August 1, 1940

To the Committee on Graduate Study:

I am submitting to you a thesis written by Clyde Edwin Burns entitled "Education in the Civilian Conservation Corps Camps in Tennessee." I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial Education.

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EDUCATION IN THE

CIVILIAN CONSERVATION CORPS CAMPS

IN TENNESSEE

A THESIS

Submitted to
the Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science



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by

Clyde Edwin Burns

August 1940

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CHAPTER I

EDUCATION IN THE CCC CAMPS IN TENNESSEE

INTRODUCTION

To school teachers busily engaged within the walls of their classrooms, the Civilian Conservation Corps is relatively unknown; to the average citizen of the state its results and accomplishments in the realm of conservation of natural resources is perhaps better known; to neither the educator nor the general public are the details of the camp educational program visible at a casual glance.

The writer, coming into the Corps as a Camp Educational Adviser, left the public school classroom with its accepted practices and routine to find in the camps problems which the public school has escaped. These problems center in the education of those boys who did not fit into the accepted pattern of education, dropped out of school, and entered the Civilian Conservation Corps. Teaching conditions, equipment, teaching personnel, time of class meeting, and individual desires were all changed as the writer viewed the educational program in the camps.

In the several months of actual contact and participation in the camp life and educational program of the CCC the writer has been amazed at the benefits accruing to the enrollees and the lack of public recognition given these accomplishments. The purpose of this study is to present in as compact form as possible a picture of the educational activities in the CCC camps in Tennessee, in the hope of a better understanding and a personal appreciation on the part of those interested in the conservation of mental resources, no matter where such wealth is found.

Limitations are necessary in the presentation of this picture, but it is to be hoped that the scarcity of minute detail in the presence of massed information will make the picture all the more interesting for further study. The specific camps used in the study are the Junior White camps in Tennessee. In addition to this group of camps there are Junior Colored, Veteran White, and Veteran Colored camps. However, it is the opinion of the writer that the picture of educational activities in the three groups just mentioned is of sufficient interest to warrant their being omitted from this study and saved for a separate study by one of the men engaged in that phase of the work. The reports and information used in this study are from selected dates within the past year in an effort to show the educational program as a changing and constantly improving activity. If conditions are altered in the camps at present as compared with the picture presented in this study, that should only further emphasize the rapidity with which progress can be made in the camps. It is to be noted that the enrollees in the camps may be from several states, but a separation of the enrollees by states would necessitate breakdowns in the statistical information which are of little value in the presentation of an overview.

Statistical information has been secured from two chief sources. One source is the reports of educational activities on file in the office of the District Educational Adviser at Fort Oglethorpe, Georgia. These were available for the study and were used to secure information concerning educational facilities, monthly class reports, annual accomplishments in the educational programs, and sociological factors in the background of the enrollees. The second source of information was questionnaires sent to the Camp Educational

Advisers. One questionnaire secured additional information concerning the enrollees and supplemental fact pertaining to the teaching personnel. A second questionnaire was used to ascertain facts concerning the Camp Educational Advisers themselves. This information makes up one chapter of the study, because an understanding of the educational program is incomplete without an understanding of the Camp Educational Adviser who directs the efforts of the program.

In the compilation of figures from the Monthly Camp Educational reports, an effort has been made to combine statistical material from the five reports of 1939 and 1940 from each of twenty-nine camps in Tennessee in such a manner that the general picture of the educational program will not be lost in the wilderness of figures. By this combination, the identity of the individual camp programs has been sacrificed in favor of the larger view of educational activities, but, at the same time, some tables are arranged to show that differences do exist in various camps. It must be constantly kept in mind that the guiding purpose is the presentation of an overview of the educational program in the interest of better understanding of the problems and accomplishments in the Civilian Conservation Corps.

CHAPTER II

THE PLACE OF EDUCATION IN CAMP LIFE

Each camp of the Civilian Conservation Corps is a unit in which the Army and Technical Service cooperate in the accomplishment of a work project. The function of the War Department in the CCC is as follows:

> a. Accept the men selected by the Department of Labor and the Veteran's Administration
> b. Examine physically and enroll qualified selectees into the Civilian Conservation Corps
> c. Command the Civilian Conservation Corps, from the time of acceptance of the man until his final discharge, embracing all the functions of reconditioning, organization, transportation, administration, supply, sanitation, medical care, hospitalization, discipline, welfare, and education
> d. Construct work camps and all new installations necessary to fulfill the functions listed under c above, and dismantle such abandoned work camps as are not turned over to another agency
> e. Furnish work details from work companies to project superintendents.[1]

The Project Superintendent is in charge of the work project and his duties are outlined generally as follows:

> The Project Superintendent is charged with an important responsibility in the management of work and funds, and for the efficiency of the personnel and labor carrying out the work program. It is his duty to see that the individual jobs of the work program are properly and efficiently executed according to professionally acceptable methods of construction for each particular type of construction necessary to the development of the area. No set rules can be laid down for the performance of the various types of construction on the several projects, but usually, construction operations may be most successfully performed by the selection of simple and direct methods of executing the work.[2]

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[1] Civilian Conservation Corps Regulations, War Department, 1937, p. 2.

[2] National Park Service, Emergency Conservation Work Handbook, Chapter V, Division B, Section 1, Sheet 1, 1939.

The enrollees are used on the work project for 40 hours per week, including travel from camp to work and return.[3] The operation of the camp requires additional labor on the part of the enrollees. Some of these jobs are full-time; the remainder are done during the leisure time of the enrollees who work on the project. The educational activities of the camp are thus placed last, to a certain extent, but are confined usually to "at least four nights per week, exclusive of Saturdays and Sundays."[4]

The War Department Handbook of Regulations makes the following statement about the educational program:

> a. All general educational, avocational, and leisure time activities are the responsibility of the Army. The educational program will comprise such instruction suited to the needs of any particular camps as may be practicable, it being recognized that conditions as regards intelligence, aptitude, receptability of enrollees, and many other factors, will vary not only in the nine corps areas, but in the camps, each having its own problem. The basic thought in providing a program of instruction and imparting instruction will be that of returning 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.
>
> b. At least 10 hours each week may be devoted to general educational and vocational training.[5]

Training also consists of instruction on the work project. Such instruction "is the responsibility of Technical Agencies and is done in conformity with regulations, plans, and methods issued to them."[6] Off-the-job training during leisure time supplements the job training given on the work project.

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[3] Supplementary Regulations, Fourth Corps Area, 1940, Sec. II, par. 31 a.

[4] Ibid., Sec. XII, par. 162 c.

[5] Civilian Conservation Corps Regulations, op. cit., Sec. XII, par. 162 a.

[6] Civilian Conservation Corps Regulations, op. cit., par. 163 a 1 (b).

The instructional staff for leisure time classes is composed of the camp staff. "The Company Commander will be in charge of all instruction in the camps and will be assisted by one Camp Educational Adviser, by the Army and Technical Service personnel, and by one assistant leader assigned as assistant camp educational adviser."[7] In addition to the regular camp staff, the camp commander and educational adviser "will use every opportunity to secure assistance from other educational forces, such as local schools, agricultural agents and teachers, colleges, universities, normal schools, WPA, NYA, etc."[8]

The purpose of the educational program is well summed up by a statement in Administrative Instructions issued by Headquarters, District "C", Fort Oglethorpe, Georgia:

> Basically it shall be the aim of the educational program to improve the educational status of every enrollee, and to assist him in completing fundamental courses of instruction which will increase his efficiency and make him more employable.[9]

---

[7] Ibid., par. 171.

