

A STUDY OF THE CIVILIAN CONSERVATION
CORPS WITH A MENTAL SURVEY OF CAVE LAKE WILHITE,
READING, KANSAS

A THESIS

SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

.....

.....

BY

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JULY, 1935

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ACKNOWLEDGEMENT

The author wishes to express his gratitude and his sincere appreciation to the following:

Dr. Brian E. Tomlinson for his able assistance, advice, and guidance of this study.

Mr. Lester Cross for the use of the Intelligence test material.

The commanding officers of the camps, Captain R. K. Forney and Lt. R. J. Hondrus, for their permission to give the tests, and their valuable assistance in administering them.

Mr. Herbert Smith, educational adviser of the camps, who aided in the actual testing program.

The Bureau of Educational Measurements for scoring the papers. Mr. Charles Tayler, Assistant to Director Fechner, and Mr. John Naughton, for data and material on the C. C. C. camp.

And to Mrs. Haus for her encouragement to the writer.

L. H. H.

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the founding of the Civilian Conservation Corps, its origin, organization, accomplishments, and cost, together with a limited mental survey of C. C. C. Camps 786 and 787 (colored), located at Lake Wilhite, Reading, Kansas.

There has been considerable discussion, on the part of the public, as to the advisability of such camps. This study is not an argument for the camps nor is it an argument against them. It is a study of what has been done during the time the organization has been functioning. There is no doubt that in so large an undertaking there should be some waste. But under the direction of the army officers in charge this seemingly has been reduced to a minimum. That the returns from the investment have been large is well understood. These returns are not all measured in dollars and cents, though much can be so measured. The large returns are in social improvement.

. . . . It is clear that no single attack upon unemployment of similar magnitude could have accomplished more good socially and economically or have aroused more wide-spread and deeply felt approval.

Although incidental, it is nevertheless important that these young men have not only become self-supporting, but they have been enabled to contribute to the support of their families. They thus have the double satisfaction of realizing their ambition for self-support and of helping to maintain their relatives in greater comfort and in self-respect.

In short, it may be said with complete justification that Emergency Conservation Work is more than a plan to conserve natural resources. It is a plan which does conserve the social resources of the nation.¹

SCOPE OF THE STUDY

The first part of this study is devoted to the origin and the history of the organization, some of its accomplishments, and the cost of the program. The study deals with the act of Congress giving to the President the authority to have organized the Emergency Conservation Work program, and providing funds for its operation. It endeavors to follow the program through its second year of existence. The study shows how the organization has been planned and duties delegated to four different departments of the Federal Government, and how well these departments cooperated. The study also shows some of the immediate results of the work in a financial way, as well as the rebuilding of self-respect in hundreds of thousands of young men. Much of the good

¹ Frances Perkins, Department of Labor, Washington, D. C.: Letter to the President, April 9, 1934.

accomplished by the program is not measurable as such at the present time. Fire prevention has been reduced to 17 % of the average annual loss for the last ten years. Much has been accomplished in the prevention of soil erosion, in the planting of new trees, in the prevention of the spread of tree diseases.

Many leaders have developed from among the enrollees. Not infrequently there has been a social advantage for the boys enrolled. Young men have been given an opportunity to work which has kept many of them from enterprises of a criminal nature. The cost of the program is great but well worth while when one considers the returns from the investment.

The second part of this study is devoted to a limited mental survey of colored camps 786 and 767, located at Lake Wilhite, Reading, Kansas. Tests were given to the boys of the camps in the following subjects: English, spelling, arithmetic, American history, and reading. In addition the Army Alpha Intelligence Test, and introversion-extroversion and neurotic inventories were administered. The results of these tests were tabulated and compared with standard norms.

SOURCE OF THE DATA

The material for the first part of the study was collected from periodicals and from materials sent from the office of the director, Mr. Robert Fechner, as well as some

from the publication "Happy Days", a national Conservation Corps newspaper published at Washington, D. C.

The tests forming the second part of the study were given by the author and the educational adviser of the camps. The army alpha intelligence test was given by Mr. Lester Cross, who also tabulated the results.

CHAPTER II

THE ESTABLISHMENT OF THE CIVILIAN CONSERVATION CORPS

It was at the White House, March 9, 1933, between four o'clock in the afternoon and ten o'clock at night, that the Civilian Conservation Corps was given its first impetus. President Roosevelt had called in six men. These men were the Secretary of Agriculture, Secretary of War, Secretary of the Interior, the Director of the Budget, the Solicitor of the Department of the Interior, and the Judge Advocate General of the Army. They listened for two hours while the President talked about forests, watersheds, and forest reclamation; while he talked about the 5,000,000 or more young men between 18 and 25 years of age who were unemployed. Conservation of these human resources was even more important than the saving of natural resources. The plan which the President outlined involved both.

The meeting was not a conference. The new President laid his plan before the men. He wanted a half million young men placed at work immediately, or as many as funds would permit. He urged that it be done immediately. That was the reason for the meeting. National forests and national parks

are under the control of the Departments of Agriculture and the Interior. The Department of War was the only agency organized to enlist thousands of men overnight. These men must be enrolled, examined, clothed, transported to the forests, fed, and housed. They must be organized in camps. All this fell to the lot of the Department of War. The Director of the Budget was there to make funds available. The Judge Advocate General of the Army and the Solicitor of the Department of the Interior were the legal advisors of the occasion. They were to draft a bill to be presented to the Seventy-third Congress to give the President the necessary authority to set into motion the machinery for organizing the camps.

By nine o'clock that evening the first draft of the bill which was to create the C. C. C. was ready. It was presented to a group of congressional leaders who agreed to see it through the two houses of Congress.

The bill was amended to give the President wider powers than he had asked, while the scope of the work was widened to include work on private, municipal, and state lands.

On March 28, the Senate voted its approval of the amended bill for Emergency Conservation Work. The House voted approval the following day. The bill, Public Act No. 5, Seventy-third Congress, was approved by the President on March 31.

As a first move to make the law effective, the President on April 5, 1933, created the Emergency Conservation Work Organization and named Robert Fechner, of Boston, as director. In this same order the chief executive arranged for four United States departments, namely, War, Interior, Agriculture, and Labor, to cooperate with the director in the establishment, organization and operation of the system of forests camps. The cabinet officer representing each of these departments named a representative to cooperate in the work. These four representatives form the nucleus of an advisory council to the director.

The first camp was established within a week. During the month an average of 1,530 were enrolled each day, and by the first of July 275,000 men were located in 1,300 camps, spread nation-wide.

The first camp was located at Luray, Virginia, in the George Washington National Forest. It was established under conditions which prevailed for many weeks during the first few months of the work. These were days of rain and mud. The first outfit was composed of boys from the city. They made the hike into the mountains in trucks, at night, in the rain. After they arrived at the camps, their tents had to be pitched in the dark by lantern light. Conditions were far from favorable in this first camp for the first few days.

The Emergency Conservation Work was begun as an experiment in conservation of forests and men. It became the most extensive peace-time project ever attempted by the federal government.

THE WORK OF THE ARMY

It was a tremendous and far-reaching task for the government to undertake this great peace-time army. It was an undertaking comparable only to the mobilization of an army during the World War. It was faced with many difficulties not experienced in 1917. The responsibility in time of war for selecting, training, and directing the new soldiers rested solely with the war Department. In this peace-time move, four departments of government were involved. The purpose was more diffuse, and the rules and regulations foreign to any one department.

The army enrolled the men selected under the direction of the Department of Labor. It administered a strict physical examination to each new enrollee. It immunized him against typhoid and other communicable diseases.

Few of the men enrolled were physically prepared to do hard manual labor. They had to be given a preliminary conditioning at army posts to fit them for work. After the men were conditioned they were assigned camps to which they were transported by the army.

The new enrollee had to be supplied with clothes, food, and shelter. This was the problem of the War Department. Only the Army was so organized as to handle efficiently this assignment on so large a scale and so short a notice. The C. C. C. needed stoves, trucks, tractors, ambulances, axes, saws, medical supplies, and it needed discipline. The ultimate success of the C. C. C. depended upon the thoroughness and efficiency of this phase of the work. This was the work of the War Department.

[For eight hours each day, five days a week, the 350,000 men of the corps are on the job and under the direction of work superintendents. During other hours of the day and night, these men are supervised, cared for, and guided by the army. The army is their provider, tailor, doctor, teacher, spiritual advisor, and paymaster. It gives them recreational and educational advantages. The army is responsible for the conduct of the men while off work. It disciplines those who are unruly, and discharges the chronic trouble maker.] *

The U. S. Army functions under a decentralized system. The country is divided into nine Army Corps areas. Each area is under the command of a major general, and has become for army purposes a kingdom in itself. The corps area commanding officer is supreme, except in matters of general policy. He is responsible to the General Head Quarters in the Department of War in Washington.

Each company was originally provided with two Regular Army officers, one Reserve Corps officer, and four Regular Army enlisted men, mostly non-commissioned officers in the regular army. They were scattered throughout the United States and possessions instructing National Guards, Organized Reserve, and Reserve Officers training groups.

More than 3,000 of these officers were called from their instructional details and placed in C. C. C. duty. In addition, 1,800 Reserve Corps officers were placed on active duty with the C. C. C. units, and 500 regular navy and marine corps officers were added to help organize. There was scarcely a branch of the army that was not involved in some detail of the C. C. C. organization. The regular army officers were gradually replaced by reserve officers as the camps became established and the routine more permanent. Moreover, the authority was decentralized into the Corps Areas and from them to district and sub-district commands, and to individual company commanders.

The army has experts in every branch of its various departments. When men are to be transported, matters are so organized as to provide the transportation facilities, the food and shelter enroute for the men. This is no small problem of teamwork and organization in itself. The C. C. C. outnumbered the army three to one. Army depot factories worked day and night to furnish supplies, clothes, and shoes. They

could not supply all on so short a notice. Orders were placed with scores of private individuals for additional supplies.

[As to clothing, a single type of uniform was adopted; it was the army fatigue uniform. It consists of pants and jumper of denim, and a hat with a wide flopping brim of the same material.] *

As winter came on, the tents had to be replaced with buildings. These were built under the direction of the army. In addition, generating plants for electricity were needed for camps in remote places.

Equipment and supplies needed in large quantities are purchased in Washington or at the army depots. All other buying is delegated to the Corps Areas Commander, while some is passed on to the company commanders.

[Under the direction of the army, with the cooperation of the Department of Education, an extensive educational program has been set up. Athletic equipment is supplied to each camp. There is a permanent and a traveling library.] *

One of the most successful functions of the army is its medical service. Camp conditions must be kept sanitary. Food must be stored and prepared under sanitary conditions. At conditioning camps men are inoculated against smallpox, typhoid, and paratyphoid. The men must not only be kept healthy and the injured cared for; they must also be taught

the principles of personal hygiene, sanitation, and first aid. Instruction in first aid is given to every man in camp. Ambulances are kept in readiness for emergencies.

[Hence the army has charge of the individual from the time he is enrolled as a recruit, through his training and service period, until it issues him his discharge and transports him back to the place from which he enrolled.] *

The Army performed its task without a hitch, in a manner to give pleasure to the Commander-in-Chief, and to earn from the chief of staff the commendation, "It was well done, Army". It constituted, as the chief of staff, General Douglas MacArthur points out, the greatest peace-time demand ever made upon the Army.¹

THE WORK OF THE OTHER DEPARTMENTS

[The men were selected by the Department of Labor for service in the C. C. C. The Department of Labor appointed state directors for emergency relief administration. Each state was given its quota of men to raise. The quota was determined upon the basis of population. The director for Kansas is John G. Stutz, whose office is in Topeka, Kansas. The state director delegates the actual selection of the men to the county division, who do the final enrolling of men.] *

[The men selected must be between 18 and 25 years of age, citizens of the United States, unmarried, unemployed, physically fit, and come from families who are either on *

¹ W. S. Buel, "Army under the new deal." Literary Digest, (August 26, 1933), p. 116.

relief or in need of relief.] The county division investigates each man enrolled to ascertain whether he really is in need. Twenty-five of the thirty dollar per month wage of the enrollee is sent by the War Department directly to the parents and families of the men enrolled. The men are allowed five dollars per month for personal expense money. Enrollment is wholly voluntary. No one may be drafted.²

To surround the boys with friendly and hospitable surroundings, and to prevent jealousy among the unemployed in the local district surrounding the camps, provision was made for the enrollment of a limited number of local experienced men in each company. Age restrictions on these men were lifted. Both married and unmarried men were selected. These men who had considerable experience in the forests were used as leaders for the inexperienced C. C. C. boys. These local experienced men represented about 35,000 of the total enrollment.

[In addition, provision was made for the enrollment of war veterans, without age or marital restrictions. These were selected by the United States Veterans Administration. * The first of these were enrolled from the group that had gone to Washington in behalf of the soldiers' bonus.] The enrollment of war veterans represented about ten per cent of the entire enrollment.

[There were some 14,000 Indians enrolled also. They were selected by the Bureau of Indian Affairs of the Department * of the Interior.] These men were placed at Conservation Work

² Emergency Conservation Work. (Washington, D. C.: Department of Labor, Bulletin No. 1, September 15, 1934), 15 pp.

on Indian Reservations. Camps for 4,000 men were established in Puerto Rico, Hawaiian Islands, Alaska, and the Virgin Islands.

In making the selection of Veterans to fill the several state quotas, the managers of the Veterans' Administration offices and facilities determined:

- (1) That the veteran served in the armed forces of the United States during a war period.
- (2) That he was honorably discharged therefrom.
- (3) That he was unemployed.
- (4) That he was a citizen of the United States and
- (5) That he was in need of employment to support himself and dependents.

On enrollment in the C. C. C. each man must agree to stay in the service for a six months period, with the privilege of enrolling for another six months term. A man would be given an honorable discharge at any time that he had a chance to secure permanent employment. Regulations also called for dishonorable discharges for desertion, or for gross misconduct, such as refusal to work, violation of discipline, or misbehavior. The Department of the Interior and Agriculture decide upon the selection and location of the camps. The forests in which the early camps were located were either state or national. Camps may be located on private lands if certain specifications are agreed to. There was no scarcity of work; the difficulty was that of where to work. The camps had to be accessible. The camp site had to consider the physical surroundings, nearness to water, nearness to work.

About 98 per cent of the work of planning and supervision is carried on by the various divisions of the Department of Agriculture and of the Department of the Interior. The percentages of companies or groups for work purposes are shown in Table I.

CLASSES OF WORK AUTHORIZED

The following classes of work have been authorized on private lands:³

- [Prevention and fighting forest fires
- Fire hazard reduction
- Telephone line construction for fire protection
- Erection of lookout towers and observatories
- Protective structures, such as cabins and tool sheds
- Truck trail construction
- Horse and man trail construction
- Emergency fire-control landing fields
- Firebreak construction
- Insect control
- Blister, rust and other tree disease control
- Erosion and flood control
- Maintenance and reconstruction of authorized classes of improvements]

³ Emergency Conservation work Bulletin. (No number, No date, department responsible, etc.)

TABLE I

DISTRIBUTION OF COMPANIES BY DEPARTMENTS
UNDER WHICH THEY WORK

All Services	Number of Companies	Per Cent of Total
	1751	100 %
Department of Agriculture	1147	66.26
Forest Service	1143	
Bureau of Animal Industry	1	
Bureau of Biological Survey	3	
Department of Interior	553	31.95
National parks and monuments	109	
State Parks	325	
Bureau of Indian Affairs	77	
Bureau of Reclamation	7	
General Land Office	1	
Soil Erosion Service	34	
Department of War	31	1.79
Office of Chief Engineers	31	
Military Reservations	9	

Read Table thus: The Department of Agriculture has charge of 1,147 camps or 66.26 % of the total. These camps are distributed according to department, the Forestry Service having 1,143 camps.

Private owners may receive work of the above type on their land by application to state or federal authorities. These private owners sign a contract to maintain improvement work on their lands.

The emergency conservation work program has greatly accelerated the regular forest work of the government. Most of the work being done is on projects long planned by federal and state forestry agencies for orderly accomplishment over the years. Government forest work, largely centered in the Forest Service of the United States Department of Agriculture, includes the administration of the national forests, cooperation with the states in fire protection and reforestation, and research looking into the development of better methods of protecting, growing, and utilizing forest products and services. There are 147 national forests with a combined area of more than 160,000,000 acres, a reservoir of natural resources managed in the public interest. The national forests grow timber; they protect vital watersheds; they provide forage for millions of head of livestock; they furnish a home for wild life, provide recreational opportunities, and many other services. They are being managed for continuous public use, and in their administration the Forest Service policy is "the greatest good to the greatest number in the long run."

The forest service also cooperates with the states in the establishment and maintenance of organized protection of state and private forests lands against fire, in the production and distribution of trees for farm woodland and windbreak planting, and in the extension of forestry information to farm woodland owners.

Research activities of the Forest Service include investigations in silva-culture, tree-planting methods, fire-control methods, problems of watershed protection and prevention of soil erosion, problem of livestock range management, and problems of forest economics and of wood utilization. There is also under way a nation-wide survey of our forests resources. The investigations are carried on from eleven regional forest and range experiment stations, and at the forest products laboratory in Madison, Wisconsin, where continuous public service is being rendered through increased knowledge of the properties and uses of wood. Knowledge developed by government forest research has been the basis of much of the work of the Civilian Conservation Corps.

CHAPTER III

EDUCATION IN THE CIVILIAN CONSERVATION CORPS

The C. C. C. camps are in reality enforced additions to the country's educational system. Anyone who believes that education of the eighth grade level is going to satisfy the needs of future citizens should visit one of the federal camps. He will see going on there repair work on human lives which should be unnecessary if society had been wise enough to develop an adequate system of education.¹

The C. C. C. was begun as an experiment in conservation and rehabilitation. The educational program which has grown up in the C. C. C. camps, likewise, is an experiment. It is one of the largest of schools, and wanders far from the popular conception of what a school is. It has about 150,000 men in its student body. The classes meet in nearly two thousand different buildings, which are located in every state of the country. Willingness and a desire to learn are the only entrance requirements. [The curriculum varies with the camps. Each camp adopts a curriculum to suit its individual * needs. Attendance is not compulsory. Students attend or not, as they wish.]

The student body is composed of a group who vary widely in their educational background. Some have attended for a few weeks a mountain school conducted by a church organization.

¹ Chas. C. Judd, "Educational program of C. C. C. camps." Journal of National Education Association, (February, 1934), p. 54.

At the other extreme are a few who have college degrees. About half of the number never have gone higher than the grade school. The other half taper off rapidly to the few with college degrees.

