES BY CCC MEMBERS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number in Attendance</th>
<th>Number of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of 1934</td>
<td>3,740,770</td>
<td>65,533</td>
</tr>
<tr>
<td>Year of 1935</td>
<td>6,761,596</td>
<td>110,423</td>
</tr>
<tr>
<td>Year of 1936</td>
<td>11,156,568</td>
<td>178,315</td>
</tr>
</tbody>
</table>
During the fiscal year, 1935, 69,600 Testaments, received from the American Bible Association, were sent out from the Office of Chief of Chaplains, United States Army, for distribution to Protestant enrollees. In addition several hundred thousand leaflets were sent to the various CCC camps for distribution. For the same fiscal year the average monthly services were above six, with an average attendance of 62.5.

VI. FIRST AID, SAFETY, AND HEALTH

Safety precaution is one of the primary functions of the CCC. The enrollees work with dangerous tools. Often their work is a great distance from stations where medical treatment can be had. It is, therefore, important that enrollees should be taught to be self-reliant. Instruction in first aid is taught every enrollee when he arrives in camp; later, organized class work continues this safety program for the enrollee. Here he is taught the fundamentals of emergency treatment for wounds, snake-bite, sunstroke, near-drowning, sprains, and other emergency ailments of a temporary nature. He is taught how to make temporary splints, how to make and apply a tourniquet, and how to resuscitate a drowning person. It is compulsory for all rated men and technical men to be qualified
in first aid administration. First aid certificates are granted to qualified members upon the completion of the course under a qualified instructor. In the table which follows is found the number of certificates granted by the American Red Cross, under whose auspices the first aid courses are carried out.

TABLE XIV

FIRST AID CERTIFICATES GRANTED TO CCC PERSONNEL
BY THE AMERICAN RED CROSS

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Certificates Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 5, 1933-June 30, 1935</td>
<td>64,268</td>
</tr>
<tr>
<td>Fiscal year ending June 30, 1936</td>
<td>44,814</td>
</tr>
<tr>
<td>Fiscal year ending June 30, 1937</td>
<td>48,638</td>
</tr>
<tr>
<td>Total</td>
<td>157,720</td>
</tr>
</tbody>
</table>

The CCC program for conducting classes in first aid is not the responsibility of the Red Cross organization, but of the qualified camp personnel who hold certificates as First Aid Instructors. However, the certificates are issued by the Red Cross organization upon recommendation by the qualified instructor. The course usually covers a four-month period of textbook instruction and practical demonstration.

Life Saving Certificates are granted in a similar
manner. Activities in life saving were begun during the year, 1934. The following table indicates the number of certificates granted in the various classifications for the Midwestern Branch.
### TABLE XV

LIFE SAVING CERTIFICATES AND CLASSIFICATION
(MIDWESTERN AREA)

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginners</th>
<th>Swimmers</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31, 1935</td>
<td>81</td>
<td>53</td>
<td>20</td>
<td>966</td>
<td>212</td>
</tr>
<tr>
<td>December 31, 1935</td>
<td>207</td>
<td>170</td>
<td>36</td>
<td>1,078</td>
<td>217</td>
</tr>
<tr>
<td>December 31, 1936</td>
<td>244</td>
<td>238</td>
<td>39</td>
<td>1,137</td>
<td>251</td>
</tr>
<tr>
<td>June 30, 1937</td>
<td>261</td>
<td>255</td>
<td>42</td>
<td>1,146</td>
<td>252</td>
</tr>
</tbody>
</table>
Of the 251 examiners' certificates issued December 31, 1936, forty-three were reappointments. Of the 252 examiners' certificates issued June 30, 1937, seventy-two were reappointments. During the summer season when swimming is permissible, two members from each camp are sent to an aquatic school for a period of two weeks. They become swimming and life saving instructors upon their return to camp if they complete the course satisfactorily. Only new members, who do not hold such certificates, are sent to the aquatic schools. This allows for more enrollees to become qualified in the course of time.

Indians are included in the course of first aid and life saving instruction. At the end of the fiscal year of June 30, 1937, first aid certificates had been issued to 884 Indians.

The safety programs are a part of the educational training of the CCC. A safety engineer is located in the Office of Education, Washington, D. C. He works in cooperation with the general educational network. Representatives with safety functions are located in the regional offices. A safety assistant, who is usually a foreman, is appointed by the camp superintendent.

Safety meetings are held weekly for the entire company. At these meetings, some of the hazards and
precautions are vividly brought before the enrollees. Some of the points emphatically stressed follow: (1) riding in trucks; (2) handling of tools; (3) driving autos; (4) horseplay; (5) blasting; (6) care of eyes; (7) falling objects; (8) swimming; (9) poison plants; (10) snake bites; and (11) other first aid measures.

Training in safety-conscious instruction begins with the induction of the enrollees into the service of the CCC and is emphasized later in instruction which is given in the mess hall. During the orientation period the enrollees are taught by members of the camp safety committee. This teaching includes the prevention of accidents, instruction in crew safety, precaution in heavy equipment operation, first steps in first aid, use of bulletin board posters and charts, display of War Department CCC regulations with regard to safety, and the proper handling of tools. The responsibility of the Camp Safety Committee is summed up in the following paragraph:

Each camp will have a safety committee composed of the company commander (chairman), the project superintendent, and the medical officer, for the purpose of determining the safety program to govern within that unit. The camp superintendent will be responsible for the execution of its provisions and all safety measures while the men are engaged on the technical work; the company commander will be responsible at all other times. The routine reports required will be submitted by the company commander through Corps area headquarters.

Disciplinary action with regards to enrollees
taken in connection with the safety program remain the functional duty of the company commander. 11

In some camps an additional technical service safety committee is appointed by the project superintendent with the safety assistant to the superintendent as chairman, and two other members alternately selected from the technical staff of supervisors or foremen. Safety-conscious training does not only reduce hazards of life but it also contributes greatly to health and to society; and, besides, it has vast economic values. The leadership and interest displayed by technical men and other enrollee personnel leaders have their effect on the subconscious training of the mind of the enrollees. The rate of deaths, losses, and permanent injuries has been considerably reduced since increased effort has been made to foster safety-regulation rules more closely.

All technical service men, all leaders and assistant leaders (enrollee personnel), all truck and tractor drivers, dynamiters, and men in charge of hazardous construction must have first aid certificates and must participate in any safety group meetings called by responsible officers.

CHAPTER V

THE CAMP ADVISORY SYSTEM AT WORK

I. THE ADVISER

The educational system in the CCC camp is a cooperative organization under the immediate direction of the camp's educational adviser. The machinery for the program is more or less directed by the Camp Educational Committee. It is practically an independent unit except for some of its administrative functions which must be carried on under the direction of higher authorities. The task of supervising and conducting such an organization is a challenge for a newer type of education. Experience as a school administrator, supervisor, or teacher is of paramount importance in qualifying an individual for such a difficult task. Business or industrial experience will aid greatly in making the adviser's position more secure and successful.

The War Department CCC Regulations make the following provisions as to the status of the camp educational adviser:

Under the direction of the camp commander, the educational adviser will be in general charge of the educational program in each camp, and will be responsible for the following duties:

(1). To have general supervision of the
To develop an educational program suited to the needs and interests of the men in his camp.

To secure supplementary educational facilities from schools, colleges, and other organizations available to the camp.

To supervise the work of the assistant leader for education.

To recommend to the camp commander opportunities for co-ordinating the educational program with the work and recreational programs of the enrolled men.

To advise and counsel with the enrolled men on their educational program as well as their future vocational adjustment.

There are no special qualifications set forth by the Office of Education for the selection of the camp educational adviser. However, careful consideration is given to a variety of attributes the applicant may possess. The unique position calls for a heterogeneous group of requirements to insure his success in that position. A list of requirements which the applicant should possess as a basis for selection in the Ninth Corps Area is given herewith:

1. Sufficient maturity for breadth of experience and background; and youth for elasticity.

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and vivacity; and age between 35-40.

2. Preparation carrying him to a Master's degree.

3. Abundant courses in modern teaching procedure.

4. A background in both training and practical experience that is vocational.

5. Successful teaching experience with emphasis upon administration and teaching training.


7. Special qualification in athletics, music, dramatics, public speaking, writing, or art, provided that preparation and interest of candidate is not narrowed down to one of these interests.


9. Experience in guidance and personnel work.

10. Experience in camp life.

11. Experience such as that of Boy Scout Leader, or Y. M. C. A. Secretary.

12. Evidence of active community service and an attitude toward a position as an opportunity to serve rather than "just another job."  

All of the above requirements are not necessarily required, but a goodly number of them seem advisable.

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Table XVI gives the types of camp educational advisers who began work in the CCC camps in 1934, as compiled by the Office of Education.