[8] Supplementary Regulations, CCC, op cit., Sec. XII, par. 162 g.

[9] Administrative Instructions, District "C", CCC, Sec. VII, 1940, par. 72 a.

CHAPTER III

EDUCATIONAL FACILITIES

The Report of Educational Facilities made by the camps in October, 1939, reveals a variety of equipment in the 29 CCC camps in Tennessee. Ten of the camps have all the educational activities housed in one building in each camp, 13 camps use two buildings for the educational program, and the remaining six camps are forced to spread educational activities in three separate buildings.

The largest reported floor area for educational purposes is 4800 square feet as compared to the smallest of 2600 square feet. The average for the 29 camps is 2840 but only six camps have greater than the average. The most common area, or mode, is 2600, with 22 camps reporting that floor area.

The average floor area used for classrooms is 1124 square feet, the smallest 540, and the largest 2700 square feet. Fourteen camps reported classroom area of less than 1000 feet and 14 have areas between 1000 and 2000 square feet. No report is available as to the number of classrooms into which the floor area is divided. The complete report of building areas is to be found in Table I, page 8.

Shop areas vary from a maximum of 1480 square feet to a minimum of 600, but the average area is 1020 feet. The mode is 800 with eight camps reporting shops that size. Fourteen camps have areas for the shops of less than 1000 feet, while 13 shops have areas exceeding the average. Nineteen camps have shops located in separate buildings or in buildings separate from classroom buildings.

TABLE I

EDUCATIONAL BUILDINGS[a]

Company Number	Number of Buildings	Total Area	Area for Classrooms	Shop Area	Other Purposes
417	1	2600	800	800	1000
420	2	2600	1240	600	860
448	1	2600	1600	1000	
490	1	2600	1900	700	
492	2	4800	1364	940	2496
494	2	3620	1800	900	920
495	1	2600	1200	800	600
497	2	2600	600	1400	600
498	2	2600	550	1400	650
499	3	3500	1800	800	900
1442	1	3900	2700	1200	
1447	2	3000	1080	1100	820
1451	2	2600	700	1480	420
1455	3	2600	960	1240	400
1458	1	2800	700	800	1300
1461	2	2600	800	1200	600
1463	2	2600	540	1400	660
1466	3	2600	600	800	1200
1470	2	2600	900	1000	700
1471	1	2600	1000	800	1000
1473	3	3550	1600	1200	750
1474	2	2600	755	985	870
1475	2	2600	650	1300	650
3464	1	2600	1800	800	
3467	2	2600	1000	1200	400
3468	1	2600	880	1020	700
4493	3	2600	800	800	1000
4495	2	2600	1274	1300	25
4527	3	2600	1000	600	1000
Average Areas		2940	1124	1020	796

[a]From Company Report of Educational Facilities, District "C", CCC, Fourth Corps Area, October 3, 1939.

The average area used for educational purposes other than shops or classrooms is 796, with only 25 of the 29 camps reporting usage of areas in this group. The largest area thus used is 2496 and the smallest is 25. Seven camps use over 1000 square feet for other purposes and 12 of the 25 camps have areas larger than the average. Office for Educational Adviser, reading rooms, library areas, dark rooms, and supply rooms comprise the uses of this group.

Each camp reported a library consisting of reference books, textbooks, and recreational books. The average total volumes for the 29 camps is 615, of which 173 are reference books, 91 textbooks, and 351 recreational books.

The maximum number of reference books in any one camp, as shown in Table II, page 10, is 507 as contrasted to the minimum of 15. Sixteen camps reported less than the average number for this purpose. Ten camps have fewer than 100 reference books; nine camps have in excess of 200 reference copies. The range for textbooks is from a high of 363 to a low of 15. Nineteen camps reported the average or less than the average of 91; the remaining ten have a total number of textbooks in excess of 100. Eight camps reported 50 or less textbooks for the entire educational program.

Recreational books vary from a high of 1000 to a low of one. (A report from the District Educational Adviser on March 23, 1940, indicates that this camp has been provided with a recreational library of 100 volumes since the report of October 3, 1939, was submitted.) Only 11 camps reported recreational books in excess of the average of 351 volumes. Two camps have more than 1000 books for all phases of reading; only two camps have fewer than 400 books for

TABLE II

LIBRARY FACILITIES*

Company Number	Reference Books	Textbooks	Recreational Books	Total Books
417	53	83	358	494
420	50	112	400	458
448	50	118	415	583
490-	198-	139-	1000-	1387-
492	188	47	335	570
494	404	65	350	819
495	90	60	600	750
497-	122-	133-	207-	462-
498	15	52	548	615
499	55	25	400	480
1442-	507-	103-	230-	840-
1447	159	75	200	434
1451	314	47	231	592
1455	150	78	315	543
1458-	165-	75-	600-	840-
1461	59	33	936	1028
1463	235	91	227	553
1466	164	49	365	578
1470-	152-	108-	192-	452-
1471	286	84	185	555
1473	400	68	315	783
1474	181	124	579	884
1475-	300-	80-	350-	700-
3464	224	78	165	467
3467	10	50	200	260
3468	107	363	74	544
4493-	259-	126-	174-	559-
4495	64	186	230	480
5427	50	15	1	66
Average Volumes	173	91	351	615

*From Company Report of Educational Facilities, District "C", CCC, Fourth Corps Area, October 3, 1939.

the same purpose. The totals vary from a high of 1537 to a low of 66[1] with 18 of the 29 camps reporting less than the total average.

The unequal distribution of power machinery for educational purposes is shown in Table III, page 12. All camps reported at least one bench or variety saw; seven camps have two such machines, although in some cases the second is owned by the Technical Service. Only one camp did not show as part of the machinery either a 4" or 6" hand planer. Two camps reported 4" jointers and one camp reported two 6" machines. Those camps with 4" jointers also have 6" jointers for use in the shops. All the camps have wood turning lathes; one of these camps has three lathes, and seven camps have two lathes. All camps have drill presses and three reported two presses. All except five camps reported 24" jig saws, but each of these camps has a band saw for curved line sawing. Two camps show a 16" jig saw; one camp has a jig saw in addition to the band saw. Eleven camps reported a power grinder, and one camp reported two grinders. Table III also shows that six camps have shapers, but no information was contained in the report to show those camps which have attachments for the drill press which could convert it into a shaper. Thirteen camps have sanders in operation, but the information in the survey does not indicate whether the machine is belt, disk, drum, or combination. Neither is there any indication of the capacity of the machine. Nineteen camps have band saws but the size of the equipment was not shown in the report. In the camps visited by the writer in which a bandsaw was installed, the machines were not in excess of 15" wheels. The average number of woodworking machines

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[1] The addition of the 100 recreational books to the library of this camp makes its present total 166.