The objectives of the program are as follows:

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. By such vocational training as is feasible, but particularly by vocational counselling, and adjustment activities, to assist each man better to meet his employment problems when he leaves camp ²

An educational program which would offer the greatest opportunity to so widely varied a group, and which would return men to their homes better qualified to compete in economic life and with a greater understanding of themselves and their relation to their social environment, was the object of a plan conceived by President Roosevelt and Mr. Fechner, the director of the camps. Many members of the corps never attend any educational classes or lectures. Study for them would be humiliating, and a mark of inferiority.

² The Handbook for the Educational Adviser in C. C. C. Camps.

The type of education offered the men must be adopted to their interests and desires. It must fit the needs of those who wish to further their education. Dr. C. S. Marsh, Educational Director of the C. C. C. has compared the camps to a great American folk school. He states:³

The educational program now being conducted in the camps of the Civilian Conservation Corps is a great American folk school. Some of the characteristics of the folk school are: It is an educational enterprise for adults and older youths growing out of the native culture of a people but developing and expanding that culture by helping the people to learn things that are of most importance or interest to them, it is not imposed from above, it does not prescribe a curriculum, it meets the immediate interests and needs of the people.

The instructor must be trained to handle not only their subjects but also men. There was a lack of trained personnel to direct the educational program. The War Department was made responsible for education in the camps. Working in conjunction with the Department of Education, camp advisers were selected. They worked under the educational adviser for the corps area, who attempted to co-ordinate the work in his corps area. A director of education for the C. C. C. camp was set up in Washington. The director of education recommended educational objectives and general means of execution to the War Department.

There were 1,267 camp advisers selected. Some of these advisers work with two companies when they are quartered near

³ Dr. C. S. Marsh, "The educational program in the Civilian Conservation Corps." Recreation, (January, 1935), p. 476.

each other. The men chosen were young men of college training. These young men were expected to become acquainted with the ambitions and problems of their men and to endeavor to create opportunities for such study as the men wanted and thought would become helpful. Education had to become part of a man's life through his interests. Through proficiency in typing a man might develop ability in other subjects, such as spelling or English. An illiterate might through a desire to learn to write his name develop an eagerness to learn to read and write.

The educational interests are developed most readily along the lines of vocations. Books are available and assistance is given to those who are following any definite vocation. Advice to the men on the possibilities of a certain profession or vocation in which they are interested is of great value to them.

Instructors in some subjects were drawn from the Reserve Corps officers; many were college graduates and competent instructors. Officers and foresters in the camp taught subjects in their field. Many trades were represented among the men of the camp. Men with special ability were asked to assist in their special field. It is conservatively estimated that 7,580 persons are giving full or part time to the educational program of the camps.

THE CAMP SET UP

Since the work of these camps lies mostly in forests and parks, the camps are largely in forests and parks.

[Picture this set up: At the head of a company street, perhaps two blocks long, is the camp headquarters building housing the offices of the camp officers; near-by is a small camp hospital building; along one side of the company street is the camp mess hall, a long low building; and beyond that the recreation hall. Beyond that is apt to be a boxing ring, a baseball diamond, and other recreational facilities. Across the company street from the mess hall and the recreation hall are four long low barracks buildings at right angles to the street. Some camps have put up small buildings or tents in which classes may be held, but by and large there are no special facilities of that sort.]

Discussion groups and classes meet in the mess hall, or any place where the men can sit and talk.⁴

[High schools, colleges, and universities near the camps became interested in the educational work in the camps and were urged to participate. Hundreds of these institutions were brought into the educational program of the camp.] Many of these operated some classes at night for the exclusive benefit

⁴ Ibid., p. 477.

of the camp men. Extension courses are taken by many men who wish to fit themselves for the future. Leaders in professions have been brought into camp to lecture. Books have been donated. The facilities of the educational branch of the National Park Service have been placed at the disposal of the emergency conservation workers. In addition to the regularly scheduled program of educational activities, lectures, and field trips especially planned to meet their needs are being undertaken by the naturalist staff.⁵

Each camp has its own library, in addition to a circulating library. Most of these books are not textbooks, however. The forestry department has books on different phases of forestry, of which each camp has a supply. A comparatively small amount of money is allotted to each camp for the purchase of books and other equipment. The adviser is generally the one who has to provide the equipment.

[Camp work affords vocational instruction in truck driving, road building, tool making, blacksmithing, and heavy machinery operation. Bookkeeping, typing, stenography, commercial art, electrical engineering, fruit growing, landscaping, photography, surveying, dramatics, and cabinet-making are among the more popular subjects of study.] [Through a combination of work and instruction, the men are gaining

⁵ Jane Adams, "C. C. C. opportunities for study and recreation." School and Society, XXXVIII (August 12, 1933), 207-9.

a knowledge of bridge building, concrete work, floriculture, irrigation, nursery work, telephone line construction, lumbering, log and timber creosoting, tree surgery, warehousing, refrigeration, cooking, and moving picture operation.] *

The men are not all concerned in vocational interests. Nearly half the men enrolled in the schools of the camps are interested in cultural subjects, such as literature, philosophy, and foreign languages. Aviation is popular in camps having an officer from the Air Corps.

Lectures and other types of classroom instruction common to the prevailing school are used as little as possible. They have been supplanted by the discussion group method. This form of instruction and study has proved best. Armed with information from some book, periodical or from some newspaper, enrollees argue their point with all who will.

We teach civics from the newspapers, the text we all use as soon as we leave school. We argue principles and cause and effect. We try to see a matter in its proper place as part of the whole scheme of things. We try to avoid scurrying off on a trifling tangent. And no annually mulled book facts get me by. There are always one or two of the boys who show up any narrow or weak points in my presentation.

The Civilian Conservation Corps may be the first step to a school without diplomas and credits. We emphasize courtesy, promptness, and tolerance. We hope the boys learn to spend their powers with foresight and judgment.⁶

⁶ Henry L. Farr, "One teacher's view of the C. C. C." School Life, (May, 1935), p. 211.

The developing of leisure activities has also become part of the educational program of the camp. The development of hobbies is encouraged. Field trips are arranged for collectors of stone, wood, and flower specimens. Leathercraft, woodcraft, and metal craft are provided and material for the practice of these crafts are purchased from funds provided by the men.

The aim of the educational program in the C. C. C. camps is that of developing in each man his powers of self-expression, self-culture, and self-entertainment; developing pride and satisfaction in cooperative endeavor; developing an understanding of the economic and social world in which he lives; preserving and strengthening good habits of health and of mental development; affording vocational counseling and opportunities for better equipping the men to secure and hold a job after they leave the forests; developing an appreciation of nature and rural life. Its method is that of affording a chance of instruction and study based upon the needs and wishes of the men, and of fitting into the life of the men rather than dictating to them arbitrarily.

Many of the educational advisers and company officers have taken upon themselves the task of locating employment for men of their camps who show marked ability in some definite field. Graduation exercises are held for those men who complete their school work.

The following data are reported by the Educational Director:⁷

During the third period, 133,156 enrollees engaged in voluntary systematic study. In 1,468 camps, 18,214 courses were offered. The average number of concurrent courses per camp was ten, meeting twice a week, with an average of fourteen enrollees each meeting.

The subjects taught grouped themselves as follows:

- | | |
|--|-----|
| 1. Vocational subjects | 31% |
| 2. Fundamental subjects
(For illiterates and elementary grades) | 20% |
| 3. Academic subjects | |
| High-school level | 30% |
| College level | 77% |
| 4. Self-expression subjects
Dramatics, hobbies, etc. | 12% |

Two thousand four hundred and seventy-nine illiterates learned to read and write during the third period.

Personal or counselling interviews between enrollees and educational advisers numbered 672,675, or 79 per camp per month. A book circulation of 1,427,977 is reported.

A study of 183,000 enrollees showed that one-half of one per cent had no schooling prior to entering the Civilian Conservation Corps. About 50 per cent had not progressed beyond grammar school, while 25 per cent were graduates and 25 per cent non-graduates. Forty-six per cent had been in high school, about 15 per cent of whom graduated, while three and two-tenths of one per cent were college graduates.

⁷ Robert Fechner, Third Report of the Director of Emergency Conservation Work, September 30, 1934. Washington, D. C. 45 pp.

A report by Dr. John W. Studebaker,⁸ Commissioner of Education, in the *Forestry News Digest* for January, 1935, shows a total of 167,003 on study programs in camps. This figure amounted to 53 per cent of the total enrolled at that time. One of the features is that 2,588 illiterates are being taught to read and write at that time.

In January 29,506 men were enrolled in courses in nearby high schools. They traveled distances from five to fifty miles to reach these schools. Twenty thousand seven hundred men were enrolled in correspondence courses, 70,832 were carrying on hobbies, and 95,602 were doing reading under supervision. Further educational activities included the showing of 4,988 educational films and the circulation of 334,102 books. A total of 209,881 guidance interviews were given for the month.

A TYPICAL CAMP PROGRAM⁹

Auto mechanics	Journalism
General mathematics	Carpentry
Highway construction	Electricity
Aviation	Shorthand
Forestry	Dramatics
Typing	General Science
Reading and writing	Glee club
Surveying	Penmanship
Safety and first aid	Photography
Cooking and baking	

⁸ Dr. John W. Studebaker, "Education in the C. C. C." *Forestry News Digest*, (January, 1935),

⁹ C. S. Marsh, *op. cit.*, p. 476.

CHAPTER IV

THE HEALTH OF THE CIVILIAN CONSERVATION CORPS

Robert Fechner, Director of Emergency Conservation Work, today announced that a recent survey conducted by the office of the Surgeon General of the War Department indicated that the average young man who enrolls in the Civilian Conservation Corps gains from seven to eleven pounds during his first two months in camp.

The greatest gains were in the eighth corps area, embracing Colorado, Arizona, New Mexico, Oklahoma, Texas, and Wyoming. Records forwarded to Washington from this Corps area showed that the average weight gain was 6.91 pounds for the first month and 4.32 pounds for the second month, and aggregate of 11.23 pounds for the two months covered by the survey.¹

During the third period from April 1, 1934, to September 30, 1934, there were 436 deaths reported. Of these 205 were due to diseases and 231 to injuries. Primary pneumonia heads the list of deaths caused by diseases with a total of 65 deaths. Automobile accidents accounted for 103 of the deaths due to injuries.²

¹ Memorandum for the Press, released Thursday, February 28, 1935.

² Cf. ante, p. 27.

The mortality experienced in the corps from its beginning through September, 1934, is approximately equivalent to the expected mortality at age 19 on the Select American Men Mortality Table.³

The average strength on which the following report is based and on which rates per 1,000 men are computed is 300,121. General admission into the sick report for the third period amounted to 171,217 for all causes or 1,141 per 1,000 men per year. Disease admissions accounted for about 75 per cent of all admissions and injuries 25 per cent.

Communicable Diseases. The following table shows the occurrence of communicable diseases, both the actual number of cases and the rate per 1,000.

Deaths from Injuries. The deaths from injuries are shown in Table III. Almost half the deaths were due to automobile and other motor vehicles.⁴

Hospitalization. The average number of enrollees sick in the hospital on the last day of each week was 3,448. Approximately 92 per cent of these patients were cared for in all types of government hospitals, leaving 8 per cent to be cared for in civil institutions.

Each camp has its own doctor and hospital. All except the most serious cases are handled by the camp doctor.

³ Ibid., p. 20.

⁴ Ibid., p. 21.

TABLE II

OCCURRENCE OF COMMUNICABLE DISEASES

Disease	Cases	Rate per 1,000
Common Respiratory	25,603	171.00
Measles	3,705	24.69
Common Diarrhea	3,327	22.17
Veneral Disease	2,777	18.51
Malaria	2,699	17.99
German Measles	2,544	16.95
Influenza	2,217	14.77
Mumps	1,981	13.20
Vincent's Angina	1,648	4.32
Primary Pneumonia	398	2.65
Scabies	397	2.65
Dysentery	176	1.17
Tuberculosis	170	1.13
Scarlet Fever	146	.97
Secondary Pneumonia	59	.39
Typhoid	39	.26
Meningitis	34	.23
Diphtheria	29	.19
Poliomyelitis	13	.09
Smallpox	4	.03
Undulant Fever	2	.02
Tularemia	1	.01
Para-typhoid Fever	1	.01

Read Table thus: There were 25,603 cases of common respiratory which was a rate of 171 per 1,000.

TABLE III

DEATHS FROM INJURIES IN THE C. C. C. CAMPS
FOR THE THIRD PERIOD

Type of accident	Number of Deaths
Automobile accidents.....	103
Drowning.....	38
Struck by falling tree.....	12
Railroad accident.....	11
Fall.....	9
Explosion.....	9
Truck accident.....	6
Homicide.....	6
Suicide.....	5
Diving accident.....	4
Tractor accident.....	4
Electric shock high tension wires..	4
Rock slide.....	4
Gunshot wound.....	2
Head struck by protruding object...	2
Motorcycle accident.....	1
Poisoning (accidental).....	1
Concrete mixer fell on person.....	1
Football accident.....	1
Struck by rolling log.....	1
Lightning stroke.....	1
Burns (with septicemia).....	1
Extraction of tooth with septicemia	1
Found dead--exhaustion.....	1
Heat prostration.....	1
Stab wound, accidental.....	1
Stab wound, circumstances unknown..	1

Read Table thus: In the third period there were 103 deaths from automobile accidents.

Emergency operations, injuries, and general supervision of the health of the men make up his work. He also sees that the camp is kept in a sanitary condition.

[Each camp has its individual doctor in charge of the camp hospital. He handles all but the most serious cases. He supervises the general health of the men and sees that the camp is kept in a sanitary condition. A course in first aid is required of all men. This is taught by the camp medical officer.]

Each camp has an individual building or tent set aside as a hospital. These hospitals are well equipped. Men who are ill report to the medical officer for treatment. The patients are given a sick leave and cared for in the hospital. "Gold-brickers", men who feign illness to escape work, are a problem of the camp doctor.

CHAPTER V

A MENTAL SURVEY OF CAMPS 767 AND 786

READING, KANSAS

INTRODUCTION

Jane Addams¹ made a survey of the United States and found that Negro literacy has increased from two per cent in 1850, to eighty-five per cent in 1930. This is a tremendous increase and shows how far the Negroes have progressed in overcoming one of their greatest handicaps. No other group has made such a big step in education in the same length of time. The Negro children have had to face adverse conditions in practically every section of the country. Their schools have been in the rural districts with poorly paid teachers and little equipment.

For the purpose of giving a background to the picture of Negro literacy in Kansas, the following figure sets up a general picture of Negro education in the United States between 1850 and 1930. It gives a comparative picture of Negro school population, school attendance, and literacy.

The red line, which represents school population, shows that the percentage of Negro school population (5 to 20 years of age) has decreased in proportion to the total Negro population.

¹ Jane Addams, "The rise of the Negro in education." School Life, XVIII (January, 1933), 98.

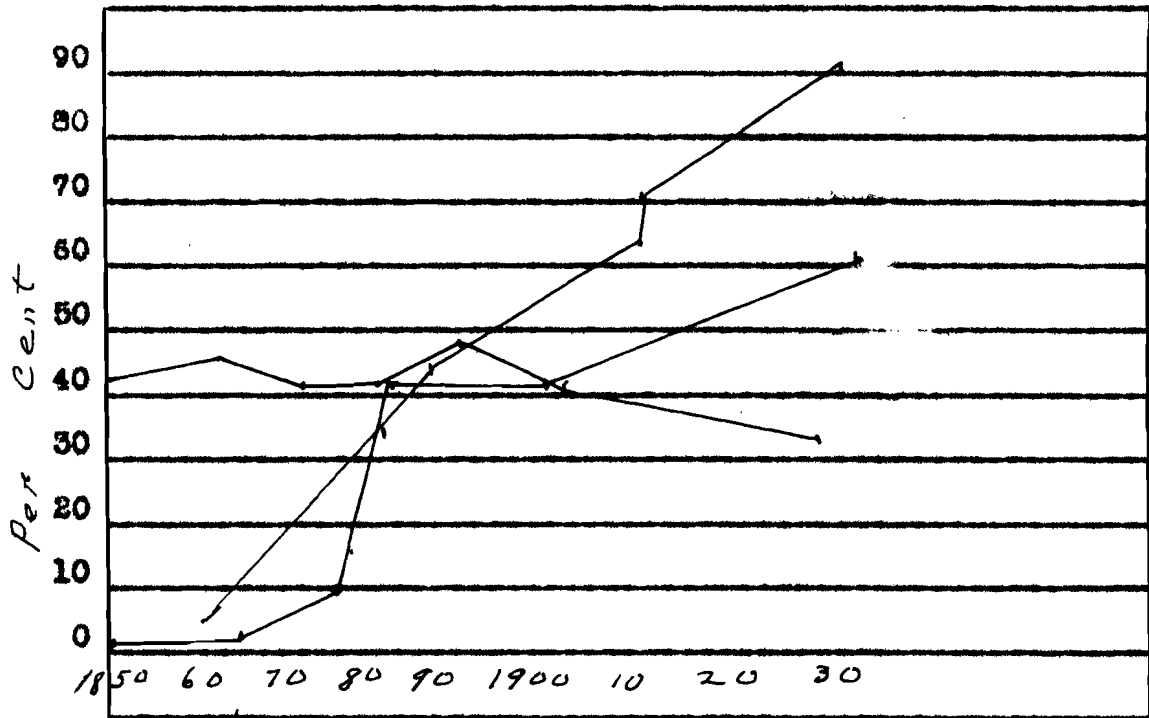


FIGURE 1

PERCENTAGE OF SCHOOL POPULATION (5 to 20 years of age) IN TO TOTAL NEGRO POPULATION, AND PERCENTAGE INCREASE OF SCHOOL ATTENDANCE AND LITERATE PERSONS, 1850 to 1930, INCLUSIVE

Read Figure thus: The red line, school population, shows a decrease in comparison to total population, and the school attendance, the blue line, shows an increase, and the black line, shows that negro literacy has increased rapidly from 1850 to 1930.

At the same time the blue line shows school attendance is rapidly increasing. The black line, which represents the percentage literate, is rapidly increasing, and shows that Negro literacy has increased to over 85 per cent.

In the colored camps tested at Lake Wilhite, Reading, Kansas, the literate group comprised 97 per cent of the total enrollment. This is much above the average literacy for the Negro in the country at large.

The young men in these camps, coming mostly from the northern states, were educated on a par with the average white boy. They are select and exceptional colored boys. Some of these young men should be recommended for advanced study, for they might possibly become leaders among their own race.