**TABLE XVI**

AGE AND EXPERIENCE OF CAMP EDUCATIONAL ADVISERS, CCC, FOR 1934 (ALL NINE CORPS AREAS)

<table>
<thead>
<tr>
<th>Range in Age</th>
<th>22 to above 55 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>33 years</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>58 per cent</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>31 per cent</td>
</tr>
<tr>
<td>Doctor's Degree</td>
<td>3 per cent</td>
</tr>
<tr>
<td>No Degree</td>
<td>8 per cent</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>78 per cent</td>
</tr>
<tr>
<td>Median</td>
<td>7 years</td>
</tr>
<tr>
<td>Experience in School Administration</td>
<td>32 per cent</td>
</tr>
<tr>
<td>Median</td>
<td>7 years</td>
</tr>
<tr>
<td>Professional or Business Experience</td>
<td>53 per cent</td>
</tr>
<tr>
<td>Median</td>
<td>3 years</td>
</tr>
<tr>
<td>College Teaching</td>
<td>15 per cent</td>
</tr>
<tr>
<td>Teacher's Certificate</td>
<td>76 per cent</td>
</tr>
<tr>
<td>Coaching</td>
<td>69 per cent</td>
</tr>
<tr>
<td>Counseling</td>
<td>53 per cent</td>
</tr>
<tr>
<td>Published Articles</td>
<td>28 per cent</td>
</tr>
</tbody>
</table>

During the year, 1935-1936, 1,321 advisers were appointed. A study of the personnel records of these men shows that all had had no less than four years of college work; 74 per cent had Bachelor's degrees; 23 per cent had Master's degrees; and 3 per cent had Doctor's degrees. Over half of them had majored in education and the social sciences during their college years. Approximately 60 per
cent had previous experience in teaching, and 12 per cent had had administrative school work. About 40 per cent had had business and industrial experience.

The duties and responsibilities of the camp educational adviser were more clearly defined for the fiscal year, 1935, than for the previous year. These may be classified under twelve major headings: (1) study and investigation; (2) counseling, guidance, and placement; (3) cooperative planning; (4) promotion of new educational activities; (5) administration of the program; (6) teacher and leader training; (7) improving physical equipment; (8) teaching enrollees; (9) maintaining community contacts; (10) promotion of recreational activities; (11) paper work; and (12) miscellaneous (special duties assigned by camp commanders). As a member of the educational committee it is the adviser who develops and brings before the committee the educational program in all its phases during the work hours and the leisure time of the enrollees.

The adviser's duty begins with the enrollees upon their arrival in camp. The success of the camp educational program depends primarily upon the effectiveness of the camp adviser's work in counseling and guidance. The first duty of the adviser in this respect is to interview the
enrollees upon their arrival in the camp. Enrollees having common interests are then organized into groups for work under competent leaders. Those requiring individual treatment receive personal attention from competent members of the Corps. Class organization then follows the enrollees' indicated interests.

The camp adviser's cultural growth must keep abreast of educational trends. He must continue his reading and studying, and he must attend district and Corps conferences with a definite purpose to gain something from them. It is to his advantage to properly note suggestions contained in Corps area and district bulletins which will improve his program. He should become a member of a teacher's association or an educational organization which will help him extend his contacts with current movements. When feasible the adviser would do well to attend conferences occasionally at colleges or universities for a period of two or three days. Short courses vary in the fields of counseling and guidance, educational administration, curricular activities, job analysis, vocational education, teacher forums, leadership training, philosophy of adult education, and recreation.

II. ASSISTANT-CAMP-EDUCATIONAL ADVISER

Provisions are made by the War Department CCC
Regulations, that:

One enrollee will be selected upon recommendation of the camp educational adviser as assistant camp educational adviser with the rating of assistant leader and will assist the camp educational adviser in the promotion and development of the camp educational program. He will give his entire time to the performance of his educational duties.  

There are no regulations laid down for the selection of the assistant educational adviser. His choice depends on the decision of the educational adviser with the assent of the company commander. Some assets which will aid in the selection and retention of the assistant educational adviser are: (1) He must be a willing worker; (2) He must have initiative and must be willing to assume responsibility; (3) He must have a pleasing personality; (4) He must be interested in the program; (5) He must be intelligent; (6) He must be able to get along with enrollees; (7) He must be dependable; (8) He must have aptitude for work; (9) He must be a fairly good instructor; (10) He must have good character; (11) He must have acceptable standards of speech; (12) He must command respect of enrollees and other camp personnel; (13) He must be

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cooperative; and (14) He must not be a clock watcher.

III. THE EQUIPMENT

There has been an enormous growth in the physical educational equipment in the CCC camps since its beginning. However, serious attention must be given to the fact that all field, forest, and stream equipment has been a physical laboratory for the average enrollee. The on-the-job training is closely related to the manipulation of this display of machinery and tools. The technical services look with favor upon the opportunity of assisting enrollees to make the greatest use of material for instructional purposes. The shops are equipped with the best of mechanical tools, hand tools, blacksmithing methods, electrical and oxy-acetelene welding, and parts for replacement.

Some tools and equipment are available in all camps for instructional purposes. In some camps there is a more elaborate display of tools than in others. In a survey made at the end of the fiscal year of 1937, it was discovered that 1,148, or 60 per cent, of the camps had their own schoolhouses; 746, or 39 per cent, had 1,000 square feet or more classroom space, with an average of 4.6 classrooms; 1,460, or 77 per cent, had shops used for instructional purposes, with some having as much as 1,000 square
feet of shop space; 1,326, or 70 per cent, had a special room for the library; 1,571, or 83 per cent, had reading rooms, 972, or 51 per cent, had film projectors, of which number, 690 were owned by the camps; the number of books in the libraries totaled 1,555,477.

Since June, 1937, the required floor space has been greatly increased for shops and classrooms. There is no standard plan or blueprint on the new educational buildings which will be erected in the CCC camps. This standardization is not considered desirable by officials because of the wide variety of climatic and geographic conditions encountered, the cost of material, and the varying needs in the different camps. A minimum, however, has been set for the total floor space to be not less than 1,000 square feet. Many of the newer buildings are twenty by eighty feet portables. Considerable machinery has been installed for woodworking, metal working, and hobbycraft, operated either by generator sets or electric power lines.

The use of equipment is not limited to those within the camps. Many high schools, colleges, and universities opened the doors of their shops for enrollee training, either under the direction of their own instructors or under the supervision of camp instructors. In some cases this service was free and in others a nominal charge was
made. Field trips and tours were arranged so as to enlighten the enrollee's knowledge and breadth of life.

IV. DEVICES

For camp flexibility there must be books, equipment, and opportunity available, or the entire program will be a laissez faire method. Men like to have their accomplishments evaluated—something to show. The CCC attempts to take this maturing mind and to develop it while it is yet alert and pliable. Members of the CCC are students by natural inclination and can be properly developed under able leadership. The general shift of ratio of brain workers to manual workers which began in 1920 is still continuing.

V. CLASSROOM PROCEDURE

Usual classroom instruction is practiced as little as possible in the CCC camp. Individual instruction prevails to a large extent. The project method is preferred wherever it is possible to promote it. Types of labor performed by the enrollees, the large percentage of turnover, the desire for quick return—all lend themselves to a vocationalized project method of training. One of the fundamental reasons for the establishment of the CCC was
to make the enrollee more employable upon leaving the Corps. There is no better way of carrying out this desire than to train the individual enrollee through the process of project education. Large sums are spent for equipment, materials, and construction of school buildings and shops to make this training system an utilitarian possibility. It gives the young man practical experience and confidence. Studebaker says that the response of the boys is one of the most heartening and thrilling experiences in the history of American education. Many of the camps are remote from any type of educational center. Where this is true, many kinds of actual experience must be supplemented by other means. In this respect the motion pictures and lantern slides have been of great value.

Not only have project methods of teaching been utilized on-the-job, but they have been invaluable in leisure-time activities. Most of the camps are humming from running machinery or noises produced with hand tools. On the average, about 100 dollars per camp per year is spent for enlargement of camp equipment and devices for teaching purposes.

Just as in the ordinary schoolroom, arrangement must be made for class hours. Facilities for classes are limited with reference to space. The on-the-job training
can be easily arranged for, since instruction is individualistic or is given during time-out period. Shop training is given where material and equipment is available. Academic classes and miscellaneous classes must be held in small rooms over the camp area. Most of these classes are held in camp barracks, which have been set aside or have been arranged with classrooms and have been called schoolhouses. About 75 per cent of the camps have some kind of classrooms especially designed for instructional purposes. Usually a portion of the library is used for some class work. Moving pictures and lantern slides are shown in the mess halls, since classrooms will not permit the assembling of large groups.

Classes assemble on notification by bugle, bell, whistle, or public address system. Schedules are posted on the various bulletin boards in camp. The instructors see that material is available, and that class roll is taken at the appointed time. Most classes meet for one or two periods per week for a duration of one hour (forty-five minutes). A few classes, such as wood shop, hobby-craft, metal work, first aid, swimming, welding, auto mechanics, and the like, meet for a much longer period. Week ends are left as free periods for relaxation. Enrollees register for classes but are not compelled
to attend except as required in such subjects as cooking, first aid, auto mechanics, swimming, and baking. Complete records are kept of all attendance and progress. A progress chart is posted and marked daily to denote the enrollee's activities. The socialized recitation method is invariably advocated to replace the lecture method of instruction. Every effort is made to allow the enrollee an opportunity for self expression. Sellers proposes the proper technique when he says that there is no uniform procedure, but that there are a few principles that should be observed. The instructor should be a good listener and should encourage the men to talk as much as possible.

There is much of permanent consequence that can be taught in the CCC by various types of visual aids. Visual aids can be used informally and yet will fit properly into almost any part of the camp's educational program. For camps which are isolated from civilization there is no better substitute to supplement a sorely-needed training than the use of moving pictures, lantern slides, or posters. These methods of instruction are economical, also. Much of the material and films can be acquired free of charge

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from the various Departments at Washington, or at a reason-able rental fee from other sources. Many large cor-
porations are eager to forward material to the camps to aid in instruction. One must be careful that advertising material is not too greatly encouraged. Visual aids are used preferably in much of the classroom instruction during the summer months when projectors can be used outside to accommodate the entire company. Visual educational equip-
ment requires small space and can be run by one operator.