TABLE III

WOODSHOP POWER MACHINERY

Company Number	10" Saw	8" Saw	4" Jointer	6" Jointer	Wood Lathe	Drill Press	24" Jig Saw	16" Jig Saw	Grinder	Shaper	Sander	Band Saw	Totals
417	1	0	0	1	1	1	0	0	0	1	1	1	7
420	1	0	0	1	1	1	0	0	0	0	1	1	6
448	1	0	0	1	1	1	1	0	0	0	0	1	6
490	1	1	0	1	1	1	1	0	0	1	0	1	8
492	1	1	0	1	1	1	1	0	0	0	0	0	6
494	1	0	0	1	1	1	1	0	1	0	1	0	7
495	1	0	0	1	1	1	1	0	0	0	1	1	7
497	1	1	0	1	3	2	1	0	0	0	1	1	11
498	1	0	0	0	1	1	1	0	1	1	0	1	7
499	1	0	0	1	1	1	0	0	0	0	0	1	5
1442	1	0	0	1	1	1	1	0	0	0	1	1	7
1447	0	1	0	1	1	1	1	0	1	0	0	1	7
1451	0	1	0	1	1	1	0	1	1	0	1	1	8
1455	1	0	0	1	2	1	1	0	1	0	1	0	8
1458	0	1	0	1	1	1	1	0	0	0	1	1	7
1461	1	0	0	1	2	1	1	0	1	0	1	1	9
1465	1	0	0	1	1	1	1	0	0	1	0	0	6
1466	1	0	0	1	2	1	1	0	1	0	0	1	8
1470	1	0	0	1	1	1	1	0	0	0	1	1	7
[illegible]	1	0	0	1	2	1	1	0	0	1	0	0	7
[illegible]	1	0	0	1	1	1	1	0	0	0	0	0	5
1474	2	0	0	2	2	1	0	0	2	0	0	1	10
1475	2	0	0	1	2	1	1	0	0	0	0	0	7
3464	1	1	1	1	1	1	1	1	0	1	0	1	10
[illegible]	1	0	0	1	2	2	1	0	1	0	1	1	10
[illegible]	1	0	0	1	1	1	1	0	1	0	1	0	7
4493	1	1	1	1	1	1	1	0	1	0	0	0	8
4496	1	0	0	1	1	2	1	0	0	0	0	1	7
5427	1	0	0	1	1	1	1	0	0	0	0	0	5

of all uses per camp is about 7.5. The largest single camp outlay is 11 machines; three camps have ten machines, and three have the minimum number of five machines. The other totals are shown in Table III, page 12.

Facilities for agricultural projects are indicated in Table IV, page 14. Fourteen camps, at the time of this report, had poultry houses; but the size of the house, number of chickens in the flock, methods of care or raising, kinds of chickens, and methods of instruction were not included in the reports. Twelve camps reported one or more colonies of bees, the total per camp varying from single stands to a maximum of 11 in one camp where the agriculture teacher included his colonies as part of the camp project in bee-keeping. Five camps indicate a lack of available ground for gardening purposes, but those reporting acreage show a range from 1/8 acre to five acres. Nine camps have 1/4 acre, six camps have 1/2 acre, and seven camps have one or more acres to be used for gardens. Additional information on agricultural activities is included in the chapter on vocational education in the camps.

All Tennessee camps have access to a motion picture projector to be used for the showing of educational and entertainment films. All machines are of the 16 mm size, and those camps not reporting a sound machine as part of the camp educational equipment are given access to the machine of a nearby camp. (After this report was made to District Headquarters, a purchase of several machines has made a separate machine available to each camp.)[2]

The District Quartermaster has issued to all camps a small strip film

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[2] Personal statement of District Educational Adviser.

TABLE IV

AGRICULTURAL FACILITIES

Company Number	Poultry House	Colonies of Bees	Acres of Land for Gardens
417	---	-	-
420	---	-	1/2
448	---	-	1
490	---	-	-
492	---	-	-
494	Yes	-	-
495	---	-	1/4
497	---	-	1/4
498	Yes	5	1/2
499	---	-	1/8
1442	Yes	5	1/4
1447	---	2	2
1451	Yes	1	-
1455	Yes	6	5
1458	---	-	1/2
1461	Yes	6	1
1463	---	1	1
1466	---	11	1/2
1470	---	-	1/4
1471	Yes	-	1/2
1473	Yes	4	1/4
1474	---	-	1/4
1475	Yes	-	1/8
3464	Yes	-	1/4
3467	---	-	2
3468	Yes	1	1/2
4493	Yes	3	1/4
4495	Yes	1	4
5427	Yes	-	1/4

projector which is used to show strip films sent out each month by the District Educational Adviser. These machines are of the SVE-CC model and may also be used for the projection of small glass slides. None of the camps reported an opaque projector or "magic lantern". The use of motion pictures and strip films in the camps is included in the chapter on educational activities in the camps.

To summarize the previous material, the average camp in Tennessee might have the following facilities: a total floor area of 2840 square feet, of which 1124 are used for classes, 1020 for shops, and 796 for other purposes; 615 books, of which 173 are reference, 91 textbooks, and 351 recreational; five woodworking machines consisting of a bench saw, jointer, drill press, turning lathe, and jig or band saw; a poultry house, one or more colonies of bees, a small garden; and a motion picture projector and a strip film projector.

A survey at present would reveal material increases in physical equipment as compared to the data recorded in the above findings. However, the picture as presented here is accurate as of the date given, and any later changes only strengthen the statement made previously concerning the rapid improvements in the camp educational programs.

CHAPTER IV

THE CAMP EDUCATIONAL ADVISER

War Department regulations governing the Civilian Conservation Corps give the purpose and duties of the Camp Educational Adviser as follows:

> Under the direction of the camp commander the Camp Educational Adviser will
>
> (1) Study the interests, needs, and abilities of the individual enrollees as revealed through conseling with them and advise them on their educational program as well as their future personal adjustment.
>
> (2) Provide a program of educational activities based on the interests and needs of the men. The program should seek to provide academic instruction on all levels; vocational training, including instruction on the job and related subjects; avocational and leisure time activities; and various other types of instruction such as foreman and teacher training, health, first aid, safety, and citizenship.
>
> (3) Have general supervision of the educational activities in the camp.
>
> (4) Assist in securing supplementary educational facilities from educational institutions and public or private organizations.
>
> (5) Direct the work of the assistant camp educational adviser.
>
> (6) Study the camp and work projects for the purpose of better coordinating the educational and work activities of the enrollees.
>
> (7) Help plan the leisure-time program of the camp in order to develop the educational opportunities to the fullest possible extent.
>
> (8) Recommend the purchase of educational supplies and equipment.
>
> (9) Keep accurate records of all educational activities and submit reports as required.
>
> (10) Participate with the selecting agencies, public employment offices, apprentice training committees, and other agencies in efforts to place enrollees in employment and adjust them to civic life.[1]

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[1] Civilian Conservation Corps Regulations, War Department, 1937, p. 134.

The information used in the remainder of this chapter was taken from the replies to the questionnaire sent to the camp educational advisers in the 29 Tennessee camps. These were completed during the first week of March, 1940, and supplied information correct as of that date.

All advisers possess Bachelor of Arts or Bachelor of Science degrees. One adviser has completed work for and received the degree of Master of Arts. Eight advisers are doing graduate work leading to the Master's Degree, and the adviser holding the Master's Degree is working on his Doctorate.

Teaching experience of the advisers varies from one month to 21 years. Table V shows the distribution of the advisers as to years of public school teaching or administrative experience. The largest group, six in number, shows two years experience. The median is four years. As can be seen in the following table, all advisers reported some public school teaching experience. The two with less than a full year of teaching started in the public school teaching profession, but came into the Civilian Conservation Corps as advisers before they had completed their first year of teaching. Thirteen have been elementary school teachers; 21 advisers have taught in senior high schools; nine have taught in junior high schools; five advisers have taught in college.