The median school grade attained by the young men in the camp was between the sixth and seventh grade, with the range from only a few days spent in school to the junior year in college.

It is interesting to note that the boys who ranked highest on the tests had already been selected by the commanding officers and educational adviser for leaders and clerks about the camp.

The following study is based upon eight tests given the young men of the camp. The following tests were given: English, American history, arithmetic, spelling, reading,

the Neurotic Tendency, and Introversion-Extroversion Psychology Test. Mr. Lester Cross gave form eight of the Army Alpha test. The writer has taken his findings for the tables in this study.

The tests were given in the mess hall. Conditions were excellent for the testing program except for the exceedingly high temperatures. The temperature averaged 115 to 116 degrees at the time when the tests were administered. The cooperation of the commanding officers and the educational adviser was more than satisfactory. The men themselves showed a very fine attitude toward the work. Naturally some of the men disliked taking examinations, especially after the fifth or sixth day of the survey.

INTELLIGENCE TEST RESULTS

Form eight of the Army Alpha Intelligence test was given to 301 Negro men of Camps 767 and 786, located at Lake Wilhite, near Reading, Kansas. The test was given by Mr. Lester Cross. The data for the following tables is taken from his findings.

Table IX gives the Army Alpha scores and the mental age for each with the number in the camps ranking in each group. From this table it may be seen that the highest score made on the test was one of 173, with a mental age of 20 years three months. This shows that individual to have an I. Q. of 127, which is a markedly superior rating. The median mental age to be thirteen years and gives an average I. Q. of 81.

TABLE IV

ARMY ALPHA EQUIVALENTS FOR MENTAL AGES AND
THE NUMBER IN EACH CAMP INCLUDED IN THOSE MENTAL
AGE GROUPS

Scores	Mental Age	C. C. C. 767	C.C.C. 786
170-173	20-3	--	1
166-169	20-0	--	--
167-165	19-9	--	--
159-162	19-6	--	--
155-158	19-3	2	--
151-154	19-0	--	1
148-150	18-9	--	--
144-147	18-6	--	1
140-143	18-3	1	--
136-139	18-0	--	1
133-135	17-9	--	2
129-132	17-6	3	1
125-128	17-3	4	1
121-124	17-0	3	5
118-120	16-9	1	--
114-117	16-6	1	2
110-113	16-3	2	2
106-109	16-0	2	6
103-105	15-9	1	8
99-102	15-6	2	1
95- 98	15-3	1	5
91- 94	15-0	5	4
88- 90	14-9	4	2
84- 87	14-6	3	7
80- 83	14-3	6	2
76- 79	14-0	8	8
73- 75	13-9	5	7
69- 72	13-6	7	4
65- 68	13-3	4	9
61- 64	13-0	5	2
58- 60	12-9	6	9
54- 57	12-6	7	8
50- 53	12-3	5	9

TABLE IV (Continued)

ARMY ALPHA EQUIVALENTS FOR MENTAL AGES AND
THE NUMBER IN EACH CAMP INCLUDED IN THOSE MENTAL
AGE GROUPS

Scores	Mental Age	C.C.C. 767	C.C.C. 786
46-49	12-0	4	8
43-45	11-9	2	5
39-42	11-6	9	6
35-38	11-3	4	4
31-34	11-0	7	6
28-30	10-9	7	5
24-27	10-6	3	9
20-23	10-3	2	4
16-19	10-0	3	5
15-	9-9	1	0
13-14	9-6	0	0
11-12	9-3	1	0
9-10	9-0	1	3
7- 8	8-9	2	0
5- 6	8-6	1	1
3- 4	8-3	2	0
Total		137	164

Read Table thus: There was only one score of 170-173 with a mental age of 20-3. This person was in C. C. C. 786.

Eleven of the men have mental ages of nine years three months or less according to the test. This group comprises 3.9 per cent of the total and shows them to have an I. Q. of 56 or less.

While this group is composed very largely of northern Negroes, a few are from Arkansas and other southern states. Nearly three per cent of the men enrolled in these camps had had less than a year of schooling. This accounts in part for the low scores.

During the War, letter ratings were assigned on the results of the Army Alpha tests. It was arbitrarily figured by the psychologists in charge that those which ranked in the upper 5 per cent would be given A's. Table V gives the scores, the corresponding grade rating, and the percentage of drafted white men, northern Negroes, southern Negroes, and the Negroes in the C. C. C. camp making those ratings.

Thus it is seen from this Table that 15 per cent of the C. C. C. Negroes received a grade rating of A or B, while only 12 per cent of the white draft of the World War received a like rating. But 3.4 per cent of the northern Negroes, and .3 per cent of the southern Negroes were in this group.

During the war those receiving grades of D- were retested and if no improvement was shown they were discharged.

TABLE V

LETTER RATINGS ASSIGNED ON THE RESULTS OF THE
ARMY ALPHA EXAMINATION DURING THE WAR

Scores	Rating	Per cent of 94,004 drafted white men	Per cent of 301 Negroes in C.C.C.	North ern Negroes	South ern Negroes
135-212	A	4.1	2.3	.7	.1
105-134	B	8.0	12.9	2.7	.2
75-104	C	15.0	22.2	7.2	.7
45- 74	C	25.0	31.9	18.0	3.4
25- 44	C	23.8	21.2	25.8	9.6
15- 24	D	17.0	5.6	31.2	29.2
0- 14	D	7.1	3.6	14.4	57.0

Read Table thus: On the Army Alpha examination those receiving a score of 135-212 and a rating of A represented 4.1 per cent of drafted white men (94,004), 2.3 per cent of the C. C. C. Negroes (301), .7 per cent of Northern Negroes and .1 per cent of Southern Negroes.

There were some so inferior mentally that they couldn't be safely assigned to regular military training and duty.²

In the D group is found 86.2 per cent of southern Negroes, 45.6 per cent of the northern Negroes, 24.1 per cent of the white draft, and but 9.2 per cent of the C. C. C. colored men. This shows that the average intelligence of the C. C. C. colored men tested is superior to that of the white draft during the World War.

Table VI gives the grade rating and the number in each camp making that grade on the test. Of the 301 men tested 46 ranked in the A and B groups of letter ratings, while 28 placed in the D group.

Figure 2 gives an interesting comparison of the distribution of the officers, white, draft foreign, white draft native, northern Negro, southern Negro, and of the 301 C. C. C. Negroes on the Army Alpha test. In this figure the scores for the test are arranged along the base line in intervals of five. The vertical line shows the per cent of men making that score. The author has added the scores of the C. C. C. Negroes to that of the original author of the figure.

² R. M. Yerkes, "Testing the human mind." Atlantic Monthly, CXXXI (March, 1923), 362.

TABLE VI

NUMBERS IN EACH CAMP RECEIVING GRADES BASED
ON WORLD WAR NORMS

Rating	Camp 767	Camp 786
A	3	4
B	16	23
C	34	33
C	39	57
C-	31	33
D	7	10
D-	7	4
Total	<u>137</u>	<u>164</u>

Read Table thus: A rating of A was received by three members of Camp 767, and by four members in Camp 786.

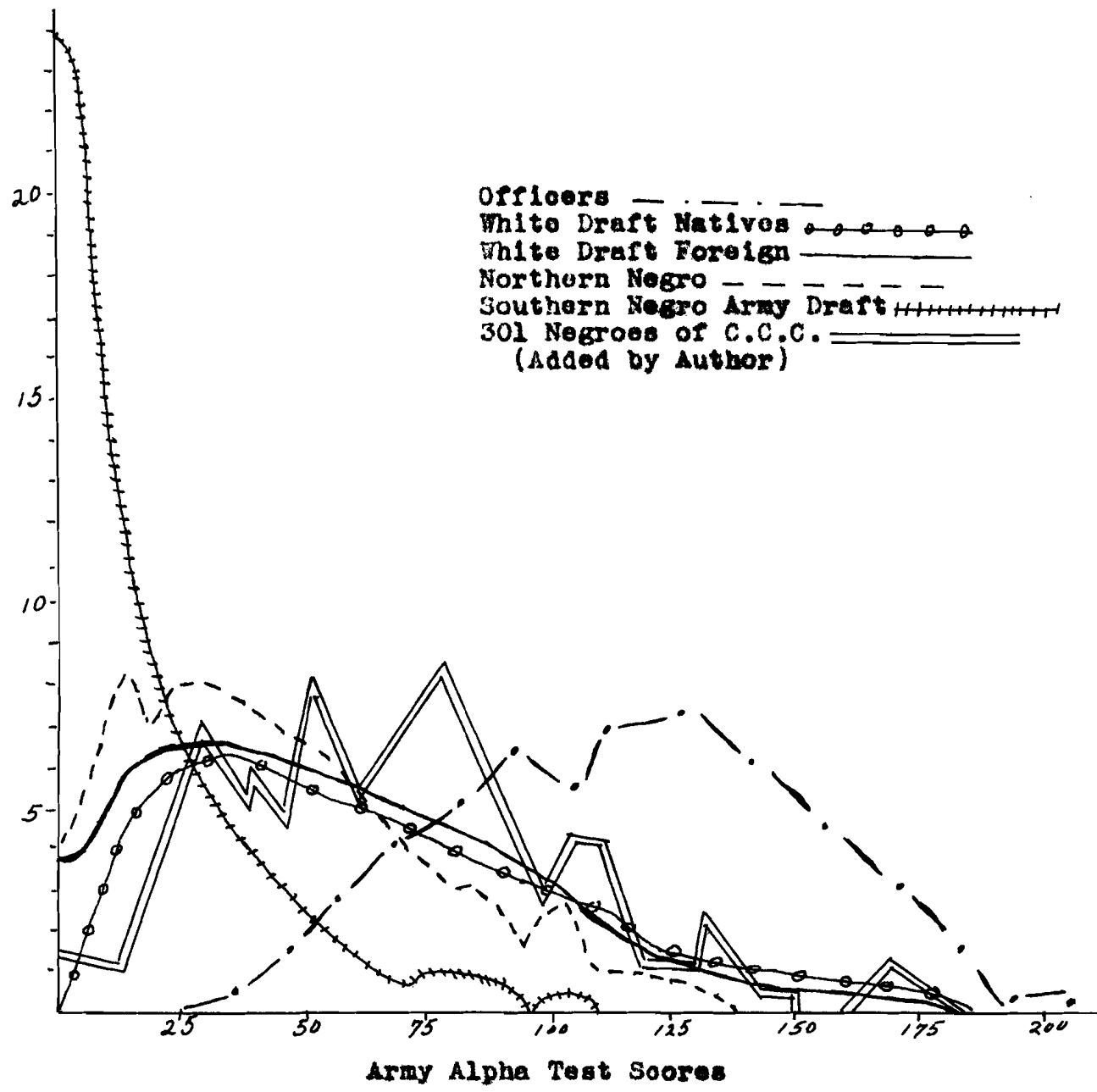


FIGURE 2

FREQUENCY DISTRIBUTION IN PERCENTAGE OF THE DIFFERENT GROUPS OF MEN OF THE WORLD WAR ARMY AND OF 301 NEGROES OF THE CIVILIAN CONSERVATION CORPS

The superior standing of the officers is at once apparent, as is likewise the markedly inferior standing of the southern Negro. It will be noticed that the distribution of the C. C. C. Negroes, although much lower than that of the army officers, is still next them.

The grade norms for the Army Alpha and the number making each grade in each camp is shown in Table VII. The median grade of the C. C. C. men according to this Table is between the sixth and seventh grade. Approximately one-fourth ranked on a par with or above that of the tenth grade, while the lower fourth fell between the fifth and sixth grade. The range from the median upward is great. This would give one a frequency curve that would be bunched at the lower end, and tapered toward the upper part of the curve.

Table VIII gives a comparison of the medians of the C. C. C. men with those of the different groups of the army during the World War. But eleven men of the 301 tested were as low as the median of the southern colored draft of the war period. In correlating the Army Alpha score with the ranking in school grade, the results showed that Camp No. 767 had a correlation of .67 and in Camp 786 a correlation of .69, which indicates a fair correlation of the groups.

Table IX gives the Army Alpha percentile scores of both Camps.

TABLE VII

GRADE NORMS OF THE ARMY ALPHA AND THE NUMBER OF
BOYS IN EACH CAMP RECEIVING THOSE NORMS

	Grade Norms	Camp 767	Camp 786
College Graduate	157	2	2
College Senior	145	0	1
College Junior	141	1	1
College Sophomore	137	0	2
College Freshman	128	4	1
High School Senior	127	3	1
High School Junior	122	4	6
High School Sophomore	111	6	15
High School Freshman	97	8	12
Eighth Grade	85	17	14
Seventh Grade	71	23	26
Sixth Grade	53	22	32
Fifth Grade	41	18	24
Fourth Grade	23	22	23
Below fourth grade		7	4
	Total	<u>137</u>	<u>164</u>

Read Table thus: A grade norm of 157 (equals college graduate) was received by two members of Camp 767 and by two members of Camp 786.

TABLE VIII

COMPARISON OF THE MEDIANS MADE BY THE BOYS OF BOTH
CAMPS WITH THE MEDIANS MADE BY BOTH THE WHITE AND
COLORED DURING THE WORLD WAR

Group	Medians
Local Camp 767	63.18
Local Camp 786	60
White Draft (Native)	59
White Draft (Foreign)	47
Colored Draft (Northern)	39
Colored Draft (Southern)	12

Read Table thus: Camp 767 had a median score of 63.18 as compared with Camp 786 which had a median score of 60 on the Army Alpha test.

TABLE IX

ARMY ALPHA PERCENTILE SCORES OF BOTH CAMPS

Percentile	Camp 767	Camp 786
99	155	152
95	127.9	128
90	120.3	111.5
85	102.9	104.6
80	92.3	98.2
75	85.6	90
70	79.9	82.5
65	76.5	77
60	73.3	72.4
55	64.9	66.8
50	63.2	60
45	57.9	58.8
40	53.6	53.7
35	48.4	50.5
30	42.8	46.2
25	38.1	41.7
20	34.7	35.7
15	31.3	28
10	23.9	24.4
5	13.1	18.6
1	2.7	5.5

Read Table thus: The first percentile score for Camp 767 is 2.7 and for Camp 786 is 5.5.

CHAPTER VI

SCHOOL SUBJECTS

AMERICAN HISTORY

The camp boys ranked higher in American history than in any other subject. The class median was equal to the fortieth percentile of the seventh grade norms. The third quartile of the group ranked on a par with the third quartile of the seventh grade norms.

There were fifty possible points on the test. The high score was forty-three. An interesting fact shown on this test is the compactness of the middle fifty per cent. The middle group varied but four points below or above the median, that is Q was 4, or that fifty per cent of the group taking the test ranked within eight points of each other. This is shown graphically in the Figure for American history. The curve is exceedingly high and narrow or compact. There is a range up to forty-five, but this is to be expected, as fifty per cent of the boys had received some high school training and some three per cent college training.

On the other hand, some had spent but a few months in school and did not make any effort on the test. This was true for all of the tests. No other test had the compactness of the American history group around the median point.

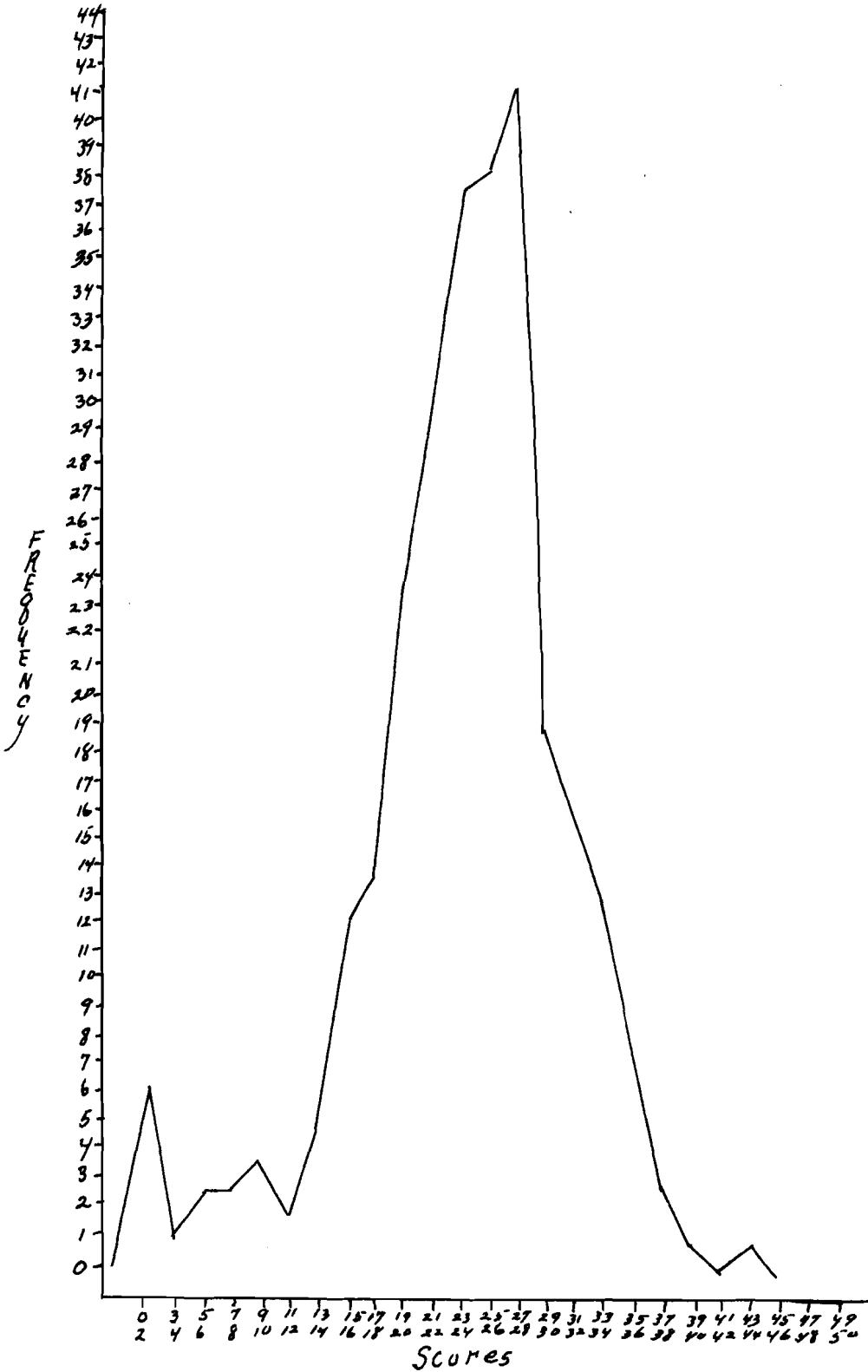


FIGURE 3

DISTRIBUTION OF SCORES OF 282 BOYS OF CAMP LAKE WILHITE ON THE AMERICAN HISTORY TEST

The American history test was divided into two parts. The first part consisted of true-false points, while the second part consisted of twenty-five multiple-choice questions. Moreover, the questions were all of approximately the same degree of difficulty.