There is an enormous amount of planning and re-
search behind film production. It gives incentive for studying allied and related subjects. It motivates more intensive interest in the subject which it portrays. New fields are opened up which may develop into life voc-
cations. A set of slides gives a better conception and perspective of a situation than is afforded by an exten-
sive study of the printed page. Moving pictures, slides, and posters are wonderful devices for teaching the use of common words and phrases, simple stories, art, geography, history, engineering, et cetera. Even comic illustrations are valuable in the teaching of illiterates.

More than one-half of the camps possess some kind of a projector. The 16mm or the 35mm is used. The latter is the more popular, since film strips of that size can be
more readily borrowed or rented. Sound films are preferred. Interesting variety is provided by showing travelogues, cartoons, news reels, and other shorts with the main feature. The interdependence of life and industry can be depicted easily by the moving picture. The following table shows the increase in the use of films for entertainment and instructional purposes in the CCC camps:

TABLE XVII

GROWTH OF FILM USE IN THE CCC

<table>
<thead>
<tr>
<th>Date</th>
<th>Number Shown Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 1934</td>
<td>817</td>
</tr>
<tr>
<td>October, 1935</td>
<td>6,075</td>
</tr>
<tr>
<td>September, 1935</td>
<td>5,118</td>
</tr>
<tr>
<td>November, 1935</td>
<td>5,443</td>
</tr>
<tr>
<td>July, 1936</td>
<td>7,504</td>
</tr>
<tr>
<td>October, 1936</td>
<td>6,659</td>
</tr>
<tr>
<td>January, 1937</td>
<td>7,734</td>
</tr>
<tr>
<td>June, 1937</td>
<td>6,924</td>
</tr>
</tbody>
</table>

The average monthly attendance for the entire period was 410,394.

The use of the radio as an instrument of educational activity is of prime importance in the CCC. Especially is this true of camps which are isolated. Pamphlets and schedules on radio broadcasts are posted over the camp area for the enrollee's information. Wherever possible these materials are linked with class procedures.
The use of motion pictures and still pictures was so successful that a Division of Motion Pictures was established on November 25, 1935, by Order Number 1005-A. This order consolidated the motion and still pictures activities and personnel of the Department, except the cooperative production of the Bureau of Mines and the specialized work of the Geological Survey. The major purpose of the division has been to provide educational film service for CCC camps under technical services of the Department. This has been accomplished by production, purchase, and distribution of suitable films. Another important purpose of the Division has been that of producing still and motion picture records of the activities of the Department and of the CCC for their record value and for educational use.

The physical equipment of the Division includes two adjoining photographic laboratories, an enlarging laboratory, a motion-picture laboratory, and facilities for the proper storage, care, and distribution of finished films and pictures. Exhibitions of motion pictures loaned by the Division during the last year were attended by more than 1,000,000 persons in CCC camps, schools, colleges, and other institutions, pictures of the national parks, reclamation projects, and Indian activities.

The Division is well organized and efficiently equipped to take an important part in that vital program which the Federal Government is approaching effectively—that of keeping the people intelligently and impartially informed of its far-flung activities.5

VI. RECORDS AND REPORTS

Education was not placed on an organized basis

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prior to December, 1933. It was then that a necessity for such type of education was realized and a system of organization was begun at Washington. Camp educational advisers were assigned to camps in the winter of 1934 with no definite schedule before them. They seemed to be used as educational investigators. No records were kept of the activities of enrollees. It was not until July, 1935, when district educational advisers were appointed that a more definite aim was instituted. A few camps provided classrooms and shops from company funds or as gifts. Only a few books and some second-hand magazines were distributed in the barracks. Since 1935, indications point to an educational building with good equipment in every camp. It was in 1935 that the keeping of records and reports in the camps became inevitable. An insertion to that effect was entered in the War Department CCC Regulations:

a. An up-to-date weekly schedule of educational activities will be maintained in each camp, on file and readily accessible. This will show the time and place of meeting of all classes and study groups, as well as the name and title of the instructor for each. Copies of such weekly schedules will be maintained in the company files. A weekly bulletin, prominently displayed and showing the attendance record of all enrollees participating in the educational program, should be provided to stimulate interest in educational work.
b. The monthly Camp Educational Report (C. C. C. Ed. Form No. 2, 1935) will be prepared in accordance with "instructions on Preparation of Monthly Camp Educational Report".

c. An "Enrollee Cumulative Record Card" (C. C. C. Education Form No. 2, 1935) will be maintained in each camp for each enrollee. This card will be prepared and distributed as directed by the Corps area commander. Upon discharge of the enrollee, this card will be forwarded with other individual records as directed in paragraph 49b of these regulations.⁶

A large number of these temporary records were made and kept in the company files for use in compiling the reports as required by the War Department CCC Regulations. Some of the reports were for Corps record, some for camp, and some for the individuals concerned. The records were divided into: (1) daily; (2) weekly; (3) bi-weekly; (4) monthly; and (5) general. Herewith is a list which was compiled for the Sixth Corps Area. This list serves as a guide for educational advisers in the various camps within the Corps:

1. Chart of activities of the Educational Staff.

   a. Daily
      (1) Reports on educational activities.

(2) Records of classes; morning, evening, special.
(3) Record of interviews with enrollees.
(4) Correspondence record.
(5) Record of individual meetings with supervisory personnel.
(6) Record of supervision of assistant, classes, recreation, WPA and other teachers.

b. Weekly
(1) Record of field trips.
(2) Record of educational trips.
(3) Athletic competition trips.
(4) Report on enrollee committee meetings.
(6) Report of fire prevention meetings.
(8) Report on movie showing.
(9) Report of visit to project.
(10) Record of weekly schedule.

c. Bi-weekly
(1) Report of educational committee meeting.
(2) Report of safety meeting.
(3) Report of chaplain's meeting.

d. Monthly
(1) Report of monthly educational report.
(2) Report of inventory of property.
(3) Report of guidance lecture.
(4) Supplementary reports.

e. General
(1) Record of purchase of supplies (other fund).
(2) Report on orientation program (quarterly).
(3) Quarterly reports.
(4) Report on organization of quarterly program.
(5) Miscellaneous reports.
(6) Record of health and hygiene program.
The following is a list of additional reports and records which may be enumerated under miscellaneous reports and records:

1. Cumulative Record Card (CCC Educational Form Number 2) which is kept in company files.
2. Interview Form (CCC guidance program).
4. Referral Card.
5. Individual Record, CCC (CCC Form Number 1), which is used by War Department as an individual record of each CCC enrollee.
8. Occupational Chart.
10. Diagnostic Information Blank.

Record of all activities whether vocational, academic,

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7 "Report of Conference for Camp Educational Advisers Sixth Corps Area," Civilian Conservation Corps (Issued by the State Board of Control for Vocational Education, Lansing, Michigan, 1940), Bulletin Number 262, pp. 48-49.
recreational, or miscellaneous is kept for further reports or study. These have been used since 1935 for administrative purposes, interviews, compilation of statistics, and supervisory justification. With the beginning of a more extensive and intensive educational program in July, 1937, greater value in this modern trend of education has become of paramount importance in the rehabilitation of youths in the CCC and has tended to make them more employable.

VII. LIBRARIES

It is well to remember a statement from the National Committee for Mental Hygiene:

That for a well-rounded and well-adjusted life the following foundations are required: (1) good physical health; (2) an interesting job; (3) hobbies or pastimes that give relaxation and recreation; (4) friends to confide in; and (5) a philosophy of life or religion that meets the need of the individual.8

In aiding men to acquire any or all of the above-named attributes, the camp library in the CCC plays a very essential part. Again, Dr. Marsh says that "a book in an enrollee's hand is worth more than the finest, unused

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shelf of books in the library."

The CCC was established in April, 1933, as a work program. However, it was soon discovered that enrollees, when off duty, were leaving the Corps because of the need for something to do during their leisure time. Others were requesting opportunities for recreation and for means of continuing their education. With this realization the ECW administration on November 22, 1933, started the framework for an educational program. During the winter of 1934, 634 camp educational advisers were assigned to duty. Through the adviser's encouragement, recommendations, and assistance by cooperating with outside agencies, meager materials were made available to establish the groundwork for a limited educational program. On July 22, 1935, the American Library Association prepared a suggested library program for the CCC, which was handed to Commissioner of Education Studebaker and Director of CCC Education Oxley. On October 12, 1935, the first professional librarian entered upon CCC work. The suggested list as advocated was only partially carried out. The general provisions were:

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9 Ibid., p. 32.
A. Material furnished by the Army.

1. One 25-volume Funk and Wagnalls encyclopedia for each camp.

2. Occasional purchase of books for the camp.

   a. Eighty-six non-fiction books recommended.

3. Provision of small circulating library circulated from District Headquarters of each District.

4. Provision of standard list of 44 magazines for all camps.

   a. Additional magazines may be purchased or otherwise acquired by authorization in camp.