School administration is also part of the experience of the Tennessee advisers. Ten have been principals of high schools, and seven have been principals of elementary schools. One adviser held the position of county superintendent of schools, and one adviser was city superintendent of schools.

TABLE V

YEARS TEACHING EXPERIENCE OF EDUCATIONAL ADVISERS

Years	Number of Advisers
0-1	2
1	3
2	6
3	1
4	3
5	1
6	0
7	1
8	0
9	1
10	3
11	1
12	0
13	1
14	1
15	2
16	1
17	1
18	0
19	0
20	0
over 20	1

Eight advisers have taught Industrial Arts in the state. Three advisers reported experience as Vocational Agriculture teachers; four advisers have been Vocational Trade and Industrial teachers.

Experience in the several vocations and trades is varied. Twenty-three advisers reported farming experience; of these, eighteen were reared on the farm. Table VI summarizes briefly the principal occupations reported by the advisers. Ten men have worked in factories, ten have worked in offices, and twenty advisers have experienced the problems of selling. Two advisers were formerly CCC enrollees, and two advisers were formerly CCC officials.

Of the 29 advisers studied, 21 are married, six are single and two are divorced. Nineteen of those married have one or more children. The ages of the advisers as of January 1, 1940 range from 22 years to 49 years. The distribution of ages is shown in Table VII. The median age is 33; there is not an outstanding mode.

TABLE VI

OCCUPATIONAL EXPERIENCE OF ADVISERS

Occupation	Number of Advisers
Book salesman	7
Athletic coach	6
General construction	6
Factory worker	5
Office worker	5
Salesmen (Unspecified)	5
Clerk in store	4
Filling station attendant	4
Housepainter	3
Bookkeeper	2
Cabinetmaker	2
Chautauqua work	2
Draftsman	2
Furniture factory	2
Life Insurance salesman	2
Mail Carrier	2
Counsellor in summer camp	2
Undertaker's assistant	2
AAA	1
Minister	1
Lecturer	1
Newspaper editor	1
Sawmill operator	1
Seaman	1
Truckdriver	1
NYA supervisor	1

TABLE VII

AGE DISTRIBUTION OF CAMP ADVISERS

Age January 1, 1940	Number of Advisers	Age January 1, 1940	Number of Advisers
22	2	36	1
23	0	37	1
24	0	38	0
25	2	39	3
26	1	40	1
27	1	41	0
28	3	42	0
29	3	43	0
30	1	44	1
31	1	45	1
32	2	46	0
33	1	47	1
34	0	48	1
35	1	49	1

CHAPTER V

SOCIOLOGICAL BACKGROUND OF ENROLLEES

An understanding of the educational and vocational background of the enrollees in the Tennessee camps helps clarify the problems which must be taken into consideration in mapping out a camp educational program. In this chapter will be presented a picture of the home community, age, educational level, length of time out of public school, length of unemployment prior to joining the CCC, and length of time in the camps.

The information used in the chapter has been obtained from two sources. The first source is a questionnaire, a copy of which is in the Appendix, sent to the camps by the writer the first week of March 1940. Date of enrollment, ages as of January 1, 1940, and years out of school were obtained from the replies to this questionnaire. A second source is annual educational reports on file at District Headquarters, Fort Oglethorpe, Georgia, accurate as of June 13, 1939. Home community of enrollees, educational level prior to joining the CCC, and length of unemployment are the items obtained from these reports. There are 5613 boys included in the latter reports and only 5582 in the results from the questionnaire. The difference in the total enrollees in the two sources necessitates the use of percentages rather than totals in presenting the material. The average number of enrollees in the Tennessee camps is approximately 5600 and for easy remembrance this figure will be used in

referring to the total number of Tennessee enrollees.

Of the 5600 boys considered, 63.4 per cent come from farms. An additional 21.1 per cent live in towns of less than 2500 population. These are listed as rural non-farm. Only 15.5 per cent live in towns or cities of over 2500 population. The total of the first two groups makes approximately 85 per cent of the enrollees from rural communities. In the 29 camps there is a wide variation in distribution as to home communities. Farmer boys make up 91.3 per cent of the total in one camp but only 30.2 in another camp at the other extreme of the distribution range. Boys from rural non-farm communities range from a high of 45 per cent in one camp to a low of 4.3 per cent in another. City boys make up 42.2 per cent of one camp, but are in the minority with only 1.5 per cent in another. Over half the camps have a distribution within five per cent of the average percentages given at the first of this paragraph.

The minimum age for enrollment in the CCC is 17 years.[1] Only 6.2 per cent of the 5600 enrollees were in this group, ages considered as of January 1, 1940. Table VIII shows the age range and percentages in each group. The 18 and 19 year old group compose 47 per cent of the total. The group composed of enrollees 18, 19, 20, and 21 years of age make up 76 per cent of the total camp enrollment. Only four per cent are over 24 years of age; these are enrollees used as project assistants or camp overhead on an exempt status. Such positions free the enrollee from the age limit of 24 years.[2]

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[1] Civilian Conservation Corps Regulations, War Department, 1937, p. 11.

[2] Ibid., p. 13.

TABLE VIII

AGES OF TENNESSEE ENROLLEES

Ages	Per Cent	Ages	Per Cent
17	6.20	23	4.10
18	21.40	24	1.30
19	25.60	25	.70
20	17.90	26	.29
21	11.80	Others	1.86
22	8.70		

The educational level of Tennessee enrollees varies from no schooling to three years of college training. There were no college graduates reported as enrollees in any of the Tennessee camps at the time these reports were made. Table IX presents the average per cent distribution of the enrollees as to grades completed in public school. Slightly more than one per cent of the enrollees have attended college. Approximately 19 per cent have attended high school. It is interesting to note the low percentage of 3.1 who have completed grade 11 as compared with 5.8 who have completed grade 10 and 7.5 who graduated from high school. This would indicate that a boy who completes the third year of high school has a more than 2 to 1 chance of graduating. Eighth grade graduates show the highest percentage with 18.5. Less than one per cent—51 enrollees—reported no public school grade completed. Approximately two per cent are classed as illiterates, due to lack of educational opportunity or failure to take advantage of the opportunity offered them.

One fact sought by the questionnaire sent to the Tennessee camps is the number of years the enrollees were out of school prior to entering camp. Table X depicts the variation found among Tennessee enrollees. This table divides roughly into four parts. Twenty-four per cent of the enrollees have been out of school two years or less; 35 per cent have been out three or four years; 28 per cent have been out of school more than five years and less than eight years; and the remaining 18 per cent

TABLE IX

EDUCATIONAL LEVEL OF ENROLLEES

Grade Completed	Per Cent	Grade Completed	Per Cent
None	.55	8	18.50
1	1.30	9	8.10
2	2.30	10	5.80
3	4.60	11	3.10
4	7.00	12	7.50
5	9.40	13	.90
6	13.10	14	.14
7	16.50	15	.03

TABLE X

YEARS OUT OF SCHOOL FOR ENROLLEES

Number of Years	Per Cent of Enrollees	Number of Years	Per Cent of Enrollees
Less than 1	2.3	5	11.0
1	7.0	6	11.0
2	14.4	7	6.4
3	18.2	8	4.5
4	17.0	9	3.3
		Others	5.8

have not attended school outside of the camp in eight years or more. Seventy-two per cent show more than one and less than seven years out of school.