Table X gives the scores made on the American history test by the C. C. C. boys.

TABLE X

SCORES MADE BY THE C. C. C. BOYS OF LAKE WILHITE
ON THE AMERICAN HISTORY TEST

Possible Score	50	
High Score	43	
Quartile 3	28	75 % VIII Grade
Mean	25	40 % VII Grade
Quartile 1	20	10 % VII Grade
Low Score	0	
Total papers	282	

Read Table thus: The possible score was 50. The high score was 43.

SPELLING

The average performance of the boys of the camp was higher on spelling than on any other test except American history. The median of the group was equal to the sixtieth percentile score for the average sixth grade. The lowest score made was zero. This may be explained by the fact that some of the boys were illiterate, while others were resentful and made no real effort on the test. However, the majority did their best. The highest score made was eighty-two out of a possible score of eighty-four. The third quartile ranked even with the ninety percentile score of the sixth grade norms.

The spelling test was of the multiple-choice type. It consisted of four columns of words. Each word was spelled correctly in but one. The column number in which the word appeared correctly spelled was marked in the parenthesis before the first word. The material was gradated in such a way that the first words in the test were not so difficult as those in the latter part. A time limit of fifteen minutes was set for taking the test.

The frequency distribution is shown on the Figure. The scores made will be shown on the following Table.

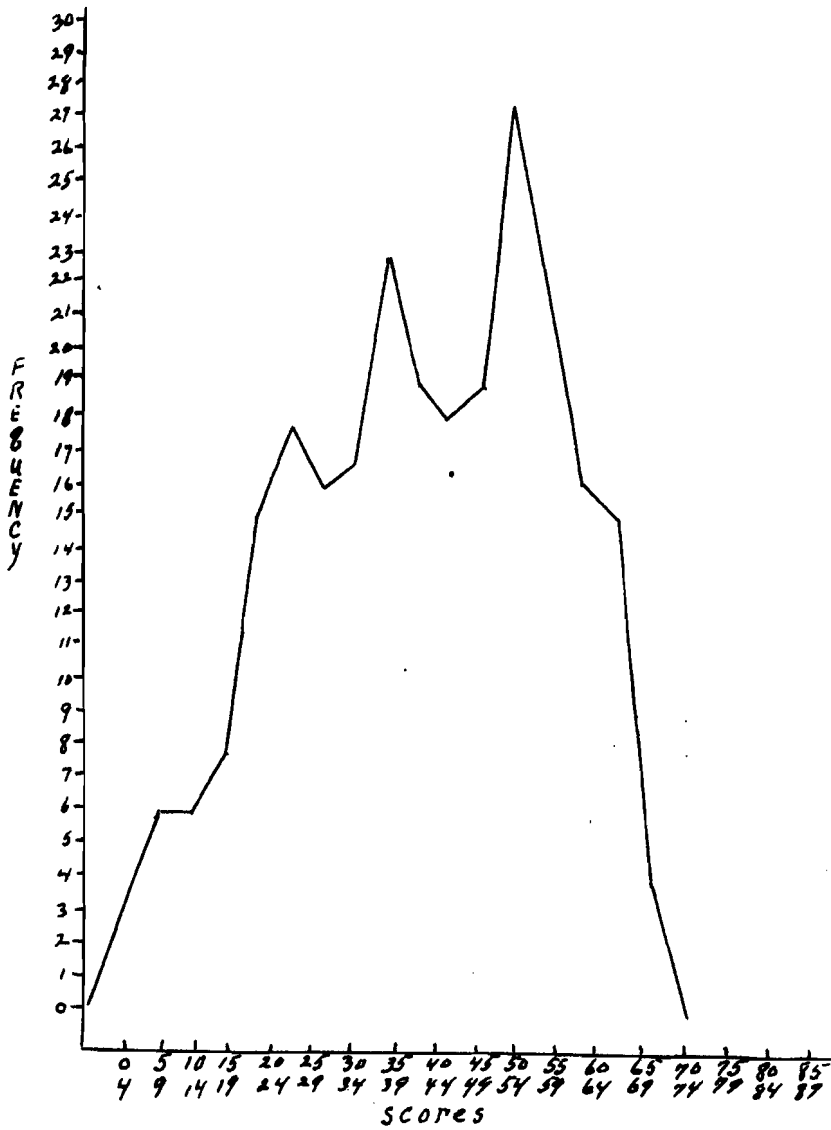


FIGURE 4

THE FREQUENCY DISTRIBUTION OF 255 COLORED BOYS
OF CAMP WILHITE ON THE SPELLING TEST

TABLE XI

SCORES MADE BY THE C. C. C. BOYS AT LAKE WILHITE
ON THE SPELLING TEST

Possible Score	84	
High Score	82	
Quartile 3	64	90% tile, 6th Grade
Mean	52	60% tile, 6th Grade
Quartile 1	30	25% tile, 6th Grade
Low Score	0	
Total Papers	284	

Read Table thus: The possible score was 84. The high score was 82.

ARITHMETIC

The arithmetic test given to the members of the camp at Lake Wilhite was the Every Pupil Scholarship Contest for April 4, 1930. The norms for this were derived from some thirty thousand tests given in the fourth to eighth grades at that time.

There are two parts to the test. The first part is composed of addition, subtraction, division, and multiplication arranged from simple addition of three numbers to complex addition of yards, feet, and inches. The numbers are written in problem form and the directions as to which operation to perform are written for one at the side. The second part of the test is in written form and requires some reasoning. A marked increase in difficulty occurs at this point.

There are sixty-six possible points on the test. The highest score was fifty-eight, a score equal to the 99th percentile for the eighth grade. The lowest score was zero. The median of the group was a score of twenty which is equal to that made by the twenty-fifth percentile of the average fifth grade.

The camp average on the arithmetic test was lower than that of any other test, the highest scores having been noted above on the American history test.

A glance at Figure 5 shows that the group ranged farther above the median than below. It also shows an uneven distribution near the median. These tests were given in temperatures which averaged near 116 degrees. Many of the boys had just come in from working and were tired and inattentive. A few did their very best, as can be seen by a glance at Figure 5.

The following Table gives in brief the results of the arithmetic test given to both camps at Reading, Kansas. The test used was the Every Pupil Scholarship contest test for Arithmetic for the April, 1930, contest. There were sixty-six possible points on the test. The range was from zero to 58. The second column of the table gives comparative data on the norms for the grades which the score approximates more nearly.

These scores would indicate that the average performance of these boys was on a par with the first quartile for this standard fifth grade. They scored lower on arithmetic than on any other test given. The highest average scores were made on the American history test.

These boys had not had any work in school subjects for some time, except a few who were enrolled in classes for illiterates and a few were in the advanced courses. The advanced classes consisted usually of bookkeeping, typing, and other commercial subjects. Classes were conducted by the

educational director in charge, with the assistance of a select few of the boys who had received training in these special subjects. A fairly large group of the boys were taking some work of an educational nature.

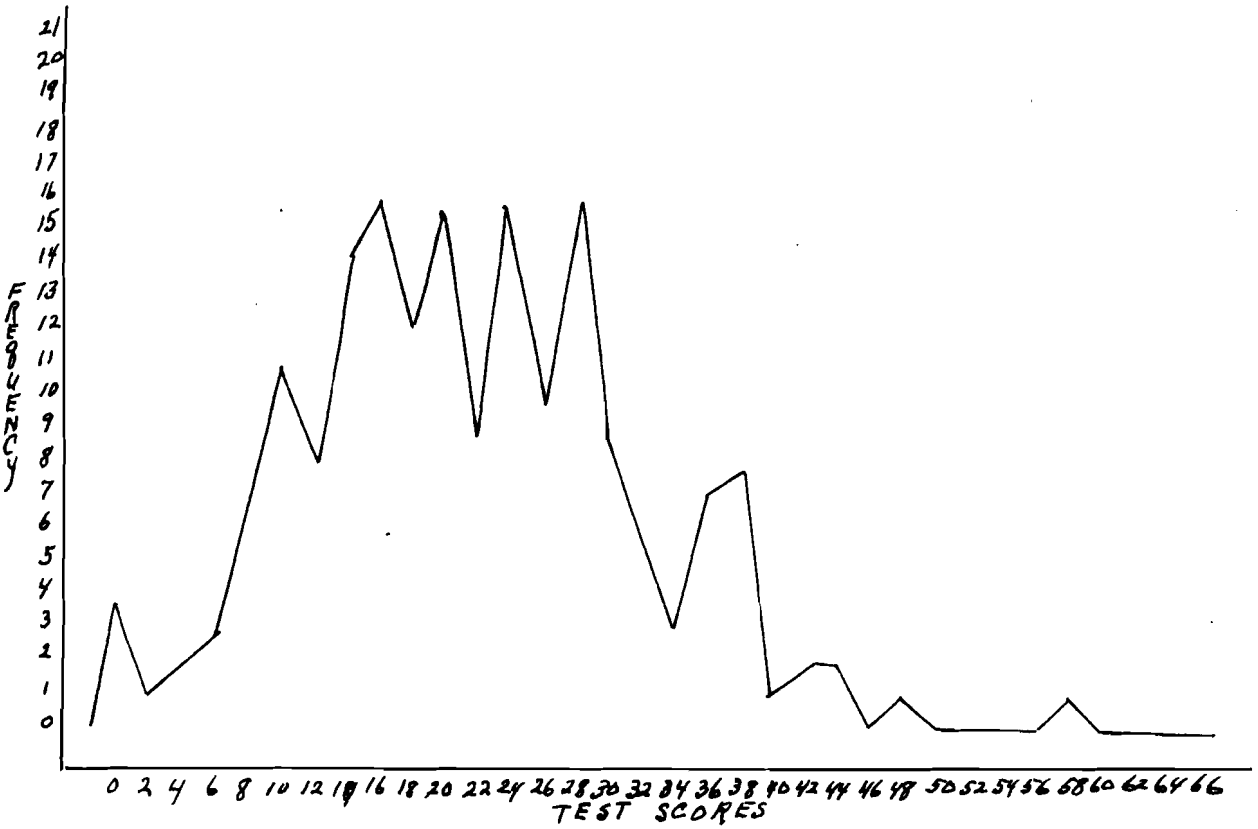


FIGURE 5

DISTRIBUTION OF ARITHMETIC SCORES MADE BY 184 CAMP BOYS ON THE EVERY PUPIL SCHOLARSHIP TEST

TABLE XII

SCORES MADE BY THE C. C. C. BOYS OF LAKE WILHITE ON
THE EVERY PUPIL SCHOLARSHIP CONTEST FOR ARITHMETIC

Possible Score	66	
High Score	58	
Quartile 3	28	75 % tile 5th Grade
Mean	20	25 % tile 5th Grade
Quartile 1	14	10 % tile 5th Grade
Q	7	
Low Score	0	
Total number of papers	184	

Read Table thus: The possible score was 66. The high score made by the boys was 58.

READING

The April, 1930, The Every Pupil Scholarship test in Reading was given 281 of the camp boys. The range of scores on this test was extremely wide. It ran from zero to a perfect paper of 47 possible points. The class median was equal to that of the average sixth grade. The first quartile was equal to the tenth percentile for the same group. The third quartile was equal to the nintietth percentile of the standard sixth grade.

The performance was highest on American history, second on spelling, third on reading, fourth on English, and fifth on arithmetic.

The reading test was made up of combination of speed in reading and comprehension. A fifteen-minutes time limit was placed on the test, which consisted of several short paragraphs. After reading the paragraph, a number of questions with multiple-choice answers were asked, based upon the paragraph just read. The first paragraphs were of a simple nature, but the material rapidly increased in difficulty. The last few paragraphs contained some moderately difficult phrases for grade children.

TABLE XIII

SCORES MADE BY THE C. C. C. BOYS OF LAKE WILHITE ON
ON THE EVERY PUPIL SCHOLARSHIP TEST IN READING

Possible Score	47	Comparison with grade norms
High Score	47	
Quartile 3	36	90 % tile for Grade VI
Mean	26	Median Grade VI
Quartile 1	18	10 % tile for Grade VI
Low Score	0	
Q	9	
Total number papers	281	

Read Table thus: The median for the Camp was a score of 26 which was the median of a standard sixth grade.



FIGURE 6

SCORES MADE BY 281 C. C. C. CAMP
BOYS ON THE READING

ELEMENTARY ENGLISH

The January, 1933, the Elementary English test for the Every Pupil Scholarship Test was given to the boys at the camp. This material is suited for testing grades four to eight, and is divided into two parts. The first part is sub-divided into three sections. The first deals with punctuation, the second capitalization, and the third sentence structure. Part II is devoted to language usage.

The test is objective. The section on punctuation contains sentences punctuated both correctly and incorrectly. A parenthesis appears at the left-hand side of each sentence. If the sentence is punctuated correctly, a plus () sign is placed in the parenthesis. The other sections of the first part were of similar nature. Part II of the test was made up of multiple-choice on word usage.

The range of scores on the Elementary English test was from zero to eighty-five. The median of the camp was equal to a fortieth percentile score of the sixth grade norms. The highest score was eighty-five, which is equal to the 99th percentile for the eighth grade. The third quartile ranked on a par with the third quartile for the sixth grade.

The range of the camp boys' scores on the test was greater than the range of the average sixth grade. This, however, is easily understood when one considers the heterogeneous group collected in the camp.

A glance at the graph for English, Figure 7 shows the rather flat curve and wide distribution made by the 179 camp boys.

The following Table gives the scores made on the test by the camp boys.

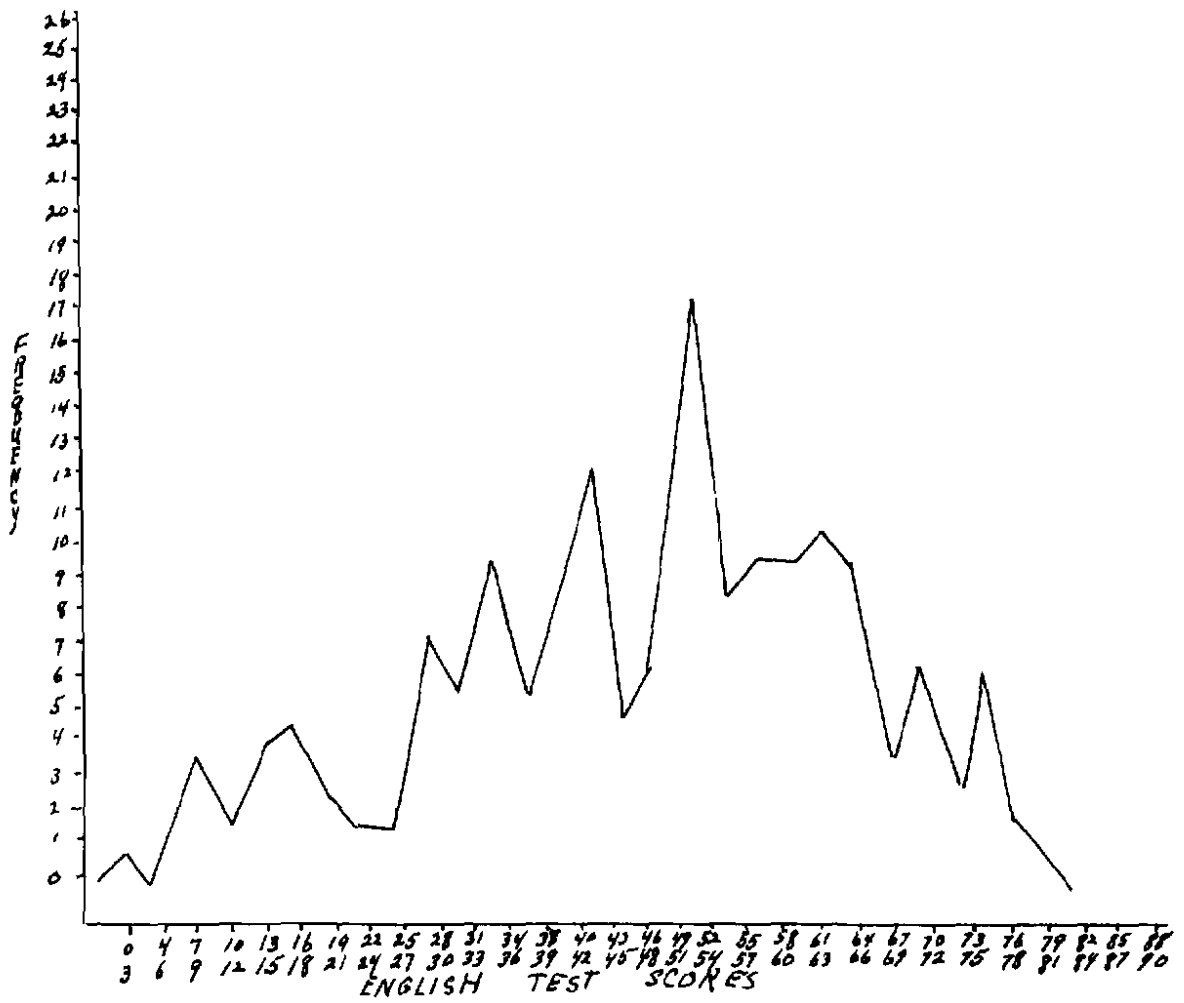


FIGURE 7

DISTRIBUTION OF ENGLISH SCORES MADE BY 179 C. C. C. CAMP BOYS ON THE JANUARY 10, 1933, EVERY PUPIL SCHOLARSHIP ENGLISH TEST

TABLE XIV

SCORES MADE BY THE C. C. C. BOYS OF CAMP LAKE WILHITE
ON THE ELEMENTARY ENGLISH TEST

Possible Score	90	
High Score	85	
Quartile 3	64	75 % tile 6th Grade
Mean	52	40 % tile 6th Grade
Quartile 1	35	10 % tile 6th Grade
Low score	00	
Q	14.5	
Total number Papers	179	

Read Table thus: The median for the Camp was a score of 52 with high score 85. The median was the same as that of a standard sixth grade.