B. Procured otherwise.

1. Borrowed books from outside libraries, schools, and institutions.

2. Gifts of discarded books from outside institutions and individuals.

3. Pamphlets and other ephemeral material obtained free or at a nominal price.

4. Purchase of occasional books from educational fund allotted to each camp ($100 per year).

5. Correspondence courses for which textbooks are required.

C. The standard list of magazines from which selection can be made as mentioned in A-4 above.

<table>
<thead>
<tr>
<th>Adventure</th>
<th>Colliers'</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Forests</td>
<td>Current History</td>
</tr>
<tr>
<td>American Magazine</td>
<td>Detective Story</td>
</tr>
<tr>
<td>Argosy</td>
<td>Magazine</td>
</tr>
<tr>
<td>Aviation</td>
<td>Field and Stream</td>
</tr>
<tr>
<td>Baseball</td>
<td>Film Fun</td>
</tr>
<tr>
<td>Blue Book</td>
<td>Hearst's Cosmopolitan</td>
</tr>
<tr>
<td></td>
<td>Home Craftman</td>
</tr>
<tr>
<td>Judge</td>
<td>Popular Mechanics</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Leisure</td>
<td>Radio News</td>
</tr>
<tr>
<td>Liberty</td>
<td>Reader's Digest</td>
</tr>
<tr>
<td>Life</td>
<td>Red Book</td>
</tr>
<tr>
<td>Literary Digest</td>
<td>Saturday Evening Post</td>
</tr>
<tr>
<td>Mid-Week Pictorial</td>
<td>School Life</td>
</tr>
<tr>
<td>Model Craftman</td>
<td>Short Stories</td>
</tr>
<tr>
<td>Motion Picture</td>
<td>Sports Story</td>
</tr>
<tr>
<td>National Geographic</td>
<td>Time</td>
</tr>
<tr>
<td>Nature Magazine</td>
<td>Sports Afield</td>
</tr>
<tr>
<td>Opportunity (for colored Co's)</td>
<td>Teachers' Bulletin</td>
</tr>
<tr>
<td>Outdoor Life</td>
<td>Today</td>
</tr>
<tr>
<td>Photoplay</td>
<td>True Detective Mystery</td>
</tr>
<tr>
<td>Physical Culture</td>
<td>Uncle Sam's Diary</td>
</tr>
<tr>
<td>Popular Science</td>
<td>West</td>
</tr>
</tbody>
</table>

Although the suggestions were not followed to a letter, much interest and advancement was made as a result of this beginning. Two types of books were provided for in the camps—fiction and non-fiction. Books of fiction were issued in the form of traveling libraries of 100 books each and rotated from camp to camp every six months. The non-fiction type became a permanent addition to the camp and was provided as need and opportunity permitted.

Further contribution of such material by the library may be gained from War Department CCC Regulations under the Welfare Section through which the library is extended:

a. A library service will be organized similar to that maintained for the Regular Army.

b. Library service for each company will consist of the following:
   (1) Magazines and periodicals.
   (2) A traveling library, consisting of approximately 100 books properly balanced between fiction and non-fiction.
   (3) A reference library, consisting of reference books and pamphlets to augment the educational program.
   (4) Stationery and writing material.
   (5) Daily and weekly newspapers.

c. The library service indicated in b (1), (2), and (3) above will be provided for each company by The Adjutant General, subject to the availability of appropriated funds.

d. The library service indicated in b (4) and (5) above will be provided locally, subject to the availability of company funds under the provisions of AR 210-50 and subject to such additional restrictions as may be imposed by Corps area commanders.

The size of the library in the camp depends on several things: (1) the remoteness of the camp from urban facilities; (2) the initiative of the camp personnel; (3) local conditions; (4) type of enrollees in camp; and (5) geographical conditions. A few camps have nearly 8,000 volumes per camp library. The average for the Corps is approximately 1,000 volumes per camp.

Stimulation for use of the library is carried on through book reviews published in the camp newspapers, and by the use of browsing corners, special shelves, interviews, company educational meetings, and casual information about new books received. Magazine reading is largely in the field of fiction—western, northwoods, and mysteries. Reading is done also in the field of science and practical how-to-do nature. A good adviser makes library use practical and interesting. Thirty magazines are selected from the suggested list and are ordered for each camp in the Corps areas.

Newspapers are purchased and subscribed for out of company funds (other funds), and are selected on the basis of locality from which a large number of enrollees entered the service. Usually, one or two nationally-known newspapers may be included in the list.

Some of the aspects of the library work in the CCC are presented here. It is probably the most extensive venture in coordinated-adult-continuation-information system yet undertaken in the United States. The camp libraries have been expanded to the extent that 1,555,477 books were available for enrollee use on June 30, 1937, in the entire Corps. During the fiscal year, 1936-37, the circulation of books averaged 306,932 per month. Forty-six per cent of the enrollees were regularly engaged in reading.
No program of any kind can long succeed in the CCC without a well-organized system of counseling and guidance. Guidance procedure begins with the selection and enrollment of the enrollees. Only those boys who need employment and who demonstrate their physical and mental ability to profit from the experience and training while members of the Corps are selected for CCC duty. In general, guidance work includes an orientation program to adjust the new men to camp life; a systematic counseling program carried on by the educational adviser and other qualified members of the supervisory personnel, the technical personnel, and the army personnel; the assignment of the men to work and to educational activities in accordance with their needs, interests, and abilities; a periodic evaluation of their progress; and an attempt to place the men on jobs and follow them up after their discharge from the Corps in order to assist in their adjustment to civilian life.

The heterogeneous types of men brought together in this new environment are well indicated in a statement by Beam:

The groups comprising the enrolled personnel are, as a result, persons from social-economic background that may be characterized as underprivileged. There is every degree of mental ability among the CCC enrollees, from subnormality to genius. The level of previous schooling
varies from those who have no formal schooling to a small proportion of college graduates. A statistical analysis of the level of previous schooling among any representative group of CCC enrollees results in a distribution of bi-modal character, with the two "peaks" of the curve at the eighth and twelfth years of previous schooling.\textsuperscript{12}

To discover the interests and needs of the enrollees as well as to form a logical basis for an educational program is one of the primary duties of the educational adviser. The program from the beginning evolved out of the wishes and needs of the men. Proper leadership is needed to build a constructive program for which the camp educational adviser is responsible. Parker says that to place each man in the situation for which he is best fitted by ability, by training, and by interests, must be the ultimate purpose. The man should be thoroughly motivated so that even if he does not have immediate opportunity to go into a desirable line of activity when he leaves camp, he will still work toward that goal in his leisure time.

\textsuperscript{12} R. A. Beam, "Counseling for Adjustment and Rehabilitation," The Phi Delta Kappan (Fulton, Missouri: The Ovid Bell Press, Inc., 1937), Volume XIX, Number 9, p. 337.

and take every step he can toward the achievement of his objective.

The real value and importance of counseling and guidance has been emphasized by letters from the War Department and Department of Labor. Census figures presented by the Office of the Director of the CCC indicate that the average enrollee is about twenty years of age. He has completed about eight and one-fourth years of school. He has served in the Corps between nine and twelve months. The average enrollee has been jobless for seven months prior to entering the CCC. Fifty-five per cent of the men are from rural areas, and 45 per cent from urban areas. All these points must be taken into consideration in instituting a guidance program by the adviser.

A complete record is kept of each enrollee on every interview held with him. A list of these forms has been entered elsewhere in the present chapter. Thus a record of the enrollee is kept from the time of his entrance into the CCC until his placement after his discharge. When the enrollee resigns or is discharged, his cumulative record is forwarded with his personnel record to Corps Area Headquarters where it remains as a part of his permanent record. In some states, the employment
offices are supplied with a copy of this record for their permanent files; in others, referral cards are given enrollees upon discharge to be presented to employment agencies when they make application for employment.

For the purpose of properly assisting the enrollees in job-placement and rehabilitation, and in execution of records, a large number of interviews are held with enrollees by the educational adviser and other qualified camp personnel. In September, 1934, 131,040 interviews were held in the CCC camps. There are no records of interviews prior to that date. The number increased monthly until June 30, 1937. During the fiscal year, 1936-37, a total of 1,807,212 personal interviews were recorded as given.
CHAPTER VI

NATURE OF INSTRUCTION IN THE CAMP

There are no definite rules for method of procedure in the educational program in the CCC camps. Methods are determined by the geographical locations and conditions, by the instructors themselves, by the camp educational adviser, by the types of camps and projects which prevail, by the degree of permanency of the camps, by the educational level of enrollees within the camps, by the available physical facilities, and by the future needs and desires of the enrollees.

The young men who enter the CCC are usually in the latter teen age or the early twenties. They are clumsy—physically, socially, and mentally. Any kind of regimentation in their educative progress will produce thwarting. Regimentation is no tonic for a bashful, backward, or self-conscious individual. Only individual attention will untangle the thread of a knotted background over which its possessor had no control. As in a progressive school the individual must select his activity with the aid of a confident leader. The counseling interview means much to the enrollee's early life in the CCC, whether it is testing, consultation, or try-out experiences. But to do something means much. Adult education
should conform to the enrollee's needs rather than to a set pattern. It is through an informal, flexible training that the enrollee is given an opportunity for preparation for life.

Since there are more than 300 various types of courses, the enrollee has an abundant variety from which to make some selection. Not only does he have a large field of subjects from which to select a course but also he is carefully counseled and guided by officials who have been trained in various vocations. This natural setup eliminates any probability of compulsory education in the CCC. A few of the courses are mandatory where special training is required. Among these are such courses as: first aid, blasting, auto-mechanics, cooking and baking, swimming instruction, leadership training, and others. There are plenty of material, sufficient variety, and enough inducement to entice the enrollee to participate in the type of education that is being fostered in the CCC.

I. INFORMAL METHOD

In the beginning of the CCC program, the facilities were not available and no authoritative, constructive organization was presented.