Length of time unemployed prior to joining the CCC is an item considered in the sociological background of the enrollees. The distribution in this phase is shown in Table XI. Those reported in the last line as having never been employed include enrollees who were reared on the farm and were employed by their parents but were not paid a wage for working. The remaining 66 per cent at one time or another worked for a daily or hourly wage. Over half of the Tennessee enrollee worked either at home or at only odd jobs away from home. Ten per cent had been unemployed more than one year prior to entering camp.

The last item to be considered in this chapter is length of time the 5600 enrollees in the study had been in the CCC on March 1, 1940. This is clearly pictured in Table XII. It will be noted that approximately 73 per cent of the enrollees have been in camp less than one year. Only four per cent have been enrollees longer than two years; these are the same men who were exempt from the age limits because of their jobs in camp or on the project. They are exempt also from time limitations so far as service in camp is concerned. The remaining 23 per cent have been in camp over one year and less than two years. The largest single group--approximately 1500 enrollees--is that with five months service. The reason this one group is relatively larger than the others is not known. Further study of this situation should reveal interesting information.

TABLE XI

LENGTH OF UNEMPLOYMENT OF ENROLLEES

Number of months without paying job prior to joining the CCC as enrollee.	Per Cent of Tennessee Enrollees
Less than 2 months	11.2
2 - 6 months	15.5
7 - 12 months	12.0
13 - 24 months	5.1
25 - 36 months	2.8
Over 3 years	2.2
Intermittently	17.8
Never employed	33.3

TABLE XII

MONTHS ENROLLED IN CAMP

Months	Per Cent of Enrollees	Months	Per Cent of Enrollees
2	17.10	20	9.50
5	26.50	23	2.00
8	12.00	26	.25
11	17.20	29	.57
14	5.70	Over 29	3.10
17	5.60		

CHAPTER VI

LEISURE TIME EDUCATIONAL PROGRAM

In this chapter will be considered the actual classes conducted during the leisure time of the enrollees in the camps. The training on and off the job will be considered in the next chapter. No attempt will be made to separate academic and vocational classes, because in many of the reports, such classes as typewriting and bookkeeping are interchangeably listed as academic and vocational.

The information contained in the following pages has been gathered from Monthly Camp Educational Reports for January 1939, February 1939, March 1939, April 1939, and March 1940. The number of men in the various classes and the hours of instruction for the month were totaled and then averaged to secure the final figures used in the tables. This work sheet presents an interesting picture for study of trends and distribution, but due to the size of the sheet and the limitations of this study, it was thought unwise to reproduce the entire sheet. Only the averages have been used to present the picture. Some of the subjects are not contained in all five reports and one column in the tables indicates the number of months such subjects were reported. The average number of camps is given as a whole number although in many instances the average was a fraction; in these cases the nearest whole number was used. The picture of educational activities changes from month to month and the averages used give a general, rather than a specific, overview of the camp program in education.

Table XIII, page 33, represents in a concise form the academic and vocational courses taught in the Tennessee CCC camps. The order of subjects listed is by rank order of number of men participating in the course. The first two columns require no explanation, but the method of securing the figures in the third column is worthy of notice. As previously explained, this average number was very often a fraction because of the variation of number of camps reporting the subjects for the five months covered by the study. The number of individual camps reporting for the five months is not given in the final figures. The last column dealing with hours of instruction was secured by adding the hours of instruction for the month from each camp, and dividing by five. The resultant figure is the average number of hours of instruction per month for the 25 camps. To determine the average hours of instruction per camp per month, one may divide the average hours of instruction by the average number of camps reporting.

It will be noted that 56 of the 79 subjects reported were taught in all five months considered. Only 13 were omitted from one month's report, six from two reports, and four from three reports. No subject appearing for a single month was reported. Since one report was for March 1940 and the others were for the first four months of 1939, this repetition of classes would indicate a rather consistent program in the main, but would also show that flexibility is possible in the camp curriculum. January is the first month in one quarter and those courses reported only three times were being taught in the first quarter of 1939 but were not carried on into the next quarter. The four classes reported two months were

TABLE XIII

ACADEMIC AND VOCATIONAL COURSES IN CCC CAMPS

Subject	Average Men	Months Reported	Average Camps	Average Hours Instruction Per Month
Leader Training	545	5	28	111
First Aid	393	5	21	98
Woodworking	383	5	26	172
Auto Mechanics	354	5	20	104
Literacy Training	294	5	27	287
Arithmetic	288	5	22	111
General Agriculture	243	5	14	64
Forestry	237	5	15	65
Cooking and Baking	219	5	20	104
Typewriting	204	5	20	134
Truckdriving	200	5	11	76
English, Elementary	147	5	12	65
Spelling	143	5	13	62
Civics	132	5	5	23
Reading and Writing	130	5	13	85
Use of Tools	125	5	6	32
Surveying and Engineering	119	5	11	55
Singing	119	5	3	15
Foreman Training	112	5	9	39
Poultry	107	5	9	40
Electricity	101	5	7	30
Conservation	99	5	7	33
Letter Writing	80	5	5	23
Occupations	80	5	4	18
Blacksmithing	76	5	8	38
Photography	75	5	8	39
Gardening	73	5	8	33
History, Elementary	66	5	5	23
General Science	55	5	3	10
Geography	54	5	3	16
Bookkeeping	52	5	9	29
Landscaping	47	5	3	14
Current Events	41	5	4	17
Bookkeeping and Accounting	40	5	7	36
Office Management	40	5	6	32
Leather Work	39	4	2	10
English, High School	36	5	5	38
History, College	36	5	3	37
Etiquette	36	5	2	8

Business Arithmetic	32	5	5	16
Shorthand	26	5	4	29
Geology, College	26	2	1	12
Salesmanship	25	3	2	10
English, College	24	5	4	38
Sociology, College	24	2	2	19
Economics, College	24	5	2	16
History, High School	23	5	4	29
Education, College	23	5	2	23
Welding	21	4	2	8
Commercial Geography	20	3	2	15
Drafting	19	5	3	13
String Band	19	4	3	19
Teacher Training	19	5	3	12
Aviation	19	4	2	9
Commercial Law	18	5	3	11
Algebra	17	5	3	20
Art, College	17	5	1	14
Biology, College	17	3	1	10
Motion Picture Projection	17	5	3	10
Physics	16	3	1	4
Preparation for Civil Service	16	4	1	4
Blasting	16	2	2	10
German, College	15	3	2	19
Blueprint Reading	14	5	2	9
Sociology, High School	14	5	3	11
Road Construction	14	5	1	4
Algebra, College	13	4	2	20
Biology	13	4	1	4
Religion, College	13	4	2	19
Radio	11	3	2	19
Toymaking	11	4	1	24
Woodcarving	10	4	1	5
Health	9	5	1	9
Psychology, College	9	4	2	19
Bible, Literature	8	5	1	5
Commercial Art	6	4	1	4
Mine Ventilation	6	3	1	7
Calculus, College	4	2	1	12
Geometry, Plane	2	4	2	22

college classes that were completed before the end of the quarter and were not offered again. Most of the courses appearing in four reports were offered for the first two quarters of 1939 and were not being taught in 1940. Those reported five times had been carried on for the entire time.