EDUCATIONAL STATUS OF C. C. C. MEN

The following Table is derived from a questionnaire given to the boys in camp 786 by the educational adviser. There were no available data for camp 787 as this questionnaire had not been given there. The Table shows the grade advancement of the boys in camp. One boy in the camp had never actually attended a day of school. The upper range showed that two had entered and completed the first year of college. Fifty-six or half the total number of boys interviewed completed the eighth grade or less. Fifty-seven entered high school, of which number seventeen graduated.

The grade as given on the questionnaire ranks slightly above the grade as found on the tests given. However, this is to be expected, as these young men had not been in school for some time, and hence one would expect performance on the tests to be slightly low.

[Another item of importance that was asked on the questionnaire was of a personal nature. It concerned the family relationships. It is interesting to note that many of the boys came from families which were divided. For example, one of the parents was dead, or they were divorced. This factor of split households probably influenced the financial condition of the home, a factor which forced these boys into enrolling in the camp.] *

TABLE XV

SCHOOL GRADE ACHIEVED

School Grade Attained	Number
College Freshman	2
High School Graduate	17
High School Junior	8
High School Sophomore	13
High School Freshman	18
Eighth Grade (Graduate) (Median)	24
Seventh Grade	16
Sixth Grade	18
Fifth Grade	1
Fourth Grade	2
Third Grade	0
Second Grade	0
First Grade	1
Never attended	1

Read Table thus: Of the total number of boys interviewed on the grade level attained in school, two completed the freshman year in college, etc..

TABLE XVI

MARITAL CONDITIONS OF 124 BOYS WHO WERE QUESTIONED
BY THE EDUCATIONAL DIRECTOR

Mother dead	25
Father dead	32
Both parents dead	8
Parents Divorced	<u>18</u>
Total	83

Read Table thus: Of the 124 boys questioned, 25 were from homes in which the mother was dead.

The following Table is taken from the same questionnaire as the foregoing. It gives the occupation that the enrollee had engaged in or was following at the time of enrollment.

The boy who gave his occupation in the Table as a dramatist actually showed some degree of ability. He made several appearances in camp, and had written a play which was given a high rating by the educational director. The director was making an effort to have the play published. The play concerned a colored man who was sinful. He had died, and in the hell to which he was sent, he saw compared the results of his actions on earth and what his life should have been. The play was of a religious nature, dramatic, and naturally emotional.

From the occupations as listed on the questionnaire, boys were selected for the various duties around camp. The typists undertook office clerical work and acted as instructors to classes in typewriting, which, by the way, was one of the most popular subjects offered in the camp school. Others boys were given tryouts in the same manner. A few had given truck and tractor driving as their occupation, probably with the hope of being placed in that type of work in the camp.

TABLE XVII

OCCUPATION AS GIVEN BY THE BOYS IN CAMP 786

Occupation	Number
Truck drivers	23
Singers	22
Porters	11
Gardeners	7
Carpenters	3
Hotel workers	5
Stone masons	3
Hospital workers	2
Plumber	1
Radio men	2
Tractor drivers	11
Concrete worker	1
Dancers	8
Instrumental players	6
Tap dancing (gave lessons)	8
Dramatist (wrote play)	1
Athletic park attendant	1
Garage flunky	6
Janitor	5
Stationary Engineer	2
Chauffeurs	8
Auto mechanic	7
Watchman	1
Electrician	1
Shipping clerk	1
Painters	3
Typist	2
Cooks	4
Bakers	2
Table waiters	3
Blacksmiths	3
Teamsters	3
Barber	2
Sandwich vendor	1
Plasterer	1
Packing house	1

Read Table thus: Of the 124 boys interviewed 23 gave their former occupation as a truck driver, etc..

A COMPARISON OF CLASS MEDIANS ON THE TESTS GIVEN

In the following study, a comparison is made of the various educational tests, the Army Alpha, and the results of a personal interview, on a grade achievement basis.

The boys in the two camps at Reading were interviewed personally by the educational director in charge. The average grade median submitted to him showed fifty per cent of the group as having graduated from the eighth grade. Some of these had even gone as far as the second year in college, while about eleven had not advanced higher than the third grade.

The median performance of these boys on the American history test was in the fortieth percentile group of the standard seventh grade norms. Spelling ranked third, with the group median falling on the sixtieth percentile range of the sixth grade norms. Of the seven tests, the Army Alpha score of sixty-two was the median for both camps. This score placed the group in the upper sixth grade. Arithmetic was the most difficult test, as evidenced by the low class median.

It has been suggested that intelligence can be measured to some extent by reading tests. It is worthy of note on the following table that the relationship between the performance on the Army Alpha test and the reading test is very close, which tends to bear out the assertion made above.

TABLE XVIII

THE COMPARATIVE GRADE ACHIEVED BY THE C. C. C.
BOYS AT READING IN THE DIFFERENT TEST GIVEN

Test	Median grade achieved
Interview	8th
American history	7th 40 % tile
Spelling	8th 80 % tile
Army Alpha	8th
Reading	8th 80 % tile
English	8th 40 % tile
Arithmetic	5th 25 % tile

Read Table Thus: On a personal interview the boys gave as their median grade achieved while in school as the 8th. On the American history test the median grade achieved was the fortieth percentile group of the seventh grade norms.

CHAPTER VII

INTROVERSION-EXTROVERSION PSYCHOLOGY TEST

An introversion-extroversion psychology test was given to 192 boys of the camp at Lake Wilhite. There were fifty questions on the test. These questions were phrased so as to indicate definite introversion-extroversion tendencies. Each question was to be marked either "yes" or "no", and the score was obtained by subtracting the number of negative answers from the number of affirmative answers. A normal individual will score near zero on the test, with a range up to ten in either direction from zero. If the affirmative answers were fewer in number than the negative answers the score would be a minus, whatever the actual numerical difference was. If the negative answers were fewer in number than the affirmative ones, the resultant score would be plus. A score of plus ten or more indicates extrovertive qualities, while a score of minus ten or more indicates introvertive tendencies.

Schwegler¹ characterizes an introvert as being in the presence of single, familiar, uncomplicated situations:

- (a) Slower in verbal response
- (b) Less productive of words, ideas, and movements
- (c) Slightly more tenacious in holding to the evidence of his own experience

¹ R. A. Schwegler, A Study of Introvert-Extrovert Responses to Certain Test Situations. (Teachers College Contributions to Education, No. 361, 1929), p. 183.

- (d) Less given to superficial automatized responses
- (e) More inclined to morbid anxieties, to artistic trends, and to psychasthenias, obsessions, and phobias, and
- (f) Less inclined to admit the presence of a rich emotional life than is the contrasted extrovert.

From the test given, a great range is found in both introversion and extroversion among the boys of the camp. Nineteen boys made a score of ten or higher on the extroversion phase of the test. The highest score made was twenty-four. Ten boys made a score of ten or over on the introversion phase. This shows nearly a third with introvertive or extrovertive tendencies as disclosed by the test. These men are ill fits in their social life.

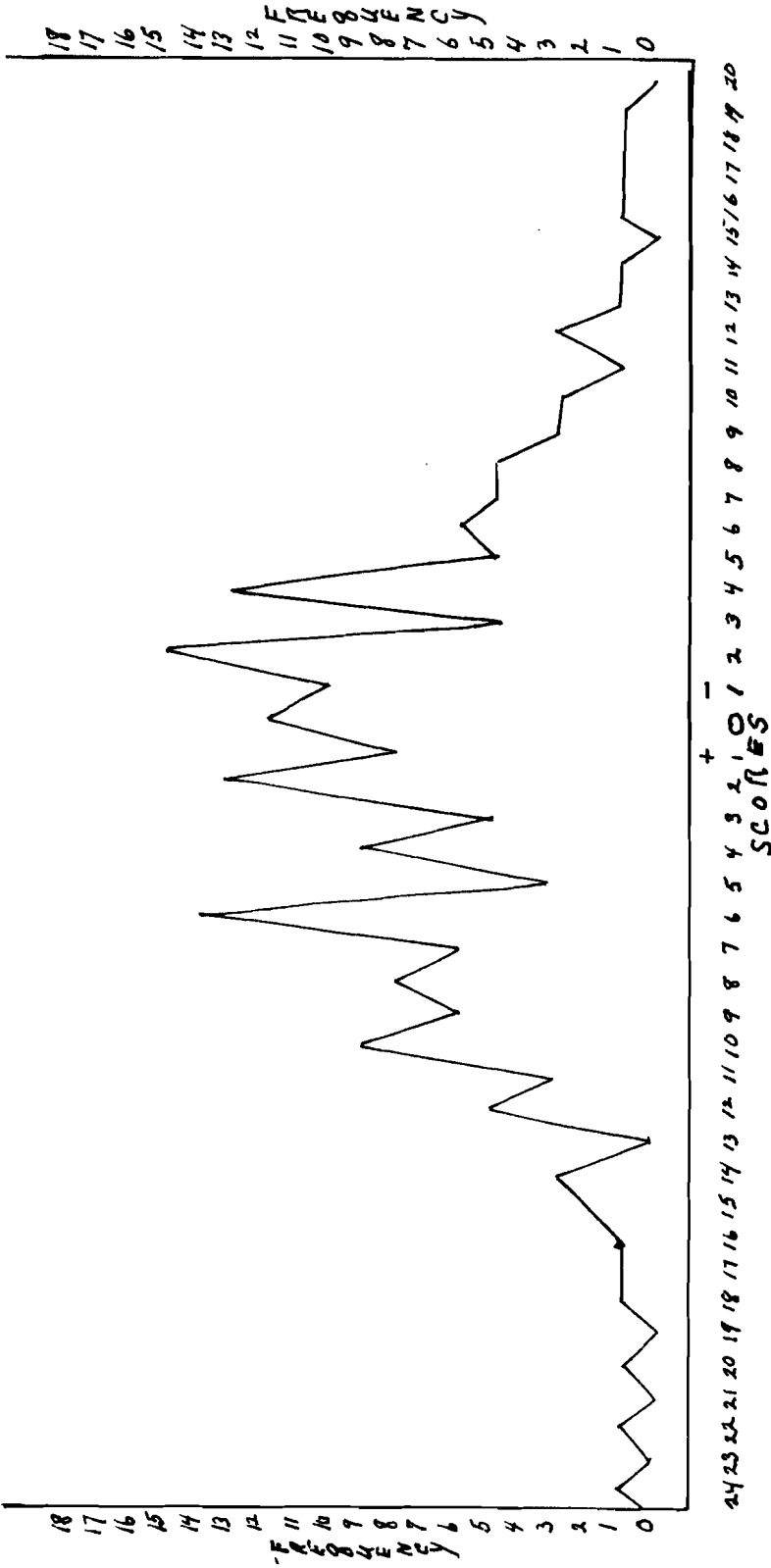


FIGURE 8

SCORES MADE BY 192 COLORED BOYS OF CAMP LAKE WILHITE
ON AN INTRO-VERSION-EXTROVERSION PSYCHOLOGY TEST

THE NEUROTIC TENDENCY TEST

A standard form of neurotic tendency test was given to 186 of the colored boys at the camp. This test was composed of seventy-six questions of a personal nature, which were selected largely from Thurstones'² "Personality Schedule" questionnaire. The test may be called a measure, of adaptability, adaptability referring to one's ability to adapt himself in a satisfactory manner to unfamiliar and trying circumstances. Woodworth found that in a group of psychoneurotic patients the average score was 36, while in a normal group the average score was 10.

The questionnaire has revealed distinct racial differences. One study credits Negroes with making the highest scores.

There were thirty-nine of the camp boys taking the test made scores of 26 or higher. The highest score made was 49. This would indicate that fully one-fourth of the boys in the camp were unsatisfactorily adjusted to their environment. These boys were among the first to enroll. Many came from broken homes, in which the parents were either separated or where one was deceased. Moreover these homes were on relief, since that was one requirement for admission of the boys to the camp. Eighteen of the group did not answer a single question.

² F. M. Symonds, Diagnosing Personality and Conduct. (New York: The Century Company, 1932),

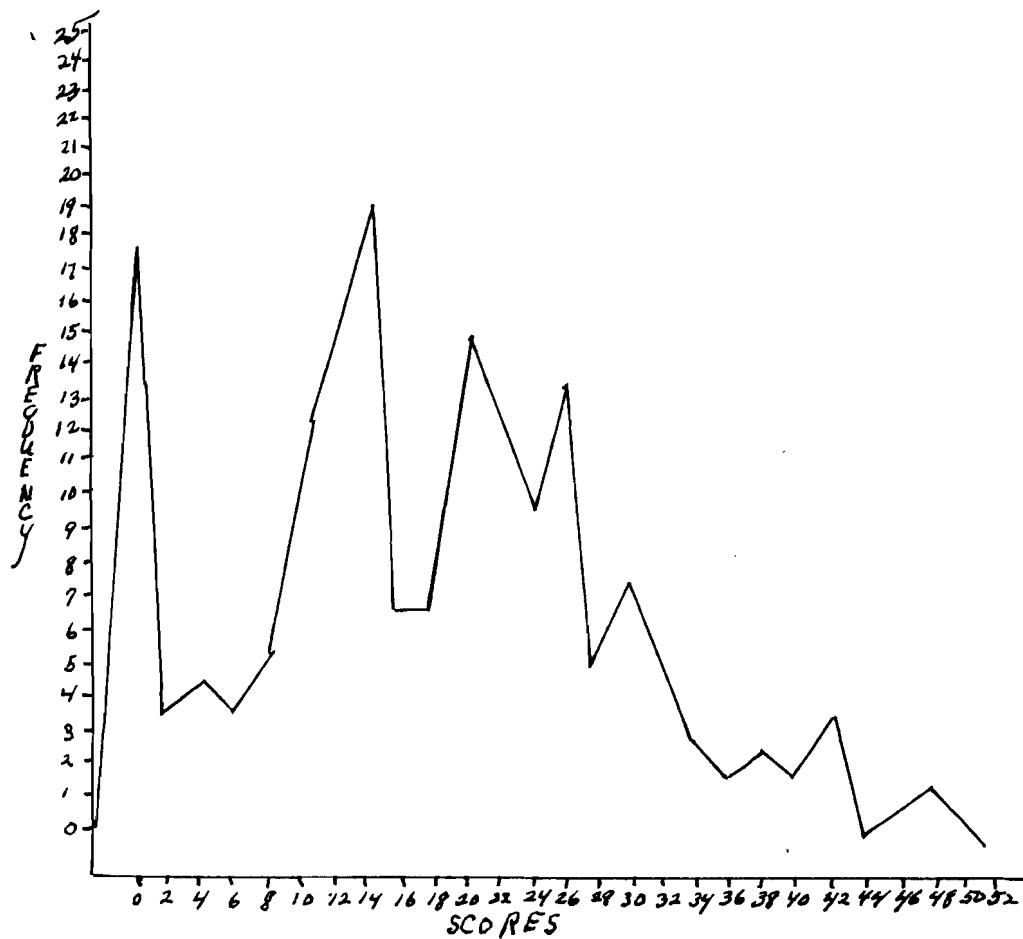


FIGURE 9

SCORES MADE BY 186 NEGRO BOYS OF CAMP LAKE WILHITE
ON A NEUROTIC TENDENCY TEST

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The plan for the C. C. C. movement originated with President Franklin D. Roosevelt. Public Act 5, of the Seventy-third Congress of the United States, created the Civilian Conservation Corps. This act gave wide powers for its control and organization to the President. Four departments of the Federal Government cooperated with Director Robert Fechner, who was appointed by the President, in bringing the C. C. C. from an idea into a complex active organization with an enrollment of nearly 400,000 young men.

Four government departments are cooperating in this project. The Labor Department has selected workers. The Interior and Agriculture Departments have picked camp sites, planned work, and are supervising work hours. The War Department had the task of enrolling the men, giving medical examinations, preliminary training in regular army camps, transporting the workers to their destination, and supervising camp life. At the Washington office of Director Robert Fechner.....the thousand and one details have been planned and coordinated.¹

Nearly a million men have been or are at present members of this organization.

The value of conservation work done has been placed at nearly four millions of dollars. Forest conservation work has been advanced by twenty years. The C. C. C. has made the first

¹ Harrison Doty, "Our forest army at war." Review of Reviews, (July, 1933), 31-35.

serious effort to deal with soil erosion. The C. C. C. men have planted millions of trees. They have restored battlefields and parks. They have wiped out mosquito plague spots, and accomplished many other useful projects. The annual loss from forest fires has been reduced to 17 % of the average for the last ten years, and this in the drouth year of 1934. A million men and their families have benefitted directly from the organization.

In addition to the visible results of the organization are the intangible, unmeasurable, social and spiritual benefits derived by the enrollee. Sam T. Woodring, Superintendent of the Teton National Park, states:²

The Civilian Conservation Corps boys showed a decided improvement physically, morally, and in many other ways, and we believe that all of the enrolled men left the park this fall with a greater ability to work with others and with a greater appreciation of the outdoors.

Charles L. Paack, President of the American Tree Association says:³

As a forester and a conservationist, I sincerely feel that a notable contribution to forestry conservation will come out of this program, because it pays human dividends as well as forest dividends. Surely there could be no greater justification of the plan than the fact that it is restoring to 300,000 young men their confidence in American and in themselves, is endowing them with health

² Henry L. Farr, "C. C. C." School and Society, (September 22, 1934), 386-88.

³ Charles L. Paack, "Human dividends of the C. C. C." Review of Reviews, (October, 1933), 41-42.

and vigor, and is broadening their knowledge in a constructive way.

"We are the luckiest bunch of fellows, and we are just realizing it", writes a Lakewood, New Jersey, boy to his folks. The letter is postmarked Bovill, Idaho, and he is working in the mountains, breathing the clean air of the western forest, clearing gooseberry and currant bushes to eradicate white pine blister rust.

To facilitate the administration of the organization, corps area commanders have been appointed. These men are placed in the nine army corps areas. Each has jurisdiction and supervision of all the camps in his area. Each camp is under the direct supervision of an Army officer. These officers have for the most part been drafted from the Reserve Corps. The supervision and planning of the work is handled by efficient men of the departments of Interior and Agriculture.

[A grand total of \$473,607,653,46 was spent on the organization in the first eighteen months of its existence. * The vast majority of the monies obligated were obligated directly to, for, or on enrollees.⁴] A Table giving an account of the expenditures may be found in the appendix. Another Table giving the summaries of work completed during the first three periods of the organization may also be found in the appendix.