Initial educational activities in the camp were of an extremely informal nature. Generally,
a camp would produce at least a small group of men who were interested in asking questions about their work or some other kind of work. Usually, the Army officers or the work supervisory personnel, or all together, would try to answer some of the questions of the interested group or perhaps make a series of informal lectures on many subjects.

In many instances enrollees who were illiterate have been taught their "letters" by interested officers or work personnel. In some cases the Corps area commander laid out provisional courses of instruction which camp commanders were required to present to enrollees. In some cases as many as twenty (20) courses were prepared and recommended.1

Individual instruction is just as important as the recognition of individuality within the camp. It is from the growth of this individual training that organized groups were developed in both the organized recreational field and the educational field in the periods which followed. The very nature of teaching handicraft or any course of hand manipulation is individualistic. Such teaching on a large scale has been made feasible because of the large number of trained officials and enrollee personnel used as instructors and because the enrollees are organized into groups. Not until 1935 was a definite purposeful educational organization instituted, and this was after the

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individualistic attitude of the enrollee toward education had been thoroughly surveyed. The informal method was developed rather than eliminated since it remained the primary interest of the enrollee. It is said that so long as the CCC holds fast to its educational ideals of guidance, democracy, and voluntary participation, America has an answer for its youth problem. This has been true for the past three years of its existence as can be ascertained from the following table, which shows the percentage of participation in the educational program.

TABLE XVIII
PERCENTAGE OF PARTICIPATION IN THE EDUCATIONAL PROGRAM (1934-37)

<table>
<thead>
<tr>
<th>Date</th>
<th>Per Cent of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 1934</td>
<td>35</td>
</tr>
<tr>
<td>October, 1934</td>
<td>39</td>
</tr>
<tr>
<td>November, 1934</td>
<td>44</td>
</tr>
<tr>
<td>December, 1934</td>
<td>46</td>
</tr>
<tr>
<td>September, 1935</td>
<td>54</td>
</tr>
<tr>
<td>December, 1935</td>
<td>77</td>
</tr>
<tr>
<td>June, 1936</td>
<td>74</td>
</tr>
<tr>
<td>January, 1937</td>
<td>86</td>
</tr>
<tr>
<td>June, 1937</td>
<td>87</td>
</tr>
</tbody>
</table>

As more equipment and other facilities become available, and more definite interest is shown by officials, the percentage of participation will continue to rise. The enrollee must be taught to understand this informal system
before he will decide to become a member in some part of the educational activity.

II. THE SCHOOL IN THE CAMPS

Of the four phases of education in the CCC, the organized study period is conducted in the camp itself. Classes may be conducted in the mornings or evenings. The day classes are concerned with those held each morning from seven to eight o'clock, just prior to the time when the boys go on to their work projects. These classes or groups often deal with the problems which the enrollees will encounter during their day's work. However, they may deal with related subjects, or with those even remote to their daily training.

When it rains, or when the weather is too inclement for the enrollees to work in the field or forest, a rainy-day schedule is provided for them. These classes are usually held in mass formation. Men are afforded lectures on such topics as parental education, marriage, safety, first aid, resuscitation, off-schedule mass instruction, and recreational contests. Moving pictures are used to supplement educational activities. A good adviser usually retains an advanced supply of films for just such occasions.

The evening school in the camps begins at any time from six o'clock until ten o'clock. Signals for classes to begin and end are given by bugles, whistles, school
bells, or by the public address system. The adviser and his assistant check materials and supplies for class progress, and they see that each instructor is present and that a roll call book is available for his use. The laboratory method is used wherever possible. Textbooks are, in fact, reference books only. Experience and practicability are the essential, basic tools for most of the instruction. A well-planned outline is suggested and expected for the instructor's use. Since the enrollees enter nearly all of these classes on their own volition, the discussion method is encouraged. This method gives the instructor an opportunity to stress those points of interest in which the enrollees are most deficient. From the meager beginning of 35 per cent attendance in the voluntary, evening school, there had grown a program reaching nearly 90 per cent of the enrollees by June 30, 1937. More than 750,000 young men have eagerly sought training in this new-type school in which they study everything from masonry to civic problems. Material for such instruction is received from the library, from the work shop, from the mess hall, and from the technical services, or it is borrowed from generous individuals and corporations in the community.

There are some handicaps that should be mentioned in connection with the evening school program. The most
common among them are: (1) fatigue, after a hard day's work; (2) uncomfortable buildings; (3) inability to get good instructors; (4) indifferent attitude of some instructors; (5) lack of cooperation between the army personnel and technical personnel; (6) enrollee preference for recreational activities in summer; (7) insufficient funds spent annually for educational supplies; (8) migration of camps to summer areas where the company lives in tents; (9) periodic discharges; and (10) forest fires and other obstacles which distract the enrollees' attention for periods of time.

Suggestions and improvements have been made to better the physical aspects of camp education. The experimental stage had almost become a reality by the end of the fourth year. This educational program undoubtedly has proved its worth. The table which follows gives a typical setup of an evening CCC camp educational program:
TABLE XIX
A TYPICAL SETUP OF COURSES AND INSTRUCTORS IN A CCC CAMP

<table>
<thead>
<tr>
<th>Course</th>
<th>Number Enrolled</th>
<th>Instructor*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto-mechanics</td>
<td>35</td>
<td>ECW</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>8</td>
<td>Local bricklayer</td>
</tr>
<tr>
<td>General mathematics</td>
<td>4</td>
<td>Local teacher-</td>
</tr>
<tr>
<td>Highway construction</td>
<td>12</td>
<td>Engineer-Reserve</td>
</tr>
<tr>
<td>Aviation</td>
<td>18</td>
<td>Educational Ad-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>viser</td>
</tr>
<tr>
<td>Forestry</td>
<td>15</td>
<td>ECW</td>
</tr>
<tr>
<td>Typing</td>
<td>15</td>
<td>Enrollee</td>
</tr>
<tr>
<td>Bible study</td>
<td>12</td>
<td>Local Minister</td>
</tr>
<tr>
<td>Reading-writing</td>
<td>4</td>
<td>Educational Ad-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>viser</td>
</tr>
<tr>
<td>Surveying</td>
<td>8</td>
<td>ECW</td>
</tr>
<tr>
<td>Safety and First Aid</td>
<td>200</td>
<td>Medical Officer</td>
</tr>
<tr>
<td>Cooking and Baking</td>
<td>13</td>
<td>Field Artillery-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reserve</td>
</tr>
<tr>
<td>Church</td>
<td>40</td>
<td>Chaplain</td>
</tr>
<tr>
<td>Operation and Care of</td>
<td>4</td>
<td>ECW</td>
</tr>
<tr>
<td>Grading Machinery</td>
<td></td>
<td>Enrollee</td>
</tr>
<tr>
<td>Taxidermy</td>
<td>6</td>
<td>Works Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>Glee Club</td>
<td>20</td>
<td>Instructor</td>
</tr>
<tr>
<td>Journalism</td>
<td>5</td>
<td>Enrollee</td>
</tr>
<tr>
<td>Carpentry</td>
<td>12</td>
<td>ECW</td>
</tr>
</tbody>
</table>

*Designated by position.

Table XIX represents a one-evening program. Many of the courses are given twice per week. The teaching of subjects often is pooled to suit the convenience of the enrollee or the instructor. The list of subjects taught varies with camps. No two of the 1,500 camp programs are identical. This fact is one of the primary reasons why
the educational program in the camps must be flexible to fit physical conditions and to fulfill the needs of the enrollees.

III. STUDIES IN ILLITERACY

In the CCC an illiterate is defined as one who cannot read a newspaper or write a letter. The government has been very lenient in accepting as enrollees men whose education is limited. If the enrollees are able to sign their names, they are usually accepted if their other qualifications are satisfactory. One of the fundamental principles of the CCC education program is to stamp out illiteracy insofar as possible and to continue the elevation of the enrollees' level thereafter. The percentage of illiterates among the CCC enrollees has increased from 2.5 per cent in 1935 to 3.2 per cent in June, 1937. No complete records have been kept of such men prior to 1935. Facilities for such instruction as is required have been greatly increased. Education for the illiterate is made practically compulsory.

There is no class instruction for the illiterate enrollee. He is taught individually until he is able to participate educationally along with other enrollees on his own level. A number of camp workbooks from the Office of Education have been made available for instruction.
In some camps, special Works Progress Administration instructors are being utilized to instruct illiterates. Almost universally a combined course of reading, history, civics, spelling, arithmetic, and writing is used as basic instruction.

Immediately after the induction of the enrollee into the service, his orientation process begins. If he is found deficient in his educative adjustment, he is assigned a definite place and time for instruction in the three R's. He is often found in an awkward and embarrassing situation, for he is an adult, set in his ways, and he feels like an unimportant cog in the world's wheel. It takes a wise master to overcome this inferiority feeling in the enrollee and to supplant it with a feeling of growing security. Writing his name might be made interesting for an illiterate, but greater motives for the enrollee are those of being able to sign the payroll each month, to write letters home, to read simple material, to interpret pictures, to form a truer picture of moving pictures, to follow instructions, and to feel on the level with his fellows. These motives unfold a pleasant view of life before the enrollee and they give him an incentive for continuation in advanced application in education. The education of the illiterate enrollee instills in him the
desire to be able to write letters of application for jobs and to sell his services in person to a prospective employer. He feels a purpose for this background of experience and training and he sees how it may help him to participate in the more advanced elementary and vocational subjects. Many camps will not permit enrollees to operate woodworking and metal working machines until they are able to read, understand, and follow orders.