Although 29 camps were used in this study, there is no course listed as being taught in all camps. However, all camps at present offer Leader Training, First Aid, some form of Woodworking, and either Literacy Training or Advanced Elementary Training. All camps have instruction in some form of agriculture, and many offer courses in Beekeeping, Poultry, and Gardening. Some camps find much interest in General Agriculture, which deals with farm planning and soil improvement. A careful study of Table XIII, page 53, shows that those subjects which offer an opportunity for improving on the camp or project job, or aid in securing a better job in camp or on the outside, are the ones most frequently offered and best attended. The fact that certain academic courses rank high in attendance pays tribute to skillful guidance and selling by the Camp Educational Adviser and his helpers.

The enrollees in Literacy Training receive more than twice the time given to other classes. The result of such intensive training is seen in the fact that 477 illiterates were assisted to such an extent that they were able to read and write before they left the CCC during the past year.[1] The largest group from one camp was 58 and the smallest was two,

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[1] Annual Company Educational Report, War Department, 1939, p. 3.

but the average for the 29 camps was 16 enrollees who became literate through the assistance of the camp educational program.

Most of the courses average from four to five hours of instruction per month. Exceptions are those classes requiring the acquisition of a skill. These are Woodworking, Truckdriving, Typewriting, and some college work. The time spent in actual driving of a truck or use of a typewriter is not included in the time listed as hours of instruction.

The leaders make up about 10 per cent of the camp personnel, and the figure of 545 enrollees in Leader Training would indicate that most of the leaders are attending class. The course in First Aid ranks second in number of men attending; that is due to a camp ruling that requires a man to have a first aid card before he can be a truckdriver or a leader. The large number of enrollees participating in Woodworking is due to the emphasis given this subject by the District Headquarters through provision of machinery and special schools. Auto Mechanics ranks fourth in number of men in class; motorized equipment and boyish curiosity combine to make this subject a favorite. Arithmetic, in its most practical forms and application, has found favor in the CCC as witnessed by the fact that almost 300 enrollees in the state were given over 100 hours of instruction. Forestry, Cooking and Baking, Typewriting, and Truckdriving might come in the job training group of courses. Much of the instruction in these classes supplements the regular work of the enrollees, although in some camps the courses are preparatory rather than supplementary. Many of the positions in the camp overhead require the use of a typewriter, and some of the men

who take the course do so as a step toward a better paying camp job.

No attempt will be made to analyse each course in the CCC curriculum. The figures given in Table XIII are self-explanatory in so far as they show the variety of instruction offered in the camps. Although a separate column is not given to show the size of classes, simple divisions of the number of men in classes by the number of camps will give the average class size. Most of the classes are small, few having more than 15 men per class. Also, the most specialized courses have the smallest enrollments.

One item in the questionnaire sent to the Tennessee camps in March 1940 was distribution of teaching force. The monthly Educational Reports show the number of teachers and number of classes taught, but no indication is given as to the teachers of the different classes. Table XIV, page 37, has been prepared to show the courses offered and the distribution of the teaching force. The staff for camp school is composed of members of the Technical or Using Service, Army officers assigned to the camps, Camp Educational Adviser, assistant Educational Adviser, enrollees, WPA and NYA teachers, regular school teachers, "other" civilians not covered by any of the preceding groups, and employees of correspondence schools patronized by the enrollees. Some boys attend near-by schools and are so listed in the last column of the table.

Arithmetic ranks first in number of classes conducted in the camps; 37 classes for 29 camps would indicate the operation of two or more classes in several camps. Since only 27 camps reported Literacy Training courses and 31 courses were reported, at least four camps had enough

TABLE XIV

TEACHING PERSONNEL DISTRIBUTION

Subject[a]	Total Classes	Personnel										
		Using	Army	CEA	ACEA	Enrollee	WPA	NYA	Regular Teacher	Other	Correspondence	Nearby Schools
Arithmetic	37	4	9	3	8	3	9	1	0	0	0	0
Literacy	31	0	1	8	4	3	10	1	0	0	0	4
Leaders	27	6	21	0	0	0	0	0	0	0	0	0
Mechanics	22	17	1	2	0	2	0	0	0	0	0	0
Cooking	22	0	21	0	0	1	0	0	0	0	0	0
First Aid	21	0	10	6	0	5	0	0	0	0	0	0
Forestry	21	20	0	0	0	1	0	0	0	0	0	0
Gardening	21	1	2	14	2	0	2	0	0	0	0	0
Woodworking	21	0	0	9	7	5	0	0	0	0	0	0
Typewriting	21	0	0	4	6	6	2	2	0	1	0	0
Poultry	20	2	3	11	1	0	2	0	1	0	0	0
Advanced Reading	19	0	2	4	6	0	5	2	0	0	0	0
Photography	16	1	2	2	0	9	1	0	0	1	0	0
Surveying	15	14	0	0	0	0	0	0	0	0	1	0
Truckdriving	15	15	0	0	0	0	0	0	0	0	0	0
History	13	0	5	3	0	0	1	1	0	0	3	0
Spelling	13	0	3	3	3	3	1	0	0	0	0	0
Business English	12	1	1	2	0	0	7	1	0	0	0	0
Civics	12	0	9	2	0	0	0	1	0	0	0	0
Carpentry	12	8	0	2	0	2	0	0	0	0	0	0
Agriculture	11	7	0	0	1	0	0	0	0	0	3	0
Beekeeping	11	1	2	4	1	2	0	0	1	0	0	0
Foremanship	10	10	0	0	0	0	0	0	0	0	0	0
Conservation	9	9	0	0	0	0	0	0	0	0	0	0
English Literature	9	0	0	2	0	0	0	0	0	0	6	1
Bookkeeping	7	1	3	2	0	0	0	1	0	0	0	0
Care of Tool	7	7	0	0	0	0	0	0	0	0	0	0
Occupations	7	3	2	2	0	0	0	0	0	0	0	0
Blacksmithing	5	2	0	0	0	3	0	0	0	0	0	0
Cabinetmaking	5	1	0	2	0	2	0	0	0	0	0	0
Current Events	5	1	2	1	0	0	1	0	0	0	0	0
Electricity	5	0	3	1	0	1	0	0	0	0	0	0
Letter Writing	5	0	0	0	3	2	0	0	0	0	0	0
Motion Picture Projection	5	0	0	1	2	1	0	0	0	0	0	1
Algebra	4	0	0	1	0	0	0	1	0	0	2	0
Amateur Radio	4	1	2	0	0	0	0	0	0	1	0	0
Landscaping	4	1	3	0	0	0	0	0	0	0	0	0
Singing	4	0	1	1	0	2	0	0	0	0	0	0
Accounting	3	0	1	0	0	0	0	0	0	0	2	0
Blueprint Reading	3	2	0	1	0	0	0	0	0	0	0	0
Commercial Law	3	1	1	0	0	0	0	0	1	0	0	0
Drafting	3	2	0	0	0	1	0	0	0	0	0	0
Etiquette	3	0	0	2	0	0	1	0	0	0	0	0
Geography	3	0	0	1	0	2	0	0	0	0	0	0
Office Management	3	2	0	0	0	1	0	0	0	0	0	0

[a]Subjects conducted in fewer than three camps not reported in table.

illiterates to warrant a division of the group. The order of subjects in Tables XIII and XIV is not identical but shows striking similarity; correlation coefficients were not worked out because proof of such similarity was not deemed necessary. Classes held in fewer than three camps were listed in the table. Totals, including those courses not listed, show 617 courses taught in the camps. The Using Service conducted 181, Army officers taught 111, the Camp Educational Advisers accounted for 104, assistant CEA taught 45, enrollees held 67, WPA teachers conducted 46, NYA teachers are credited with 12, regular school teachers handled four, unidentified "other" teachers taught three, 26 courses were taken by correspondence, and eight were taken at near-by schools.