The second part of this study is devoted to a mental survey of two Negro camps located at Lake Wilhite, sixteen

⁴ Robert Fechner, Third Report of the Director of Emergency Conservation Work, Washington, D. C. (September 30, 1934), p. 21.

miles northeast of Emporia, Kansas. The following was found:

In American history the median performance was equal to the fortieth percentile of the seventh grade norms. The range was from zero up to a score of 45 out of a possible fifty. Q on the test was four. This is an unusually compact grouping.

The median performance in spelling was on a par with that of sixtieth percentile score of the average sixth grade. The range was from zero to a score of 82 out of a possible 84. Q was 16 on this test.

The median of the group on reading was equal to that of the average sixth grade. The range was from zero to a perfect paper of 47 possible points. Q on this test was 18. This, together with the small number of possible points, gave a rather flat distribution curve. Of the five tests given on school subjects, reading was the median test.

The elementary English indicated that the average knowledge of English by the camp boys was equal to the fortieth percentile of the average sixth grade. The range was from zero up to a paper of 85 out of 90 possible points, which was on a par with the 99 percentile for the eighth grade. Q on this test is 14.5.

Arithmetic was the most difficult test for the group, as indicated by their median which is equal to the twenty-

fifth percentile of the fifth grade norms. The range on this test was from zero up to a fifty-eight out of a possible score of sixty-six. Q was 7 on the test.

The educational adviser determined by personal interviews with the men that their median grade achieved in school was the eighth grade. Two of the men had completed a year of college, and one had never actually attended a day of school in his life.

The average I. Q., as indicated by form eight of the Army Alpha Intelligence Test, was found to be 81. The lowest I. Q. was found to be 50, and the highest 127. The average intelligence of this group is superior to that of the white draft during the World War. The median score for both camps on this test was 62. This indicates a median mental age of thirteen years. Fifteen per cent of the C. C. C. Negroes made a score on the test which would have earned letter ratings during the World War period of A or B. This was equaled by but 3.4 per cent of the northern Negroes, and 12 per cent of the white draft at that time.

The Introversion-Extroversion psychology test given indicates that nearly a third of the men are maladjusted to their social life. The neurotic tendency test indicates that nearly a fourth have distinct neurotic tendencies, a fact which points toward unsatisfactory adjustment to their environment.

The Civilian Conservation Corps has been in existence only two years and three months. Yet in that time, it has proved itself of worth. Created as an emergency relief measure, it may become an American folk school movement. C. A. Edson, educational adviser of the Atlanta Corps area of the C. C. C., has this to say:⁵

Originally the C. C. C. was organized as a relief measure. It was created to meet human need for sustenance--material and spiritual. The needs of human beings became the occasion and opportunity for service to the nation.

The C. C. C. seems to offer a medium for a national program of youth training. It is proposed that this training be affected through the medium of a reorganized and permanent C. C. C., operation of which will hinge on the training motif than on the labor motif.

There would be a given age group eligible and automatically enrolled. We would have thus a permanent training camp organization of 1,000,000 young men. These would be removed from the labor market and so help unemployment.

There are manifold opportunities for the useful training of enrollees: a sound moral basis of character could be inculcated; they could be given an understanding of world social and economic forces; they could develop a wholesome interest in American history, tradition, and ideals; they could be given vocational training; training in the basic subjects; and prepared for social and family responsibilities.

The above quotation sums up the gist of many articles on the C. C. C. Moreover, Mr. H. L. Farr, an educational

⁵ C. A. Edson, "What's to become of the C. C. C." The Forum, (April, 1935), 245-47.

adviser, has the following to say:⁶

The Civilian Conservation Corps is the first practicable step toward building a sound future society. In the camps we are trying to find out those social principles which heretofore have existed only in mens' minds or upon paper. The camps are not burdened with generations of precedents nor are they hindered by internal inertia.

.

. . . . In a word, the camps are building a stable society by preparing men to understand and appreciate those things which are normally the lot of us all.

Along this same line of thought, Earnest R. Lindley, biographer of President Franklin D. Roosevelt, made the following comment.⁷

The Civilian Conservation Corps was the backbone of the administration's original youth program, and it has met with sufficient success to justify its substantial enlargement.

The following citation, which bears upon the educational aspect, was taken from the Kiwanis Magazine:⁸

The undertaking ties itself in with the purpose of true education: the development of character, leadership, and good citizenship; character through high standards of honesty; leadership through the acquisition and use of knowledge; good citizenship through idea of service as the real measure of accomplishment and success.

. . . . it is high time that we began at the bottom to build up our citizenship via the responsibility and qualification route instead. . . . of knocking the bad ones off from the top or down hill side of life. The need for improving the quality of voters is imperative.

⁶ H. L. Farr, "The Civilian Conservation Corps". School and Society, (September 22, 1934), 386 p.

⁷ Earnest R. Lindley, "The Civilian Conservation Corps". School and Society, (April 27, 1935), 578 p.

⁸ Oliver R. Meredith, "C.C.C. Citizenship." Kiwanis Magazine, (May, 1934).

The Civilian Conservation Corps affords a simple and effective starting point. It has paid for itself in this one item of citizenship training. It is capable of becoming a permanent economical asset....

Mr. H. G. Leach in a reply to Mr. Edson's article on the future of the C. C. C. says:⁹

The Danish system has an admirable institution corresponding to Mr. Edson's conception of the future of the C. C. C. camps. The Danish folk high schools receive young adults for a period of training after their graduation from secondary schools and before they take up their work on the farm.

The C. C. C. camps do run parallel to the Danish system in their educational aspect. Neither nation has compulsory attendance or enrollment; neither gives credits or diplomas; each gives to its constituents that type of educational program which they desire. Vast benefits have accrued to Denmark from its folk high school. It is reasonable to expect much the same for the United States, should the C. C. C. be continued on an educative and training basis.

The author found but few articles that suggested the organization not be made permanent. [The following is an editorial which appeared in the New York Herald Tribune:¹⁰

The general approval that has been accorded to the C. C. C. system because of the excellent effect of the camps on the morale of the thousands of youngsters who have attended them should not blind us to the fact that the camps are one of the most costly forms of relief. *

⁹ H. G. Leach, "Education for Patriotism." The Forum, (May, 1935), 257-60.

¹⁰ Editorial in New York Herald Tribune, (January 10, 1935).

So far they have helped pay for themselves by the nature of the work which the boys have performed in improving forests, parks, and roads. But, unlike other forms of relief, they will have to be tapered down. The camps are excellent schools for character. But the system should not become permanent.] *

It seems to the writer that the author of the above editorial has stated his thesis for the paragraph and then proceeded to undermine it. As a matter of fact, the consensus of opinion of informed people seems to be that the camps should become permanent, and that the training and educative motif should be substituted for that of labor. In this way a million young men would be in these camps each year for one year's training. These men would be removed from the labor market, and a national program of citizenship could be undertaken which might prove to be of immeasurable value to the youth of the nation.

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APPENDIX

**HEADQUARTERS SEVENTH CORPS AREA
Office of the Commanding General**

**Omaha, Nebraska,
July 3, 1934.**

**Mr. Lawrence Haus,
Virgil, Kansas.**

Dear Mr. Haus:

I have been on an extended trip and, therefore, the delay in answering your letter of June 16th.

The history of the CGC Educational Program can probably be best secured by consulting back files of "Happy Days", the CGC newspaper. As far as we know, no one else is making a study of these camps.

No funds are available for the tests you mention. Tests made in the two camps at Reading, Kansas will not be conclusive as there is a great variation in the different companies depending on these factors and perhaps others:

- 1. Race**
- 2. Age - as veterans and juniors**
- 3. Habitat of enrollees - whether from city or country; also, from farms, woodlands or mountain country.**
- 4. The work project. The mental outlook is influenced by the environment and the work project and the men in charge of this work.**
- 5. The Commanding Officer and other members of the Staff.**

Very truly yours,

**S. M. Ransopher, (Signed)
Corps Area Educational Adviser**

CONGRESS OF THE UNITED STATES

House of Representatives

Washington, D. C.

Marion, Kansas
July 11, 1934

Mr. Lawrence Haus
Virgil, Kansas

Dear Mr. Haus:

I have your letter of July 9th, and I am today writing to Washington to get all material available on the Civil Conservation Corps, and will send it to you immediately upon receipt of the same.

Yours very truly,

Randolph Carpenter, (Signed).

EMERGENCY CONSERVATION WORK
Office of the Director
Washington, D. C.

March 5, 1935.

Mr. Lawrence Haus, Superintendent
Virgil Public Schools
Virgil, Kansas.

Dear Sir:

In compliance with your request dated February 13,
1935, there is being sent you herewith literature furnish-
ing information concerning the Civilian Conservation Corps
and the work being done.

Yours very truly,

Charles H. Taylor
Assistant Director
(Signed)

CORPS AREAS AND THEIR STATES

The administration of the camps over the entire United States is through Army corps areas. [The United States is divided into nine corps areas. They are: First Corps Area: Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island. Second Corps Area: New York, New Jersey, and Delaware. Third Corps Area: Pennsylvania, Maryland and Virginia. Fourth Corps Area: North Carolina, Tennessee, South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana, * Fifth Corps Area: Ohio, Indiana, West Virginia, and Kentucky. Sixth Corps Area: Illinois, Michigan, and Wisconsin. Seventh Corps Area: Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Missouri, Kansas, and Arkansas. Eighth Corps Area: Colorado, Arizona, New Mexico, Oklahoma, Texas, and Wyoming. Ninth Corps Area: Montana, Idaho, Washington, Oregon, California, Utah, and Nevada.]

The success of the work, especially that of rebuilding the manhood and self-respect of the enrolled men, is largely dependent upon the commanding officer. He is responsible for the men at all times except when they are at work.

I. Q. TABLE FOR ADULTS FROM ARMY ALPHA SCORES

Alpha Scores	I. Q.	Alpha Scores	I. Q.
181-	131	80-83	89
178-180	129	76-79	88
174-177	128	73-75	86
170-173	127	69-72	84
166-169	125	65-68	83
163-165	123	61-64	81
159-162	122	58-60	80
155-158	120	54-57	78
151-154	119	50-53	77
148-150	117	46-49	76
144-147	116	43-45	73
140-143	114	39-42	72
136-139	113	35-38	70
133-135	111	31-34	69
129-132	109	28-30	67
125-128	108	24-27	66
121-124	106	20-23	64
118-120	105	16-19	63
114-117	103	13-	61
110-113	102	10-12	59
106-109	100	7-9	58
103-105	98	4-6	56
99-102	97	1-3	55
95- 98	95		53
91- 94	94		52
88- 90	92		50
84- 87	91		

LIST OF OFFICERS AND DUTIES

1. Commanding Officer:

In most cases holds the rank of Captain or first Lieutenant in the Organized Reserve.

Duties:

His duties are the complete management and control of the company. He is directly responsible for each and every individual in the organization. In order to help the Commanding Officer carry out his objectives, the following officers and leaders are selected.

2. Second in Command:

Either a First or Second Lieutenant from the Organized Reserve.

Duties:

Oversee the mess fund and supervise the mess steward. To act as Company Commander in case the Commander is absent.

3. Medical Officer:

A commissioned officer from the Medical Corps.

Duties:

Attending to the health program
Welfare officer (Athletics, etc.) This duty is relieved a great deal where the camp has an Educational Advisor.

4. Leaders:

Chosen from the enrolled men. The leaders draw \$45.00 per month of which \$25.00 is allotted to their dependents.

a. Senior Leader (Company Sergeant)

The Senior Leader is a member of the company overhead.

Duties:

To assist the Commanding Officer in his duties, oversee the work in the camp, turn out the men for the Soil Erosion Department, and is placed at the top of all leaders and assistant leaders in the Company.

b. Supply Sergeant:

Duties:

To keep records of, issue, and store, all supplies that are used for maintaining the camp.

c. Mess Steward:

Duties:

To plan the menus, purchase supplies, keeping at all times within the ration allowance and oversee the preparation of the meals.

d. First Cook (Two in each company)

Duties:

To have charge of the cooks on shift and to see that the meals are prepared according to the desires of the Mess Steward. They are assisted by a second cook on each shift. They must see that the kitchen is at all times kept in a sanitary condition also, they are in charge of men on K. P. duty, (Kitchen Police). The men on K. P. are used to wash the dishes, peel potatoes and any other general kitchen work.

e. Field Leaders (5 men chosen for their ability as foreman)

Duties:

To act as foremen on the project under The Soil Erosion Department, and have charge of the men in the barracks. Each company is divided into four sections with a leader in charge of each section and one to be used on the project at the direction of a foreman. At all times the leader is in charge of the men in his section and may detail to duty any other man below his rank in the absence of another leader who should be in charge.

5. Assistant Leaders (Draw \$36.00 per month of which \$25.00 is allotted to their parents)

a. Army overhead.

1. Company clerk

Duties:

To do the office work for the Commanding officer.

2. Second Cooks (Two)

Duties:

To work along with a first cook and assist in preparing the meals and the other duties of the first cook.

3. Head Truck Driver:

Duties:

The head truck driver is in charge of the two company trucks. He attends to the servicing etc. of the two trucks.

4. First Baker:

Duties:

The first baker is under the supervision of the Mess Steward and has one other baker as his assistant. He is in charge of the kitchen during his shift (usually at night), and prepares the pastries according to the desire of the Mess Steward.

5. Camp Carpenter:

Duties:

General carpenter work around the camp. He usually works alone and is rated because of his special ability.

6. Assistant Educational Adviser:

Duties:

To do the secretarial work for the Educational adviser, Librarian, teach as many classes as he is qualified to teach, and be at hand to take over the educational program in case the Educational Adviser is absent.

7. Hospital Orderly:

Duties:

Take care of the patients, render first aid treatments, make reports to headquarters, and be at all times available in case of an emergency.

b. Assistant Leaders in the field. (9 men)

Duties:

To be foremen over one half of the section. He is directly under the supervision of the leader and will be placed in charge of any group of men at the direction of a Foreman. Each section is divided into two sub-sections, while in camp an assistant leader is placed in each sub-section to act as an assistant to the leader in charge.

SOIL EROSION PERSONNEL

Superintendent. (one)

Foreman (As many as the project demands)

Educational Adviser (Civilian to position by appointment)

EMERGENCY CONSERVATION WORK

Office of the Director

Washington, D. C.

MEMORANDUM FOR THE PRESS

RELEASE TO MONDAY PAPERS APRIL 16, 1934

A record of the first year of the Civilian Conservation Corps and the other forest camp units established last Spring as a part of the unemployment and industrial recovery program was laid before President Roosevelt today by Robert Fechner, Director of Emergency Conservation Work, and the five government officials whose departments co-operated in the forest camp program.

4 The record was outlined in seven letters, one prepared by the Director, and the others by Secretary of War George A. Dern, whose department is responsible for the enrollment, equipping, conditioning, pay and welfare of the C. C. C. men and for the construction, command, supply, administration and sanitation of the C. C. C. camps; by Secretary of the Interior Harold L. Ickes, whose department is responsible for the supervision of all work in national parks, state parks, on Indian reservations, and in Hawaii, by Secretary of Agriculture Henry A. Wallace, whose department plans and supervises all work on national, state and private forest lands and in Porto Rico and Alaska; by Secretary of Labor Frances Perkins, whose department selects all C. C. C. men excepting only the war veterans'

quota, and by Brig. Gen. Frank T. Hines, whose organization selected the war veterans' quota.

As Director of Emergency Conservation Works, which is the organization created April 5, 1933 by President Roosevelt to direct and guide the forest camp program authorized by the Act of March 31, 1933, for "The Relief of Unemployment through the Performance of Useful Public Works", Mr. Fechner suggested that the co-operating officials prepare the communications which were submitted to the White House today. His purpose was to supply the President with first hand accounts of the results attained during the first year of Emergency Conservation Work.

The Director recalled that three dates in April, 1933 represented important anniversaries of the forest program. On April 5, 1933, he said, the Emergency Conservation Work organization was created and orders issued to establish the forest camps. The first 300 C. C. C. men were enrolled two days later on April 7 and the first camp established near Luray, Virginia, on April 17.

In his communication, Director Fechner pointed out that Emergency Conservation Work now directs five sets of forest camps. His letter showed these included the Civilian Conservation Corps, the principal forest camp unit which has an authorized strength of 303,625 enrolled men and which now operates 1,468 camps, no state having less than two; the Indian Conservation Camps with an authorized strength of 14,400;

a contingent of camps in Porto Rico with an authorized strength of 1,250; a contingent of camps in Hawaii with an enrollment of 777, and one camp in Alaska with an authorized enrollment of 395. The total authorized strength of all the camps, Mr. Fechner said, is 320,377. He added also that the C. C. C. was divided into 250,000 young unmarried men between the ages of eighteen and twenty-five; 26,225 war veterans; and 25,400 experienced woodsmen.

The Director stated that by the end of this month, an aggregate total of 600,000 men will have been given work at one time or another as enrolled men in the forest camps. Of this number, he estimated 310,000 would still be in the camps on April 30. The men, he said, have been enrolled for six months periods at a time. Those desiring to re-enroll have usually been extended that privilege, he added. Mr. Fechner said that in addition to the enrolled men, some 14,000 foresters and technical experts had been given employment supervising the work done while 3,600 reserve officers have been assigned to the camps by the War Department.

After calling attention to the record made in enrolling the Corps, Secretary of War Dern said the camp program had improved the men physically and accelerated business recovery. Discussing the benefits received by the men, he said:

"Feelings of inadequacy and inferiority have largely vanished, confidence has been restored, a higher morale is evidenced in greater courtesy, consideration, sense of

responsibility and the wish to co-operate with others in common pleasures and endeavors....."

[The Secretary stated that to March 1, the men in the Corps had sent home to dependents, via the War Department, approximately \$60,000,000. This sum represented the aggregate of allotments which the men made to their dependents out of the \$30 a month pay which each received. Secretary Dern added that to March 1, actual disbursements for Emergency Conservation Work had been \$255,000,000, "Two-thirds of which has poured directly into the channels of industry, commerce and agriculture to accelerate their recovery."] *

Secretaries Ickes and Wallace emphasized the value of the work programs to the forests and parks of the nation. Both asserted that the presence of the men in the woods had contributed to substantial reductions of fire losses on nationally owned lands.

Secretary Ickes submitted two letters, one covering National Park activities, the other state park activities. He called the attention of the President to the work that has been accomplished during the year in National and State Parks. "The presence of the enrollees", he said, "has enabled the planned recreational program for our National Park areas to be carried forward in an effective manner," and results have been accomplished that would have taken ten years to achieve in normal circumstances."

The Secretary stated that governors and other state officials have reported that State Emergency Conservation Work has advanced their programs of acquisitions and development anywhere from ten to twenty years. ["I doubt", Secretary Ickes said, "If any other branch of Emergency Conservation Work can bring results of more lasting benefit or of benefits that will be more widely felt among the whole American people."]