It has been estimated that 35,000 enrollees have been taught to read and write since the start of the CCC. During the fiscal year, 1936-37, a total of 13,905 enrollees who entered the camps and who were illiterates were taught to read and write. Using the estimate given as a basis, 48,905 illiterates have been taught to read and write during the first four years of the existence of the Corps. It is interesting to know that 8 per cent of the negroes in the Fourth Corps Area camps belong to the illiterate group. It is the lowest in the Ninth Corps Area with a minimum of .3 per cent. In the latter case, every effort is made to stamp out illiteracy by presenting definite outlines for such teaching to all their camps.

IV. TRAINING-ON-THE-JOB

Job training in the CCC involves nearly every man
in the service. As the name itself implies, job training consists of systematic on-the-job instruction and training. It is a learn and do method of a twofold combination, the resultant goal of which is to make enrollees more employable after leaving the Corps. Individual instruction largely prevails, but group lectures and demonstrations do not go amiss. Time-out is taken at morning, noon, or evening for enriching the program. Often a thirty-minute to one-hour period is taken during the work time in order to give the enrollees proper information. This is done because such instruction is of primary importance at critical points in the work program.

Instruction on-the-job is of two types: (1) instruction within the camp under the supervision of the army personnel; and (2) instruction outside of the camp under the direction of the technical personnel.

1. Within the camp.

   a. Camp offices--filing, typewriting, stenography, accounting, and business administration.

   b. Mess hall--washing tables, dish washing, cooking, purchasing and storage of supplies, arithmetic, baking, and mess management.

   c. Infirmary--first aid and medicine.

   d. Supply and Post Exchange--clerking, stockkeeping, accounting, and purchasing.
2. Outside of camp.

a. Forestry--tree nursery, transplanting, clearing, pruning, lumbering, utilization of waste land, conservation of forests, rodent control, building fire trails and lanes, constructing telephone lines, building bridges, and lookout trails.

b. Parks--landscaping, beautification of lakes and rivers, road and bridge construction, building of water systems, playgrounds and beaches, surveying, and construction of golf courses.

c. Soil conservation--drainage, irrigation, river control, building of windbreaks, planting shrubbery, setting trees, construction of dams, and preservation of land.2

The rotation system is followed wherever practicable in the CCC camps. Many projects are instituted and carried on simultaneously. This practice affords opportunities for the enrollees to be transferred to the type of work in which they are interested or for which they are fitted. Hill says:

A good foreman undertakes to give his crews a clear knowledge of every project attempted and rotates men in various types of labor, so that most of them acquire a general understanding of what they do and a capacity to perform the different tasks in connection with the work as a whole.

account of the theory attitude of many supervisors (especially in Park camps) and has cooperated by making a place in the educational record for systematic instruction during work hours. 3

V. EVENING CLASSES IN NEARBY TOWNS AND CITIES

In the initial assignment of enrollees to work projects following their processing and orientation periods, emphasis is given on previous schooling, on reading habits, on play habits, on jobs held, and on preference to further employment. This information is received from the personnel card of each enrollee. To the end of the fiscal year, 1937, more than 1,750,000 members of the CCC Corps had passed through this process of initiation and training, which ranges in time from one day to four years.

Academic classes outside the camp areas are limited in many cases because the camps are remote from educational centers, because only a few enrollees are interested in pursuing educational activities on an extensive scale, because the day's work program interferes, and because

enrollees are interested primarily in commercial and vocational subjects, which help in job placement. In a few instances, energetic enrollees are placed on night shifts. This arrangement permits them to enroll in day-school classes of local high schools for part time class work and to complete their high-school courses.

Community cooperation has been very generous from the very beginning of the CCC. Many institutions have thrown open their doors for evening class instruction. A good illustration is as follows:

Kansas State Teachers College, for the past year (1934-35), had an average of 150 enrollees from two camps taking courses twice a week in such subjects as welding, blacksmithing, auto-mechanics, and electrical repair.

At Lawrence, Kansas, for the past several months the high school classes of the city were opened up to members of Co. 1064. Truck loads of CCC enrollees rolled into Lawrence four nights weekly for classes.4

Here is the Pennsylvania State College program for the fall of 1935, which is far reaching in the participation of the community in the CCC educational program:

1. Continue to arrange for volunteer lectures to go out into camps (over 100 lectures are given since last March).

2. Special admission rates for enrollees to athletic events on the campus.

3. Use of our recreation hall for one evening each week, and other athletic facilities.

4. Use of library for educational advisers; gifts of books and magazines to camps by college library.

5. Use of college facilities for conferences, institutes or short courses, and possibly for individual lectures and demonstrations.

6. Classes on campus for enrollees in nearby camps in vocational subjects such as electric wiring, welding, auto-mechanics, et cetera.

7. Correspondence courses in which one member of a group may enroll and work over assignments with other group members.

8. College syllabus material in home study courses at 2 cents per sheet.

9. A directed reading course prepared especially for enrollees of the camps.5

These illustrations indicate the interest displayed by hundreds of schools throughout the country. Perhaps the other programs, however, are not on quite so elaborate a scale as that of Pennsylvania State. This interest is not limited to colleges and universities, but it is found

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also in high schools, in vocational evening schools, and in opportunity schools. In September, 1934, 2,739 enrollees found themselves in night schools pursuing education of a commercial and vocational nature. By October, 1935, this enrollment had expanded to include 8,021 enrollees. This number has steadily increased and certificates have been granted upon completion of designated courses. The increase of this type of training has been augmented by the use of government army trucks for transportation purposes, and by the efforts of the army and technical personnel in placing efficiently trained men in civilian life.

VI. CORRESPONDENCE SCHOOLS

Little was done in the promotion of correspondence study until the assignment of camp educational advisers was initiated in 1934. Enrollees were permitted to carry on correspondence study; but were not encouraged due to the following inadequacies: lack of trained personnel to supervise the studies, poor physical environment in which to do the work, high rates, and the failure to recognize the need for such services. With the advisers on the job and with the appointment of new District Advisers, special rates were received for CCC enrollees; the outline of courses was revised; more schools became interested in this new-type
setup; time on the courses was extended; better physical opportunities were granted the enrollees in camp; and closer supervision was given by competent instructors from the army, from the technical staff, from the Works Progress Administration, and from the advisory staff to aid the enrollee over stumbling blocks. There was an expansion in correspondence work by enrollees from 1,187 in September, 1934, to 21,183 in April, 1937.

The courses are classified into four phases of correspondence work: (1) elementary, of which there is a very limited number; (2) secondary, which comprises the largest proportion; (3) college, of which there are quite a number of suitable courses given for those interested in advanced work; and (4) special, which serves a large percentage of enrollees who are interested in qualifying for quick and remunerative positions either within the camp environs or upon their discharge from the Corps. Many camps have special rooms set aside for correspondence known as correspondence study departments. Typewriters, drawing boards, permanent non-fiction library books, drawing tables, mechanical service parts, chemicals, microscopes, physical appliances, and enrollees' private materials are kept intact for their use. Special privileges are granted enrollees in some camps when they take correspondence work
in that they are permitted to work on their correspondence on Saturday mornings in lieu of assisting in the camp detail during the Saturday morning clean-up.

VI. EXTENSION CLASSES

By executive order of the War Department an enrollee may be granted a leave of absence for a limited time to attend an educational institution. The order reads as follows:

(5). Leave to attend educational institutions.

(a). Leave of absence to attend an educational institution of college grade of his choice may be granted an enrollee without pay and allowances, provided that he submits written evidence from the head of the institution which he desires to attend that his application for enrollment has been approved. The action of the company commander on such application will be final. Leaves of absence to attend such educational institutions will not exceed an aggregate of 12 months.6

This extension type of training is helpful to enrollees who desire to reenter high school or college. Their names are not dropped from the camp roll. They must return within the twelve months or be discharged. During this time they receive no pay from the Corps.

In a few instances, enrollees are attending evening extension classes of college grade and Saturday morning extension classes in order to complete their college work. This plan enables them to receive their college degrees.

More than 200 colleges and universities throughout the United States are cooperating directly with authorities of the CCC in making the educational program effective. Various scholarships are granted. They range from fifty dollars to one thousand dollars per year. Scholarships are based upon the former records of each enrollee prior to his entering the CCC, upon the recommendation of the army and technical personnel, upon the enrollee's performance while a member of the Corps, and upon his final interview with college officials. Tuft's Medical School is the donor of one thousand dollars to a former CCC member, and this grant is good for annual renewal over a period of four years. By classification the data in the following table are noted:
TABLE XX

TYPE OF INSTRUCTION GIVEN

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving correspondence study</td>
<td>40</td>
</tr>
<tr>
<td>Giving lectures and extension study</td>
<td>28</td>
</tr>
<tr>
<td>Permitting use of classrooms</td>
<td>6</td>
</tr>
<tr>
<td>Use of laboratories</td>
<td>6</td>
</tr>
<tr>
<td>Use of instructors</td>
<td>52</td>
</tr>
<tr>
<td>Allowing library facilities</td>
<td>14</td>
</tr>
<tr>
<td>Granting scholarship</td>
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CHAPTER VII

EXPANSION PROGRAM

From the time the forebears landed on the shores of this continent, and even before, the goal of every individual has been self preservation and economic independence. Since that time, increased earning capacity has depended upon greater specialization. Competition in the specialized field has become just as keen as in the general field. By 1920, there appeared a general shift from the brain worker to the manual worker. This trend has continued until the present day. It is said that if people fail to abide by the changing times, this democracy will go as did the Model-T Ford. The new objectives of education must develop resourcefulness, skill, and satisfaction. This can be had only by devoting life's training to a broad and firm foundation.