The monthly Educational reports indicate the number of teachers and also the number of courses taught. For the five months considered in Table XIII the averages on these two items were also obtained. The Using Service averaged 175 men teaching 236 classes, or about six men per camp teaching eight classes. Army officers averaged 66 men holding 68 classes, or about 2.4 men teaching one class each. The Educational Advisers averaged 101 classes per month for the five months or an average of 3.5 classes per Adviser each month. An average of 25 assistant CEA's taught an average of 37 classes, or a little more than one class per assistant. For the five months an average of 58 enrollees conducted 62 classes, or two enrollees per camp teaching one class each. WPA teachers average 19 individuals conducting 57 classes, or a WPA teacher in two-thirds of the camps, each teaching three courses. Only three NYA teachers taught an average of seven classes, or two classes for each NYA teacher used in the

camp program. An average of 21 regular teachers taught 22 courses per month, or one regular teacher with one course for three-fourths of the camps. "Other" teachers averaged four with five classes, or one such person with one class for one-seventh of the camps.

Two additional facts worthy of consideration in connection with the actual class work are the interviews by Camp Advisers and use of library facilities. For the five months entering into the study the Advisers interviewed an average of 986 enrollees in 1,170 conferences, or on an individual camp basis, each Adviser spent some time each month giving vocational and educational guidance to 34 enrollees in 40 interviews.

In the matter of reading books in the camp library, an average of 1,487 books were read each month by 1,080 enrollees. On an individual camp basis this would figure about 37 enrollees reading 51 books each month. No data are available to show the use of magazines or newspapers in the camp libraries.

Previously in this study the matter of motion picture projectors has been mentioned, and the information that a projector is available in each camp has been noted. The films used are for educational purposes and recreational enjoyment. Figures on the latter use will not enter this study, but the number of films for class use each month is of interest. The 29 Tennessee camps averaged 139 films per month for class use with a total average attendance of 5,483 enrollees. On an individual camp basis, an average of one film per week, with an average attendance of 45, was used.

CHAPTER VII

EDUCATIONAL PROGRAM IN JOB TRAINING

Instruction in job training consists of the actual teaching by the foreman and leaders on the job, and the related teaching done during leisure time in the camp or on the work project. All the work jobs involve some teaching on the part of foremen, but not all jobs are followed by leisure-time instruction. Both phases of teaching are necessary in order that the instruction may be included in the reports of educational activities submitted to the District Headquarters each month.[1]

Table XV consists of the major work projects and the data pertaining to participation in the job and in the instruction supplementary to the job. Material for the table was secured from replies to the questionnaire previously explained, and from monthly reports for the five months used in the academic and vocational educational activities. Two or more related activities on the work project have been combined in a few instances to simplify the table. The jobs are arranged in order as to number of camps reporting such work jobs.

Tree planting is a major project of half the camps. About one-fifth of the Tennessee enrollees are employed in this conservation project. The next largest project is road construction, consisting of truck trails and

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[1] Instructions on Preparation of Monthly Camp Educational Report, Department of Interior, Office of Education, Washington, 1937, Sec. II, par. 1.

TABLE XV

DISTRIBUTION OF ENROLLEES ON MAJOR WORK PROJECTS
AND JOB TRAINING PARTICIPATION

Work Project	Number Camps	Men on Job	Men in Job Training Class	Average Hours Instruction	Average Camps
Tree Planting	14	997	252	69	6
Fencing	10	337	212	107	8
Road Construction	10	751	342	78	10
Carpentry	7	160	86	39	4
Erosion Control	6	260	227	43	5
Timber Improvement	6	169	128	87	4
Bank Sloping	6	162	236	70	6
Soil Preparation	5	137	39	16	2
Telephone Lines	5	98	53	24	4
Surveying	5	75	50	59	5
Sodding	4	121	97	40	4
Quarry and Crusher Operation	4	117	73	30	4
Water Control Structure	4	102	97	43	4
Reduction of Fire Hazards	4	92	57	34	2
Park Roads	3	120	27	12	1
Temporary Dams	3	77	32	16	2
Channel Construction	3	43	76	23	3
Preparation and Transfer of Materials	3	54	58	26	3
Nursery Operation	2	93	114	26	3
Outlet Channels	2	62	31	13	2
Heavy Machinery	2	62	56	14	2
Concrete Work	2	32	30	13	2
Fisheries	2	18	26	5	1
Recreation Area	1	55	59	13	1
Horse Trails	1	50	50	14	1
Stone Work	1	25	21	21	1
Cabins	1	25	21	21	1
Water Lines	1	25	17	14	1
Blister Rust Control	1	23	22	8	1
Landscaping	1	11	47	14	3
Razing Structures	1	35	56	8	1
Mosquito Control	1	35	35	6	1
Terracing	1	25	17	4	1
Wildlife Activity	1	41	30	10	1
Bank Fixation	1	30	26	13	1
Sewage	1	12	79	13	2
Excavations	1	35	32	15	1
Guides	1	4	12	19	1
Permanent Dams	1	24	12	8	1
Storage Facilities	1	22	14	15	1
TOTALS	---	4714	2947	---	-

and general road construction. One-third of the camps engage in this type of work, using about one-seventh of the Tennessee enrollees. Fencing ranks third as a major work project. Ten camps report this but the work crews are smaller and the total number of men is less than half those in road construction. A careful study of Table XV will show interesting facts as to kinds of work being done and number of men used on the projects.

Most of the job training classes are smaller in total enrollees attending than in enrollees used on the work project. A few, however, are larger. Outstanding in this group are nursery operation, fisheries, landscaping, razing structures, bank sloping, channel construction, sewage, guides, and recreation areas. An explanation of this seeming discrepancy is that the number of men on the job was taken as of March 1940, and the number in job training class is an average of five months. Work in those projects listed above dropped in March 1940, as compared to the first four months of 1939, and what a first appears to be an error is only the result of using figures from two different sources in the same table. No figures are available as to men used on these projects during the first four months of 1939; it would appear that for practical purposes the figures as given in the table will suffice.

The most hours of instruction were given in cabin construction and the least instruction was given in fisheries. The average hours instruction per month per camp has not been worked out but may be easily computed by dividing hours of instruction by average number of camps giving instruction in job training.

In several instances it would appear that more camps are offering job training classes than are doing the actual work. This is also the result of combining the information from two different sources and then making a comparison. In reality, the work project has evidently been discontinued in 1940 in one or more camps but the average number of camps during the four months in 1939 and March 1940 is larger than the number of camps now engaged in such work project. If one remembers that the material in the first two columns is accurate as of March 1940, and the last three columns contain figures averaged from information taken from five selected months, no difficulty will be encountered in understanding the entire table.

One comparison will be made in spite of the different sources of material. A total of 4,714 men were reported as employed on major work projects and 2,947 men received job training, both on and off the job. In simple figures, 63 per cent of the men working on the job were also in class studying about their job. Actually this figure would be greater if taken from the current month's reports because only those jobs now in progress would enter into the computations. Also a trend toward greater participation in "off-the-job" training was noted in the compilation of figures in the work-sheet previously mentioned. The outstanding fact to be noted about job training is that related training is being given in the camps to supplement the work experience of the enrollees. The boy not only may learn how to do a job but also may learn why the job is being done and secure aid in increasing his job efficiency.