Secretary of Agriculture Wallace asserted that the Emergency Conservation work in the forests this last year, "represents accomplishments in forest conservation never before recorded nor considered possible of attainment within such a short space of time."

Secretary Wallace stated that the presence of the forest workers in the woods "was a large contributing factor in reducing fire fighting expenditures, acreage burned and damage to national forest lands."

"The fire record for 1933 is one of the best ever recorded for the National Forests," he said. "Damage was held to approximately \$325,000, which is less than seventeen per cent of the average annual fire loss during the previous five year period."

The Secretary stated that fire prevention measures had been perfected on a scale far in excess of that reached ordinarily in a decade.

According to Secretary Wallace, the presence of the forest workers made it possible to launch the first large scale, mass attack ever directed against the white-pine blister rust

disease in the great white pine forests of the Pacific Northwest, where, he said, "the disease has continued to spread and has threatened to wipe out the entire white-pine lumber industry of that section. Another outstanding event of the year", he said, "was the impetus given to forest planting." Seventy-two million trees were planted, according to the Secretary.

Secretary Perkins emphasized the social phases of Emergency Conservation Work. Discussing the forest camps program, she said:

"During the years of the depression hundreds of thousands of young men arrived at working age and found all doors leading to employment locked against them. It is for just such young men that Emergency Conservation Work has been made available. They have eagerly sought the opportunity for enrollment. Their conduct and their work in the forest camps already manifest the eager spirit and the determined purpose with which they have taken advantage of this opportunity.

".....it is clear that no single attack upon unemployment of similar magnitude could have accomplished more good socially and economically or have aroused more wide-spread and deeply felt approval.

".....it is a plan which does conserve the social resources of the nation.

Brig. Gen. Hines said the Emergency Conservation Work program had contributed toward relieving distress due to unemployment conditions. He said that to March 31, a total of 42,682

veterans had been enrolled and 11,000 additional veterans enrolled at one time or another in E. C. W. to 53,682.

Copies of the letters forwarded to the White House are appended in the following order:

The Director.

Secretary of War.

Secretary of The Interior--National Parks.

Secretary of Agriculture.

Secretary of Labor.

Secretary of Interior--State Parks.

Administrator of Veterans Affairs.

EMERGENCY CONSERVATION WORK
Office of the Director
Washington D. C.

April 11, 1934

My dear Mr. President:

The forest camps program initiated during the first few weeks of your administration as President was one year old on April 5. On that date, a year ago, the organization of Emergency Conservation Work was created and arrangements made for initiation of the nation-wide chain of forest camps which was quickly extended to every state of the Union. On April 7, 1933 the first 300 men were enrolled in the Civilian Conservation Corps, the largest of the forest camp units that has been established as a part of the Emergency Conservation Work program. Ten days after these men were enrolled, the first Civilian Conservation Corps camp was established in the mountains near Luray, Virginia.

I am glad to take advantage of the opportunity afforded by the arrival of the first birthday of the camps movement to forward a brief communication outlining some of the highlights of the Emergency Conservation Work program, during the past year. In order that you might have first hand information from the departments and agencies which have cooperated in this work I suggested, some time ago, that the Secretaries of War, Interior, Agriculture and Labor, and the Administrator of Veterans' affairs, prepare short communications pointing out some of the major results attained to date. These letters are now before you.

I am happy to state that all the departments directed by you to aid in the camps program have cooperated whole-heartedly and efficiently. I also want to express my appreciation for the splendid cooperation the Emergency Conservation Work organization has received from the Governors of all the states, and from state and local organizations in each state.

At the present time five sets of camps are in operation. There is the Civilian Conservation Corps, with its authorized strength of 303,624. This corps includes in its membership 250,000 young unmarried men; 28,225 veterans; and 25,400 woodsmen. The men live in 1,468 forest camps and the men for the Corps are selected by the Labor Department, through state agencies, with the exception of the veterans' quota, enrolled and cared for by the War Department, and supervised while at work by the Interior and Agriculture Departments.

The other four groups of camps have a combined authorized enrollment of 16,752. One group composed of Indians working on Indian Reservations has an authorized enrollment of 14,000. This group has no connection with the War Department and is operated by the Office of Indian Affairs, of the Department of the Interior. There is also a contingent of camps in Hawaii, with an enrollment of 777. These camps are operated by the Department of the Interior. Another set of camps is operated by the Department of the Agriculture in Porto Rico. These camps have an authorized enrollment of 1,250. The Department of Agriculture also operates a camp in Alaska, with an authorized enrollment of 325.

As Director of Emergency Conservation Work, I want to point out that since the forest camps program was initiated, employment has been given, or will be given by the end of this month, to approximately 800,000 men, most of them youngsters between eighteen and twenty-five years of age. This group includes the 300,000 who first entered the camps last summer; the 190,000 who entered the Civilian Conservation Corps and Indian camps as replacements during the second six months enrollment period, and the more than 100,000 men who are entering the camps as replacements this April. The average enrolled strength for all the camps is maintained at just below 300,000 men.

In my opinion, operation of the forest camps has clearly enhanced the value of our forests and parks, relieved an appreciable amount of distress and spurred business recovery by furnishing an active market for the sale of food, clothing, manufactured goods, automotive equipment and other supplies, needed to keep the conservation program in operation. The hundreds of thousands of young men and war veterans who left city and village streets to enter the healthful environment of the forest camps, entered their work on a purely voluntary basis. No military training was involved. All of these men have been improved physically. Almost every man has increased in weight. Most of them have developed new self-respect, greater self-reliance. There is evidence that their morale, as well as the morale of their dependents, has been lifted. Thousands of young men have been taught how to work. The camp movement has shown that young men would rather work than go on relief.

The letters of the Secretaries of the Interior and Agriculture contain detailed figures proving that our forests and parks have been improved, expanded and given substantial new protection from fire, diseases and insects.

The Popularity of the camps is attested by thousands of letters written to Washington, by the 5,000 applications for new camps that came in this Spring, by the friendly attitude of

communities, where camps are located, toward the men of the Conservation Corps, and by the fact that a hasty check-up this spring showed 300,000 young men ready and anxious to enter the corps at the first opportunity.

I commend to you the letters forwarded by the heads of the cooperating departments. They outline in detail the Civilian Conservation Corps record.

Very sincerely yours,

Robert Fechner,
Director.

WAR DEPARTMENT
Washington, D. C.

April 5, 1934

The President,
The White House.

Dear Mr. President:

The approach of April seventh, the first birthday of the Civilian Conservation Corps, awakens a train of reflections in which the full year of its life passes in review. Such meditations stir so much satisfaction and pride in its accomplishments and so much respect and affection for its character that one is impelled, Mr. President, on this anniversary to congratulate you, the father of the Corps.

A year ago on April seventh, seven days after your approval of the Act of Congress creating the Corps, 300 young men from the sidewalks of several cities on the eastern seaboard gave it real life. Within a few weeks, they were on their way to the Adirondacks, to the Alleghenies and to the Rockies. The increased breadth and beauty of their new horizons were symbolic of their altered outlook on life.

So real was the need, so well did the Civilian Conservation Corps capture the imagination and respond to the ambition of the youth of the country that by June 7, two months later, 250,000 men had enrolled in one of the most rapid mobilizations of strength witnessed in the nation's history. On July 1, 260,000 young men were all on their assigned work projects in 1,350 camps, scattered from ocean to ocean and from the Canadian border to the Rio Grande.

With equal dispatch during the month of July, 25,000 veterans were added to the Corps and engaged in 138 company units on conservation work.

Since that time, the Civilian Conservation Corps has been maintained at a strength averaging 270,000 men. The work on the field has received the approval of the nation.

The functions of the Army in the organization, administration and supply of the Corps, in caring for the health and welfare of the men have offered opportunities for service that it had willingly embraced.

The major interest of the War Department has been in the man himself. Its chief pride lies in his improvement. No group of men understands youth so well or holds it in greater affection than does the commissioned personnel of the Army. With no desire to inculcate a military discipline, the understanding leadership of Army officers has lifted the head, quickened the pace, given assurance to the approach of practically every member of the Corps. Feelings of inadequacy and inferiority have largely vanished, confidence has been restored, a higher morale is evidenced in greater courtesy, consideration, sense of responsibility and the wish to co-operate with others in common pleasures and endeavors.

The economic results of the program of Emergency Conservation Work have naturally been more tangible. Allotments made by members of the Corps to their dependents have totalled more than \$59,250,000 during the year. Actual disbursements to March 1, have totalled \$255,000,000, two-thirds of which has poured directly into the channels of industry, commerce and agriculture to accelerate their recovery.

Thus the first birthday of the Civilian Conservation Corps finds it a lusty enterprise, reflecting ideal conception, careful planning and vigorous execution.

I cannot close this letter of congratulations without paying tribute to those agencies in the Labor Department, Veterans' Administration, the U. S. Forest Service and the National Park Service who have so whole-heartedly cooperated with the War Department in fulfilling the missions of the Emergency Conservation Work Program or without expressing my feelings of gratitude to Mr. Fechner, the Director, for the sympathetic understanding with which he has guided the effort.

Respectfully yours,

GEO. H. DERN (Signed)
Secretary of War.

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THE SECRETARY OF THE INTERIOR

Washington, D. C.

April 4, 1934

**The President,
The White House.**

My Dear Mr. President:

It is gratifying to report to you at the close of one year's participation in the Emergency Conservation Work program that the several Federal Agencies of the Department of the Interior have accomplished much of lasting value through this conservation program which you have so effectively organized and which is planned for continuance a second year. The field officers of this Department report that the presence of the enrollees has enabled the planned recreational program for our areas to be carried forward in an effective manner, and results have been accomplished that would have taken more than 10 years to achieve in normal circumstances.

The assignment of Emergency Conservation Work camps to the National Park Service, General Land Office, Office of Indian Affairs, and to the Territory of Hawaii offered an opportunity for the Department of the Interior to participate in the constructive accomplishments of this unique conservation venture of the current administration. During the first enrollment period 70 camps existed in national parks and monuments. One hundred and five camps in State parks were under the general supervision of the National Park Service. For the first enrollment period the average number of Indians employed under the care of the Office of Indian Affairs totalled 11,279 during August and September. In the second enrollment period which has just closed, 61 camps existed in national parks and monuments, 259 for State Parks, and the office of Indian Affairs' participation reached an average employment of 9,623 Indians during October, November, and December. During the second period the Emergency Conservation Work program was extended to the Territory of Hawaii with the assigned quota of enrollees being 777 men. The work is distributed to four of the islands of the territory and includes projects in Hawaii National Park as well as projects under the jurisdiction of the Territorial Government.

The specific programs which have been completed will aid field officers of this Department in an effective manner

to conserve and preserve natural features in our distinctive national parks and monuments and in the public domain and Indian reservations. Protection against fire and insect infestation, blister rust and tree disease, and roadside fixation and erosion control have been major accomplishments. The availability and utilization of Emergency Conservation Work enrollees for fire fighting to a large degree accounts for a 37 per cent reduction in fire losses in 1933 as compared to the previous year in our national parks. Further detailed description of the several classes of projects would include activities that tend to protect, develop, and perpetuate existing natural areas, preserve forest cover, prevent soil erosion, reduce fire hazards, and establish the means for our citizenship to reach and utilize the scenic and primitive areas without despoiling them. The work has been national in character and the results have thoroughly justified the public trust.

The effective manner in which the Office of Indian Affairs has extended the Emergency Conservation Work program to our Indian reservations has been of a very spectacular nature. The program has been carried out in a unique manner with Indians, to a large degree, used to supervise the work on the various projects. A maximum amount of direct relief has been extended to the Indians on the reservations.

Specific mention should be made of the accomplishments of the one camp operating under the supervision of the General Land Office. This camp accomplished conservation in its highest meaning by extinguishing coal seam fires which have been burning for generations, and thereby saving further supplies of coal. The development of national military and historical parks made possible at this time by the participation in the Emergency Conservation Work program has accomplished far-reaching results. These areas, rich in romance and historic interest, will constitute field laboratories in history for the use of our citizenship. Improvements greatly needed, but impossible of entire achievement for many years in the future, in such areas have been accomplished or are in the process of accomplishment. A separate report is being submitted on the Emergency Conservation Work prosecuted on State and other non-Federal areas.

The accomplishments of the Emergency Conservation Work program for the Department of the Interior during the one year are significant. The results constitute a challenge for the second year of the program. It is evident that confidence has been restored to the minds of the workers, strong bodies have been built, and men have been restored to American industry in an improved condition and inspired with a new perspective in life.

It is significant that the Emergency Conservation Work program has contributed so effectively to the various agencies of this Department, particularly to our national parks, a distinctive American institution.

Sincerely yours,

HAROLD L. ICKES (Signed)
Secretary of the Interior.

control.

RECEIVED
U.S. DEPARTMENT OF THE INTERIOR
WASHINGTON, D.C.
MAY 10 1934

DEPARTMENT OF AGRICULTURE

Washington, D. C.

April 9, 1934

The President,
The White House.

Dear Mr. President:

April 5, 1934 marked the First Anniversary of the Emergency Conservation Work and, in recognition of this momentous occasion, I wish to express to you the enthusiasm of this Department over the marked success of this tremendous undertaking. I can assure you that thousands of foresters and conservationists throughout the nation will likewise celebrate the event with fervor, since it represents accomplishments in forest conservation never before recorded nor considered possible of attainment within such a short space of time.

How much the first year of Emergency Conservation Work has contributed to the development and restoration of the natural resources on national forest, State, and private forest lands is attested by a great variety of evidence which can not be marshalled in detail here. There are, however, some highlights which demonstrate clearly the extent to which the Emergency Conservation Work has accelerated progress toward the fulfillment of the national plan for American forestry on which efforts are now focused.

The presence of the Civilian Conservation Corps, representing an immediately available supply of man-power, was a large contributing factor in reducing fire-fighting expenditures, acreage burned, and damage to national forest lands. The fire record for 1933 is one of the best ever recorded in the history of the national forests. Damage was held to approximately \$325,000, which is less than seventeen per cent of the average annual loss during the previous five year period. Also, through the construction of numerous lookout houses and towers, telephone lines, roads and trails, the detection, communication, and transportation systems, essential to fire control, were perfected on a scale far in excess of that reached ordinarily within a decade.

Effective work toward the control of the white pine blister rust disease was accomplished on some 2,600,000 acres of forested lands, during the first year of the Crops' activity.

This represents the first large-scale, mass attack ever directed against this menace in the great white-pine forests of the Pacific Northwest, where, despite all previous efforts, the disease has continued to spread and has threatened to wipe out the entire white-pine lumber industry of that region. The timely work in this instance has likewise been the means of opposing the march of this disease into the California sugar pine forests, the most valuable timber species of that State.

Another outstanding event of the year was the impetus given to forest planting. Despite the fact that only a relatively short period of the planting season was available after the conservation camps were established, approximately 72,000 acres (72,000,000 trees) were planted by members of the corps before the year closed. The area planted on the National Forests was over twice the maximum area previously planted in any one season. In addition, some 200,000 pounds of tree seeds were gathered, all Forest Service nurseries were seeded to capacity, and conditions made possible for a much larger program in 1934.

Protection of privately--owned forest lands--four-fifths of the nation's forest area-- in which the federal government has been participating financially since 1911, has been advanced at a highly accelerated rate through the help of the C. C. C.

Prior to 1933, very little progress, beyond the experimental stage, has been made toward the control of floods and soil erosion. The Emergency Conservation Work, however, has made it possible to establish controls sufficient to benefit more than 500,000 acres. Control measures have been largely in the form of check dams and revegetation. Incidental to check dam construction, in excess of 1,300,000 cubic yards of earth, rock, and cement have been handled. The far reaching effect of this work may be exemplified by the Wisconsin project where it is estimated that for every cubic yard of earth placed in earth dams, eleven cubic yards of earth will be saved from erosion during the next ten years.

In addition to the above, the presence of the Emergency Conservation Corps within the national forests has resulted in material development of the recreational and forage resources and in the completion of numerous long needed administrative improvements. Various types of water systems, installed on camp grounds for the adequate protection of health, have been doubled. The mileage of range fences and number of stock watering projects were increased over ten per cent; and, over 35,000 acres of poisonous plants were eradicated, an increase of close to fifty per cent over the average year.

I would like to paint the picture in more detail, but it is believed that the above accomplishments, in themselves, are adequate proof that your vision of the possibilities of the project which you launched was amply justified. I should like to pay tribute, too, to the very helpful and constructive way in which Director Fechner has dealt with the administration of the project in all the phases with which this Department has been concerned as a co-operator. And now that we are about to enter the second year of endeavor, I want to assure you that all co-operating agencies in the Department of Agriculture will strive to assist in making it equally successful.

Sincerely yours,

H. A. WALLACE (Signed)
Secretary.

DEPARTMENT OF LABOR

Washington, D. C.

April 9, 1934

The President,
The White House.

My dear Mr. President:

Emergency Conservation Work is the happy realization of a purpose which has been very close to your heart I know. The Department of Labor has been responsible for the selection of all the men for the Civilian Conservation Corps, except the Veterans' contingent, and is co-operating with three other Government Departments to make it a success.

We have had in mind constantly the social values to be secured and preserved in Emergency Conservation Work. Not only is this movement of immense importance as concerns the physical resources of the nation, but it is even more important as it affects the welfare of the quarter of a million families who are represented therein. These social considerations we have not neglected. They are regarded as a paramount importance.

It should be the birthright of every American citizen to find opportunity for self-support. During the years of the depression hundreds of thousands of young men arrived at working age and found all doors leading to employment locked against them.

It is for just such young men that Emergency Conservation Work has been made available. They have eagerly sought the opportunity for enrollment. Their conduct and their work in the forest camps already manifest the eager spirit and the determined purpose with which they have taken advantage of this opportunity.

In the selection of this multitude of young men, the Department of Labor, utilizing local committees, has secured representatives from every township in the United States. The group thus enrolled is a representative cross-section of America young manhood. They are looked upon in each community from which they have departed as the personal representatives of that community. So long as they are in the service,

their welfare will be the subject of community interest and discussion.

In consequence, "it is clear that no single attack upon unemployment of similar magnitude could have accomplished more good socially and economically or have aroused more wide-spread and deeply felt approval."

Although incidental, it is nevertheless important that these young men have not only become self-supporting, but they have been enabled to contribute to the support of their families. They thus have the double satisfaction of realizing their ambition for self-support and of helping to maintain their relatives in greater comfort and in self-respect.