I. SKILLED LABOR IN CIVIL LIFE

Industry today is willing to accept the worker who has not specialized providing his general training has been broad enough to permit adaptation to his assigned task when he is put to work. There are a great number of skilled laborers in civil life, but this day of discovery and
invention has caused a very narrow type of specialization which retards the utilization of many related experiences. Such utilization is frequently necessary in effecting adequate industrial application. Today there are three types of re-education to consider in meeting this type of training: (1) adult education in practical and cultural arts; (2) trade education; and (3) the type of education promoted in the CCC camps. In a recent survey made of industries a number of leaders declared that they preferred to select men who had seen service in the CCC to operate various units within their factories because these men had ability to follow instruction, had their practical training, and possessed a willingness to work. In this age of machines, the operator must be able to coordinate the manipulator with the raw produce in order to turn out a finished product in accordance with the desired result. Men of the CCC learn to think and to do. These two facts place confidence in the enrollee when he undertakes to enter a new field for which he has been partially trained while a member of the Corps.

The average enrollee is about twenty years of age. Many young men enroll when they are seventeen. Their general education has been neglected largely because of a lack of application. The enrollee is permitted to remain
in the Corps for a period of two years. At the close of that period he has had a good basic training for the job which lies before him. When he leaves the Corps, he has been trained and is just entering the pliable stage of life in which he can be molded into the type of worker required for happiness and success. The CCC camps represent great reservoirs of human resources which are yet untapped and untrained. In its flow of activity, it rebuilds youth physically, mentally, morally, and spiritually; and it makes him a pliable factor in the progress of the general social order.

II. CONSERVATION-CONSCIOUS

For many generations, exploitation has been undermining the basis of the American dream, conservation. This wide extent of damage to the national welfare is inexcusable. Not until after the present depression, did America's people wake up to the fact that the waste and deterioration of their natural resources meant desperation and poverty to their populace. Out of this dilemma, the long years of patient, constructive, and educational work done by conservation agencies has gradually created a public opinion which is commencing to progress by its own momentum. Interest in the preservation of forests, in the development of wild-life, and
in the conservation of natural resources generally is progressing in unison throughout the country.

Since 1933, additional expenditure has been provided, and new federal activities have been put into operation. These new activities include the work of the Soil Conservation Service, the Civilian Conservation Corps, the Natural Resources Committee, the Tennessee Valley Authority, the Resettlement Administration, and the Agricultural Adjustment Administration, all of which have an important part in this vast program.

Obstacles always are to be found in any undertaking. The CCC is no exception. The CCC has effected a creative achievement for conservation of both natural and human resources. This was the original aim of the President of The United States when he recommended the establishment of the Corps. But from the point of conservation objectives, the field of activity of the Corps should be more clearly defined so that it would be a conservation agency and not be subject to calls for odds and ends of projects of lesser value.

The enrollee in the service of the CCC has had his basic lessons in eugenics. He has received practical training and he has observed the efforts of the CCC to make our human society a more fitting place in which
to live as God would have man live as a companion to nature. More than that, he has coordinated his training with mental hygiene through educational courses to the end that his future experiences might be enriched. The young man has been taken from his environs of want at an age when he can be most easily molded into the desirable type of citizenry a democratic nation admires. His habits during the sojourn in the Corps have been formed and his usefulness upon his return to civilian life is assured. This young ex-enrollee has been taught to be conservation conscious. He will practice conservation at home; he will give information about it to his parents, friends, and relatives; and he will, perhaps, relay this training to his children. Future generations will reap the benefits of this gigantic undertaking which has laid the foundation of prosperity and of a perpetual system of satisfactory human relationship. Through the experiences of their forefathers they will become impressed with the bigger and cleaner ideas of life and with the meaning of the words responsibility, initiative, and ability, as these meanings had been instilled in the minds of their forebears.

III. A NEW ESPRIT DE CORPS

It is said that enrollees in the CCC camps gradually become conscious of the fact that there is an obligation
on the part of each member to the group as a whole. The very essence of environment makes it so. This knowledge is developed through company meetings, through participation in the camp recreational activities, through the informal and organized educational program, and through the casual give and take of group living. The maelstrom of this activity of life has caused the development of an esprit de corps which has become characteristic of the CCC camps. This new spirit has been very vividly expressed by an enrollee who represents many thousands of the 1,750,000 who have come and gone in the CCC, and who have reaped riches in mind and body from experiences received while they were members of this great organization:

The CCC has regenerated me mentally, physically, and spiritually. It has given me practical knowledge about camp life, plumbing, carpentry, bookkeeping; but more than that, it has taught me to appreciate the good things of life. I have learned to appreciate what Thoreau calls "The Beneficence of Nature." In the deepening twilight my eyes stray up until they rest upon the last tall pine on the hills, etched against the afterglow of the sun. And as it fades, a flood of memories closes in upon me ... memories of "the boys" who wearily tramped the streets and sought death in the bitterness of despair. Happiness to him was something out of reach—somewhere beyond the stars. I know now the serenity of soul that comes from a busy, well-ordered life. And happiness! Well happiness is here, not beyond, but
Another enrollee writes an appreciative letter depicting the value of feeling secure with a satisfactory life for the present and brighter prospects for the future:

A new confidence has entered my being which has renewed my old hopes so that I am confident that they shall be fulfilled. The CCC has given me power and confidence of creating things with my own hands. It has helped me create something that shall not only be admired by my generation, but shall be amplified for generations to come. This I have done with my own hands, and each time that I finish a piece of work, I have a feeling that that must be akin to that of some famous musician as he received the plaudits of his admiring audience, or some sculptor exhibiting a piece of work to his patron.

If this quotation represents the general attitude of the boy, what can be more enlightening than to allow him to participate in the relief of distress, in the accomplishment of useful work in the forests and parks, and in the rehabilitation of young men whose morale and health have been undermined by the depression.


CHAPTER VIII

SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONS

I. SUMMARY

The CCC has been a social vacuum through which 1,750,000 young men between the ages of seventeen and thirty-five years, and a limited number of older men such as War veterans and Indians, have been syphoned from a world of disuse to one of important commonplace in a progressive democracy. This term commonplace is used because the educational program is fundamentally practical in nature. It is based upon the needs of the individual enrollee and upon the facilities available in the camps; consequently it varies greatly between different camps. Its basic underlying principle, as laid down on April 5, 1933, and as applicable now as then, is:

To return to the normal work-a-day world, citizens better equipped mentally and morally for their duties as such and with a better knowledge of the Government under which they live and of all that the Government means.1

In attaining this objective not only are formal classes in vocational, avocational, and general subjects used, but full advantage is taken of the peculiar facilities of the CCC for the inculcation of sound habits of work, for pride in accomplishment, for respect for constituted authority, and for the habit of orderly living.

Under the plan for the educational program for the CCC adopted in November, 1933, the War Department is responsible for the administration of the program, and its professional direction is a responsibility of the Commissioner of Education, who acts in an advisory capacity to the War Department. The technical services, the Departments of Interior and Agriculture, assist in the program, particularly in the field of job training.

Members of the Corps range in educational level from illiterates to college graduates; in work experience, from no experience to skilled tradesman. Forty-five percent of the men are from rural districts; the other 55 percent are from urban districts. The ratio has varied very little since its inception, except in the summer of 1935 when an increased proportion was temporarily taken into the CCC from drought areas. The primary function of the educational program must, therefore, be one to suit the needs, interests, and abilities of the enrollees.

The program must be as flexible and informal as
conditions permit and yet not be sacrificed for the sake of too great an experimentation in its unique system. The program of learning is based on: (1) training-on-the-job; (2) the social life in the camp itself; (3) the recreational program; and (4) the organized study period. Not only the camps within the limits of the United States are involved, but also camps in Alaska, Hawaii, Puerto Rico, and the Virgin Islands.

The channel of responsibility is from the War Department, to Corps Area Commander of the nine Corps, to District Commanders of the seventy-six districts, to Company Commanders of approximately 1,500 camps. Each camp has its own educational adviser to act as a coordinator in the program.

The percentage of enrollees participating in this voluntary type of program rose from 35 per cent in September, 1934, to 87.7 per cent in June, 1937. The division of subject matter is equally important and interesting. Fifty per cent of the subjects are vocational in nature; academically, 16 per cent are on the elementary level; 27 per cent are on the high-school level; and 5 per cent are on the college level; while the other 2 per cent are miscellaneous in character.

Colleges and universities have shown great interest
in the CCC program by inviting enrollees into their classes, by giving extension and correspondence courses with full credit, by granting certificates and diplomas, by making facilities available, and by granting awards and scholarships. Under various designations more than 200 such schools are aiding enrollees in the CCC.

The fulfilment of the aims and purposes of the educational program begins with the acceptance of the enrollee into the Corps and continues to his placement in a job. The program is concerned with the removal of illiteracy, with the correction of common-school deficiencies, with training on the work projects, with vocational education, with cultural and general education, with avocational and leisure-time training, with character and citizenship development, and with job placement.

During the first four years of the CCC education program, 63,905 illiterates were taught to read and write; 550,000 improved themselves through their increased knowledge of elementary subjects; 350,000 took subjects on the high-school level; and more than 1,150,000 received job instruction on work projects.