CHAPTER VIII

RESULTS OF THE EDUCATIONAL PROGRAM AND CONCLUSIONS OF THE STUDY

In the preceding chapters an attempt has been made to picture the place of education in the CCC camps in Tennessee, to show the physical equipment in the school program, to make clear the duties and qualifications of the Camp Educational Adviser, to point out the background of the enrollees, and to depict the educational program in academic, vocational and job training. One might well ask about the results of the entire program as the enrollee is affected. Such material as is available will be given in this chapter.

The average total enrollees in the state for the five months used in the study was 5,763; of these, 4,906 attended at least one class per week during the year. On a percentage basis, 85.1 per cent of the Tennessee enrollees were participating in the educational program during the past year. Some individual camps reported 100 per cent participation in educational activities for several months. When one considers that attendance is volunatry, this percentage of participation is worthy of notice.

During the school year ended June 1, 1939, there were nine elementary school diplomas issued to enrollees from three camps.[1] These

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[1] Annual Company Educational Report, War Department, 1939, p. 3.

diplomas were awarded to boys who completed elementary school work through the eighth grade. No certificates were issued to high school or college graduates during this one year, although several have been issued both before and since. No reports are available to show the number of enrollees who advanced at least one grade in educational level as a result of the camp educational activities. The fact that a boy, while a member of the CCC, may complete his elementary schooling speaks well for the educational program in the CCC.

The CCC issues unit certificates to enrollees who successfully complete at least 12 hours of work in any course.[2] In 1939 the 29 Tennessee camps issued 2226 unit certificates to 1541 men. The average per camp was 88 certificates presented to 61 men during the year. One camp issued 334 certificates to 212 men to rank in first place. Four camps did not issue certificates during the entire year. The preceding information was taken from the annual report of educational activities previously mentioned in Chapter I. Such a report for 1940 is not yet available, but a comparison of the two reports should be interesting in showing greater or less activity as revealed in the number of certificates issued.

An enrollee, who through experience and training becomes adept at some trade or skill, is presented with a proficiency certificate at the end of his enrollment in the CCC. During 1939 the Tennessee camps issued

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[2] Ibid.

485 such awards to 455 men.[3] This awarding is an average of 19 certificates per camp to 18 enrollees. Proficiency in two or more skills accounts for the number of certificates exceeding the number of enrollees. The largest number issued by one camp was 75, and nine camps reported no certificates issued in 1939.

Those enrollees who complete 144 hours of instruction in camp educational activities are awarded an Educational Certificate. The total for the state in 1939 was 293 certificates given to 293 enrollees.[4] This is an average of 10 per camp during the year. Only 11 of the 29 camps gave these Educational Certificates, however, and the range in these camps was from 95 to one.

Perhaps the best test of the effectiveness of the educational program would be data pertaining to number of men who were in the CCC and were able to secure employment as a result of their educational activities in the Corps. Unfortunately, such data are not available. There is reported each month from the camps the number of men discharged to accept employment, but no information is available to show how camp training played a part in securing the position. At the end of their term of enrollment many enrollees secure employment, but statistics are not available to show the number of men, kinds of work, or relation of camp training to securing of employment. This would appear to be the weak link in the chain of CCC education, or at least in a complete understanding of the results of the program.

From personal observation the writer has seen that camp problems in

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[3] Ibid.

[4] Ibid.

carrying on an educational program are as varied as the camps themselves, and any attempt to compare camps must be made in the light of such problems. The writer has also seen a wide range of interest in the camps, and the resulting educational activities are increased or decreased in proportion to the interest manifested in the program by the adviser, officers, and foreman. Although 63 per cent of the enrollees receive job training in leisure time, statistics do not show as clearly as personal observation the wide range of variation in effectiveness of instruction given enrollees in the CCC. Such intangible factors as arousing self-confidence and the desire to learn within the individual are not shown in this study, but their importance as an integral part of the camp program cannot be overlooked. A complete understanding of the accomplishments of the camps' educational program is impossible, because one will never know to what extent the knowledge and skill acquired in the CCC will improve living conditions for the enrollees and their families within the future years. One can see the opportunities for learning in the CCC, the amount of participation in educational activities, some concrete manifestations of learning as indicated in awarding of certificates, and watch with interest as the seeds of education sown in the CCC camps of today ripen into a harvest in the future. What that harvest will be, only a secretive future knows.

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National Park Service, _Emergency Conservation Work Handbook_, Washington, D. C., 1939.

Supplementary Regulations, Fourth Corps Area, CCC, Atlanta, Georgia, 1940.

APPENDIX

EDUCATIONAL ADVISERS IN THE CCC CAMPS

Please fill out this blank and return to District Headquarters, Ft. Oglethorpe, Ga.

Name _____ Company Number _____

EDUCATIONAL BACKGROUND

College degrees received (Give institution and degree, e.g. Yale-B.S.)

_____

_____

_____

Are you doing any work leading to a higher degree? _____

If so, fill in following: School _____

Degree _____

Major _____

Last session attended _____

TEACHING EXPERIENCE

Number of years as elementary teacher _____

Number of years teaching high school _____

Number of years teaching Jr. H. S. _____

Number of years teaching college _____

Number of years teaching Industrial Arts _____

Number of years teaching Vocational Agriculture _____

Number of years teaching Vocational Trade & Industrial Education _____

Number of years as elementary school principal _____

Number of years as high school principal _____

Number of years as county superintendent _____

Number of years as city superintendent _____

VOCATIONAL EXPERIENCE

Please list below the various jobs you have worked at and approximate time spent on each (Example: Farming-raised on farm or Selling Books--2 months)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

PERSONAL DATA

Place an x in the blanks below which apply to you:

___Married ___Single ___Divorced ___Separated ___Widower

___Former CCC Official ___Former CCC Enrollee

Number of children _____

Your age as of January 1, 1940

EDUCATION IN THE CCC CAMPS OF TENNESSEE
January 1939 to January 1940

Co. No. ____ Camp No. _____ Location _____, Tennessee

Write below the main work projects now in operation and average number of men used on each project (Ex. Truck trails--36)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

From CCC Form #2 classify the present company enrollment as below:

Date of enrollment		Ages as of Jan. 1,1940		Years out of school	
Jan. 40		16		None	
Oct. 39		17		1	
July 39		18		2	
Apr. 39		19		3	
Jan. 38		20		4	
Oct. 38		21		5	
July 38		22		6	
Apr. 38		23		7	
Jan. 37		24		8	
Oct. 37		25		9	
Others		26		Others	
TOTAL		Others		TOTAL	
		TOTAL			

Note: Total in each column should equal present company strength.

Titles of classes taught in the present program by groups below:

Using Service	Army Officers	C.E.A.	A.C.E.A.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	
6.	6.	6.	Enrollees
7.	7.	7.	1.
8.	8.	8.	2.
9.	9.	9.	3.
10.	10.	10.	4.

Others (designate e.g. Charcoal Drawing by W.P.A.)

1. _____ by _____ 4. _____ by _____
2. _____ by _____ 5. _____ by _____
3. _____ by _____ 6. _____ by _____

Correspondence Schools and courses to be listed below (Ex. Algebra I.C.S.)

_____ _____
_____ _____
_____ _____

List below courses taken in nearby schools and number of men in each course.
(Ex. Welding at Stair Tech--2)

_____ _____
_____ _____
_____ _____