The curricula in the CCC educational program fall under six headings but are made sufficiently flexible to permit a self-selected course in the field of academic,
vocational, job-training, informal, professional, and miscellaneous instruction. The instructors for the program are selected from within and without the camp—the educational adviser, the assistant educational adviser, the camp surgeon, the camp commander, subordinate army officers, the area chaplain, the camp superintendent, technical service personnel, Works Progress Administration, National Youth Administration, Emergency Educational Program instructors, community school teachers, volunteer experts in vocational subjects, and vocational evening school instructors. The average number of instructors per camp is eighteen.

Most camp classes are taught on the one-hour basis, once or twice per week, and outlined for a period of three months. First aid, safety, auto-mechanics, cooks' and bakers' schools, clerks' schools, special service schools, and a few others require a longer and more intensive training period. Many camps have morning classes from seven o'clock to eight o'clock. Most classes in the CCC camp are held in the evenings. No long-time classes are advisable, since the average enrollee remains in camp for about eight months.

Increased interest in educational activities in the CCC camp began after the end of the second year of its
existence. In 1935, greater facilities were made available, new objectives were set up, a larger number of advisers were sent into the field, district advisers were appointed to supervise the camp advisory system, additional surveys were made, and a greater appropriation of money was made by Congress. A further need was seen due to the swelling of CCC enrollment to a peak of 505,872, August 31, 1935. A survey indicated that one-third of the enrollees had attended high school, but had not completed the prescribed courses. In a survey for June, 1937, it was found that 90 per cent of the illiterates were participating in the educational program; 44 per cent of these were on the elementary level; 32 per cent, on the high-school level; and 5 per cent, on the college level. Twenty-six and four-tenths per cent had completed the eighth grade; 12.3 per cent had completed the twelfth grade.

Many thousands of certificates have been issued to enrollees who have completed an organized course of study; 6,706 elementary diplomas authorized and signed by State Departments of Public Instruction have been issued during the first four years; 2,057 high-school diplomas have been granted by local and home high schools; and forty-four college diplomas have been granted by colleges and universities throughout the land. The diplomas have been
primarily of an academic nature, since camps usually are not properly equipped for science teaching. Outlines for teaching are issued by the Office of Education, by the War Department, by private institutions, by commercial organizations, by Corps area headquarters, and by camp committees of education.

Physical facilities were greatly improved up to the end of June, 1937. At this time it was discovered that 60 per cent of the camps had their own schoolhouses; 39 per cent had 1,000 square feet or more classroom space; 77 per cent had shops for instructional purposes; 70 per cent had special rooms for libraries; 83 per cent had reading rooms; and 51 per cent had film projectors. There was a total number of 1,555,477 books in the entire Corps Areas. Visual aids have made great contributions in the camp programs. Another instrument of coming importance in the CCC camps is instruction in radio.

Complete records of all camp activities were not kept until after June, 1935. Therefore, this report in many instances has used approximate data in compilation of figures. The CCC was established in 1933 as a work program, and, therefore, much-needed information on educational activities was sadly neglected until the beginning of the fiscal year, 1935. One of the first actions
taken was the selection and securing of some thirty different types of magazines for the camps, and a more complete library service. A traveling library was put in operation about the same time. This library stimulated a reading habit among the enrollees. By June, 1937, there was an average circulation of 306,952 books. Records have been kept in minute detail on all worthwhile activities from July 1, 1937.

Independence of the advisory system has been granted to each individual camp because of the differences among camps in many phases of their activities. The adviser in cooperation with the camp educational committee assumes much authority in the manipulation of the educational program. In all camps informal processes are utilized in connection with the organized study program. Try-out experiences are one of the primary phases of camp instruction. Organized academic classes are held in camp; vocational study classes are conducted both in camp and in the field and forest; on-the-job training is given in the field and forest; and avocational and recreational group activities are conducted within camp and nearby towns and cities. Camp classes are conducted as regularly and as well as those in the public school system.

Some of the disadvantages generally experienced
in the camps are: fatigue following a hard day's work, uncomfortable school buildings, poor instructors, indifferent attitude of some instructors, lack of cooperation, preference for recreational activities, insufficient funds for proper procedure of courses, migration to new areas, periodic discharges, intervention of unforeseen obstacles, lack of ideal family life, and improper guidance by individuals untrained for a particular type of work.

Illiteracy among the enrollees rose from 2.5 per cent in 1935 to 3.2 per cent by June, 1937. This increase is not alarming because the age limit of enrollees was lowered to seventeen years and there was a continued leniency toward accepting applicants with low intelligence. More individual attention is now given and a better method of procedure is used. Nearly 50,000 illiterates have been taught to read and write since the inception of the CCC.

II. CONCLUSIONS

Camp officials cooperating with school officials make every effort to encourage and aid enrollees to better their education through study habits, guidance, financial aid, opportunity, and assistance in placement. The work is carried on through organized classes, informal activities, and extension and correspondence studies. Courses are
classified as elementary, high school, college, and special.

The CCC does not expect to make experts out of its trainees, but it does expect to make them more employable by making them adaptable to a few of life's vocations in which a young man may be interested. It attempts to give him an opportunity to add to his moral, social, physical, mental, and spiritual rehabilitation. Thus 1,750,000 have been benefitted by this unique and peculiar program.

A vast majority of these young men of the CCC who return to regular civil life are better Americans and are better fitted for the complex social life which is the twentieth century program of the United States. They have discovered new capacities and new standards—physical, mental, and aesthetic. They made these achievements through education, recreation, leadership, and guidance. They have learned lessons in personal hygiene and in study habits. They have learned also the meaning of national domain, national security, and national resources. The CCC has been a laboratory of the modern kind. Probably its accomplishments will result in the employment of high-school graduates in the future regardless of their economic standing. The social principles which heretofore existed only in men's minds and on paper are actually tried out in the camps.
The CCC camps may be a challenge to the new junior-high-school systems whose curricula are yet too autocratic and are in need of more democratic ideals.

In an essay written in 1912 on "The Moral Equiv-alency of War," James makes this statement:

A conscription of whole youthful population to form, for a certain number of years, a part of a great army enlisted against nature. . . . get childishness knocked out of them, and come back into society with healthier sympathies and soberer ideas . . . . they would be better fathers and teachers of the following generations.2

Again, it is said that the democratic institutions are best preserved when adolescent males remain within the family system and woo girls of their fancy and plan for families of their own. This pre-training will instil in them the idea of independence and an added tincture of security for a more stable life when they become full-fledged adolescents.

We now come to the end of this volcanic drama of the great CCC, fully realizing the American dream—that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each in accordance

with his own ability and achievement. Such a dream is quite thoroughly expressed in the following poetic sentiments of an enrollee:

Tschaikowsky--in whom Beauty was at war With Gloom--composed symphonic strains which are Far more intense than dull and pounding roar, Of waves upon a somber, rocky shore: More lovely than the tinkling sound of bells, Of fairies dancing in secluded dells, More tender than the dreams of men inspired; By love--of sweetness, more than dreams repaired;

Tschaikowsky! O divine immortal son Of parents--Gloom and Beauty--who opposed, Each other how did you combine, in one The traits they left, in songs that you composed.

The enrollee continues, while he thinks of his comrades:

In future years numbers of them will come again to the forests in their vacations as soldiers return to their homes. The spell of the woods is upon them. With their families they will go into the national and state parks and forests to relive again the experiences of the CCC days; to seek refuge from the humdrum of the daily surroundings; to find recreation.3

Many of the difficulties of the CCC were eliminated or lessened during the first four years of its progress. There is yet much improvement to be made even at the time this thesis is being written. It is intended to give a

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thorough description of the activities from April 5, 1933, to June 30, 1937. During that period the educational program was in an experimental stage. After July 1, 1937, this was no longer true. New legislation changed the name of Emergency Conservation Work to the Civilian Conservation Corps, and Section 14 states:

The Director may authorize the expenditure of such amounts as he may deem necessary for supplies, materials, and equipment for enrollees to be used in connection with their work, instruction, health, and welfare.4

Again, the Director has been authorized to permit the use of ten hours weekly to be devoted to educational instruction in the camps.

III. RECOMMENDATIONS

Listed below are some recommendations for improving the educational program to cope with the modern trends of civilization and to make individuals feel greater security in their everyday life:

1. The time given to organized education in the CCC is yet too limited. At least one full day each week should be given to education.

4 An Act to Establish a Civilian Conservation Corps, and for Other Purposes, Public, Number 163, 75th Congress, Chapter 383, 1st Session, H. R. 6551, Section 14.
2. The program would be greatly improved if the enrollment could be increased to a one-year period instead of six months.

3. Feasibility would be enhanced if enrollee companies could remain an extra six months in the forests or fields instead of being transferred for the last six months to an army post for military training.

4. More effort should be given to better teacher training, to better equipment, to more time for training on-the-job, and to more time for study periods.

5. Enrollees should be assigned to camps in the vicinity of their homes, especially when family life permits happier and greater satisfaction.

6. Enrollees interested in furthering their education by evening school or extension programs should be transferred to camps where such conveniences are available. Those who are uninterested should be transferred to the more remote camps.

7. For better security the CCC should be made a permanent organization.

8. More stress should be given to such topics as homes, marriage, practical politics, parliamentary law, ethics, and problems concerning leisure time.

9. Since nine-tenths of the men in civilian life are found in 100 vocations, caution should be used
to avoid leading men into blind-alley jobs.

10. It is recommended that army and supervisory personnel be given a pre-training course of instruction in subject matter, in methods of practical teaching, and in fundamentals of psychological processes for promotion of better leadership in camp.
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