In short, it may be said with complete justification that Emergency Conservation Work is more than a plan to conserve natural resources. It is a plan which does conserve the social resources of the nation.

Respectfully,

FRANCES PERKINS
(Signed)

THE SECRETARY OF THE INTERIOR

— Washington, D. C.

The President,
The White House.

My dear Mr. President:

It is a pleasure, as the first year of actual operation of the Civilian Conservation Corps comes to a close, to report to you on one phase of its work which appears to me to have been attended with conspicuous success. I refer to the Emergency Conservation Work which has been carried out on State parks, County parks and the metropolitan sections of City parks; all under the supervision of the National Park Service. Previously the Service had no official relation with the various State and other park authorities throughout the nation. Hence a rapid expansion in personnel was necessary to handle these new activities, both in Washington and in the field.

Before the first camp was set up in any of these non-Federal areas, the President, realizing that they contain extremely valuable natural resources which can be safeguarded under conditions of heavy use only through careful planning and development, approved a broad program of work. This program has permitted, in addition to the ordinary protective work required for public forest areas, a considerable variety of other undertakings, such as development of camp and picnic ground areas, including necessary water supply and waste disposal work, and other necessary structures, erection of other types of buildings required for proper operation and maintenance of the park areas, and even conservation of the water resources of the parks, through the construction of dams which will provide water recreation for the park visitor.

During the first six months of operation, 105 camps were located in twenty-six states; during the second period, the number of camps increased to 258, operating in thirty-two states; for the six months period of operation now just starting there will be 272 camps operating in forty states.

I believe that the very great increase in the number of camps allocated to these parks indicates a vastly heightened realization of the need of properly developed and administered open spaces devoted to recreational uses. It indicates, too, the confidence of the public, of park agencies, and in

many cases, of donors of park land, that under the supervision of the National Park Service, these public properties will be developed in a way that will enable them to realize the greatest degree of recreational use and that will at the same time preserve their beauty and other natural resources unspoiled.

Since Emergency Conservation Work was initiated, and as a direct result of it, five states have acquired their first park properties. These are Virginia, West Virginia, South Carolina, Mississippi, and New Mexico. Also as a direct result of Emergency Conservation Work, no less than sixteen other states have either acquired new parks or have made valuable additions to existing parks. This list includes California, Oregon, Washington, Texas, Arkansas, Iowa, Minnesota, Illinois, Michigan, Georgia, North Carolina, Maryland, New Hampshire, Kansas, Kentucky and Vermont.

Although in a few cases, state park additions have been acquired by purchase, the bulk of the new state park acreage has come to the states by gift. Some of these acquisitions are of such notable character as to be of real national interest. Examples are the new park of 105,000 acres established on land previously owned by the state in the Chisos Mountains section of the Big Bend of Texas; the Santa Domingo Mission, established in Georgia by the Spanish more than 350 years ago and recently donated to the state; the unusually scenic and rugged Gooseberry Falls park in Minnesota on the north shore of Lake Superior; a rare virgin pine area in Brownwood State Park in Texas, and Virginia's new Seashore State Park embracing not only a considerable salt water frontage on Chesapeake Bay, but also the extensive wilderness area lying back of Cape Henry and known since the time of the earliest settlers as the Cape Henry Desert.

It is gratifying to note that in at least two states, state funds have been made available for joint participation with the federal government in the cost of operating Civilian Conservation Corps camps, and in the purchase of materials and equipment needed for successful prosecution of the work. These two are Iowa, recently made an appropriation of \$100,000 for this purpose; and Missouri whose Commissioner of Fish and Game has pledged up to \$5,000 for each camp to be utilized in any way that, in the opinion of the State Park Emergency Conservation Work field forces and Washington office, will add to the usefulness of the work to be performed in just her state parks. In order to take the fullest advantage of

the opportunity offered by establishment of camps on state parks, the Virginia legislature, at her regular session last year, appropriated the sum of \$50,000 to be utilized in the purchase of suitable state park areas.

Insistence on the formulation of careful and well-balanced development plans by men qualified for such work by training and experience has been a feature of the whole State Park Emergency Conservation Work undertaking. It has given splendid experience to a large group of technically trained men, such as architects, landscape architects, and engineers. The other side of this statement is that it has given many state park agencies a greater appreciation of the value to their parks of the services of such men, and a better understanding of the fact that the planning, development, and operation of these properties calls for skill and intelligence, that arises not from intuition, but from training and experience. I am convinced that one major result of the work will be that future administration of state parks in general will be on an unusually high plane.

Governors and other state officials have reported that State Park Emergency Conservation Work has advanced their programs of acquisition and development anywhere from ten to twenty years. The most gratifying feature of the whole work is, however, that, at a time when increasing public leisure requires outlet by which this leisure may be healthfully and beneficially used, facilities for its use in just that way have been vastly increased. I doubt if any other branch of Emergency Conservation Work can bring results of more lasting benefits or of benefits that will be more widely felt among the whole American people.

Sincerely yours,

HAROLD L. ICKES, (Signed)
Secretary of the Interior.

ADMINISTRATOR OF VETERANS AFFAIRS

Washington, D. C.

April 11, 1934.

My dear Mr. President:

In reviewing the accomplishments of Emergency Conservation Work during the past year, particularly as it has affected veterans, I am impressed with the fact that it has relieved, in a large measure, the distress due to acute unemployment conditions prevalent throughout the country.

Having in mind that on the basis of the President's Executive Order establishing the veterans contingent for Emergency Conservation Work, Director Fechner authorized the enrollment of 29,225 veterans of the World War and of previous wars, it is significant to note that the Veterans' Administration selected and certified for enrollment, originally and to fill vacancies caused by discharge to accept other employment, and for other reasons, approximately 52,000 veterans during the past year, of which number approximately 42,682 were actually enrolled. During the present enrollment period it is expected that approximately 11,000 additional veterans will be enrolled as replacements for those who do not take advantage of the privilege to re-enroll for the third enrollment period.

In making selection of veterans to fill the several State quotas, the Managers of Veteran' Administration offices and facilities determined:

- (1) That the veteran served in the armed forces of the United States during war period
- (2) That he was honorably discharged therefrom
- (3) That he was unemployed
- (4) That he was a citizen of the United States and
- (5) That he was in need of employment to support himself and his dependents

Preference having been given to veterans with dependents Emergency Conservation Work has actually benefited economically not only the 42,682 veterans enrolled, but their families as well. In addition to relieving economic distress, the morale of the veterans has been considerably improved by the extension of this privilege. The character of work and the conditions under which they have lived while in the Civilian Conservation Corps have materially improved their health, enabling them to meet conditions on the outside upon their discharge therefrom.

In behalf of the employees of the Veterans' Administration who have participated in this undertaking, I wish to state that they have been pleased to have had a part in the application and development of the employment program fostered by the Emergency Conservation Work.

Very sincerely yours,

Frank T. Hines,
Administrator.

FROM: National Broadcasting Company
Nat'l Press Bldg. Wash. D. C.
December 21, 1934.

FOR RELEASE SATURDAY MORNING NEWSPAPERS DECEMBER 22, 1934

Address by Robert E. Fechner, Federal Director, Emergency Conservation work, made over a National Broadcasting Company network, during a Conservation Day program, Friday, December 21, 1934.

On Friday afternoon in May, 1933, a few months less than two years ago, I utilized the facilities of the radio to tell the people of this country about the newly launched program for the establishment of a great country-wide chain of forest camps as a national recovery move. At that time, I told of the President's staunch belief that we could ease an acute condition of widespread unemployment and accomplish useful conservation work in the forests by creating a Civilian Conservation Corps and placing in its ranks a vast army of unemployed men. At the time I spoke, Legislation making the Civilian Conservation Corps possible was passed and the first 200 man camp, established less than three weeks, was making Civilian Conservation Corps history on a rain-soaked plateau high up in the George Washington National Forest near Luray, Virginia. A call had been issued to place 250,000 men in the forest camps but the task of enrolling the hundreds of thousands of men who were to make up its personnel was barely under way.

Two months later, through the courtesy of the radio broadcasting companies, I reported the Civilian Conservation Corps was organized and at work in 1,400 farflung forest and park camps. On this occasion, I had the pleasure of introducing the President of the United States to the men of the Civilian Conservation Corps and to participate in a program in which four Cabinet members told vividly of the part they were playing in the launching and operation of the forest camp program. Moving at a rate which eclipsed the records made by this country in enlisting soldiers for the world war, the Labor Department had selected and the War Department had enrolled 300,000 men and had moved them from the environment of city streets and depression-hit homes into forest camps on a nationwide front. More than a quarter of a million youths had been

converted from financial liabilities to their families to assets who were beginning to contribute substantially to the support of their families. Every State in the Union had contributed to this forest camp population. Utilizing the 1930 census as a guide, we had apportioned the places in the forest camps among the States on a basis of population. From the beginning, care was taken to make certain that the openings in the forest camps went to men whose families were on relief or in actual need. In all cases, applicants for enrollment have been interviewed personally by relief officials before being selected for membership in the Corps. On being accepted, each man agreed to allocate from \$20 to \$25 of his \$30 monthly pay home to dependents. The men in the camps received food, clothing, shelter and medical care. In return they were required to work forty hours a week for Uncle Sam. The work before them was planned work laid out by the officials of the Forest Service of the Department of Agriculture, and the National Park Service of the Department of the Interior. It was useful work designed to build up the forests and parks, to expand them and to accord them better protection from insects, fire, disease and erosion.

Speaking to the men of the new-fledged Civilian Conservation Corps camps as they embarked on their new outdoor life, President Roosevelt declared that the work they were doing was needed work which would bring a definite financial return to the people of the Nation. The President emphasized the spiritual values which he asserted would flow from the Civilian Conservation Corps program.

"Through you", he said, "The Nation will graduate a fine group of strong young men, clean living, trained to self-discipline and, above all, willing and proud to work for the joy of working."

Today, seventeen months after the President made this statement, I have been given an opportunity to extend a word of personal greetings at this Christmas season to the men of the Civilian Conservation Corps and their dependents and to report briefly on the results which have been achieved through initiation of the forest camp movement. I have no hesitancy in stating that the President's prediction has been fulfilled one hundred percent. We have accomplished a huge amount of useful work. We have graduated a fine group of strong young men.

To obtain a clearer view of the great need existing in 1933 for a program which would decrease unemployment among young men and make possible the inauguration of a forest and park rehabilitation program, it is necessary to pause for a moment and glance briefly at the situation confronting the

country when President Roosevelt took office. At that time, hundreds of thousands of young men, many in their teens, were wandering the streets of our cities and smaller communities searching for work. Large numbers of these men had dropped out or graduated from high school or college during the early depression years and had never been able to find employment. Simultaneously, foresters and conservationists were calling attention to the great need for massed man power to be utilized for the development and protection of our natural resources.

Attention was directed to the need for taking steps which would heal at least some of the scars caused by past extravagant and wasteful handling of our once vast timbered resources. In this connection, it was pointed out that large numbers of men were needed for forest and field work if substantial reduction was to be effected in the huge annual losses caused by erosion, forest fire, insects and tree diseases. These losses were estimated by forestry and erosion experts at well above a half billion dollars annually.

The Civilian Conservation Corps presented a method of attacking both the problem of finding work for unemployed youths and labor with which to rebuild, expand and protect our timbered areas. Its major purpose was to bring unemployed men and the forests and parks together for their mutual benefits.

Since this program began, close to 1,000,000 men have been given employment in the forests. Within the next three weeks, new replacements now being selected will raise the Civilian Conservation Corps employment figure to above a million. Of this number, more than 900,000 will have been enrolled men. The balance have been reserve officers called to active duty to command the camps; foresters and technical experts engaged to supervise the work programs carried out in the forests; school teachers, and skilled and unskilled mechanics utilized in the building of the thousands of buildings erected to keep the Civilian Conservation Corps men protected from the elements. Of the men who have been in the camps, some 332,000 are still in the Civilian Conservation Corps. The balance have left to take employment in private industry or for other reasons. The best figures available indicate that something like one man in every 10 unmarried men in the U. S., between the ages of 18 and 25 have spent from a few weeks to more than a year in the Civilian Conservation Corps. These men of the forest camps have been fed, clothed and sheltered while in the camps. Their families have been aided either through the enrollment checks allotted home by the Civilian Conservation Corps men or through the checks that have gone to the families of men who lived close to the camps or to the officers, supervisors and other civilians who have been engaged in this work for varying periods of time.

To maintain these men in the forest camps and to carry out the general program of improving, expanding and protecting our natural resources, we had expended \$474,500,000. Of this money, \$187,000,000 has been paid out in cash allowances to the men and in wages to the supervisory and administrative personnel. Of this \$187,000,000 a total of \$143,000,000 has been paid out in cash allowances to the men enrolled. Approximately \$113,000,000 of this latter amount has been sent direct home to dependents of the men in the form of relief.

From the beginning we have insisted that the Civilian Conservation Corps must be well fed. Through September 30, those responsible for supplying food to the Civilian Conservation Corps men had expended \$55,000,000 for meats, groceries and other necessities.

Provide shelter for the enrollees we have expended \$30,000,000. The clothing bill for the Civilian Conservation Corps has been \$50,000,000. A total of \$7,000,000 was expended to assure proper medical attention for the man.

The work which the men have done reflects great credit upon the men and upon the administrative and supervisory personnel of the forest camps. The forest and park lands have been greatly benefited. Thousands of acres of lands have been protected from soil erosion. Valuable flood control projects have been completed, the most pretentious one in the Winooski River Valley of Vermont. While sixty classifications of work have been performed by the Civilian Conservation Corps men, the great bulk of their field activities have been directed toward fireproofing the nation's timbered areas and protecting the forests and parks from tree-attacking insects, diseases, fire and other forest pests. In late months much emphasis has been placed on the prevention of soil erosion.

I will mention only a few of the major items of work completed by the Civilian Conservation Corps men. In the field of forest protection, the men expended 1,500,000 man-days fighting forest timber fires. They also constructed 41,000 miles of truck trails to facilitate the movement of fire fighting units, cleaned out fire hazards from 825,000 acres and opened up 27,898 miles of fire breaks. The reporting of fires also was greatly expedited by the completion of 25,000 miles of telephone lines, sufficient to girdle the globe, and the construction of 1,200 lookout houses and towers.

The Civilian Conservation Corps men also conducted rodent control operations over 5,000,000 acres, fought tree insects

over 3,000,000 acres and carried out campaigns to control tree attacking diseases, principally the white pine blister rust, over 2,657,000 acres. As a means of improving the forests and halting soil erosion, the Civilian Conservation Corps men planted more than two hundred million trees. They improved 1,392,000 acres of forest lands by removing obstructions to forest growth and thinning out undersirable trees.

Building soil erosion prevention dams was another big Civilian Conservation Corps job. The records through September 30 show 778,000 completed.

The heavily timbered areas of America, in which the members of the Civilian Conservation Corps have worked, are already bearing evidence of their handiwork in protecting young and growing timber from growth-retarding underbrush and debris of one character or another. They have built fire lanes and trails in order that fires may be reached quickly and extinguished before they reach dangerous proportions. It is my prediction that before the end of a decade, one of America's principal natural resources, namely timber, will show an increase in both volume and value that will go a long way toward paying the expense of the operation of the corps.

All of us who have been connected with the Civilian Conservation Corps program are proud of the impressive work program completed. We are proud, also, of the fine results which have been achieved in the field of youth rehabilitation. All the evidence which has come to us from the men of the camps, their families, the relief offices which selected the Civilian Conservation Corps personnel, officials of the States and the administrative personnel of the camps points to the conclusion that this forest camp program has been of the greatest aid to the young men of this country at a time when they most needed it. The records show that tremendous health gains have been registered by Civilian Conservation Corps enrollees.

In closing, I wish to address a few words direct to the men of the Civilian Conservation Corps camps and former enrollees who have spent a few months in the forests and then returned to their homes. To you men, let me say that I believe that future historians will write down April 5, 1933, as the brightest red letter day in the history of modern forestry in this country. In my opinion, both 1933 and 1934 will be referred to as the years when America definitely turned its back on a policy

of allowing our natural resources to be wasted to one of planned management of our timbered areas along lines which will result in their expansion, protection and improvement.

Having been associated for the past twenty months with the Civilian Conservation Corps, I naturally have a feeling akin to paternal interest in the welfare of each and every man in the forest camps. I have watched you as you entered the camps, raw, inexperienced and unused to hard physical labor. I have watched you develop physically, mentally and spiritually in the wholesome influence of the forest surroundings in which you have been placed. Good food plus hard work has replaced your flabby muscles with sturdy sinews. The discipline as well as your association with hundreds of other young men taught you how to get along with your fellow men. Your posture has been improved. In many cases you have learned new health habits which will be of lasting value to you and to the communities to which you return. You have developed new self respect and a new sense of responsibility.

I congratulate you men of the Corps upon the fine record you have made in the field, in the camps and in the communities where you have been placed. I know that President Roosevelt shares my pride in the performance and spirit of the Civilian Conservation Corps. You are protecting valuable agricultural lands vital to the happiness and security of coming generations. At the same time you are building into your characters some of the sturdiness of the forests and the great outdoors. You stand as a monument to those principles of Americanism which we must depend upon for the perpetuation of our great American Republic. Good cheer, good will, and a determination to achieve are my Christmas wishes to you and to all former enrollees.

EMERGENCY CONSERVATION WORK
Office of the Director
Washington, D. C.

MEMORANDUM FOR THE PRESS

February 25, 1935.

RELEASE TO MORNING PAPERS, THURSDAY, FEBRUARY 28, 1935.

Robert Fechner, Director of Emergency Conservation Work, today announced that a recent survey conducted by the Office of the Surgeon General of the War Department indicated that the average young man who enrolls in the Civilian Conservation Corps gains from seven to eleven pounds during his first two months in camp.

The War Department survey referred to by Director Fechner was initiated on October 1, 1934, at the beginning of the fourth six-month period of Emergency Conservation Work. At the direction of the Office of the Surgeon General, Army medical officers in each of the nine Army corps areas selected several hundred new enrollees at random and registered their weights as of the first day they entered the CCC camps. The men picked for the tests were weighed again at the end of the first month and at the end of the second month of enrollment. The tests showed that the average enrollee had gained from four to seven pounds during the first month in the corps, and from two and a half to four and a half pounds during his second month.

The greatest weight gains were registered in the Eighth Corps Area, embracing Colorado, Arizona, New Mexico, Oklahoma,

Texas, and Wyoming. Records forwarded to Washington from this corps area showed that the average weight gain for 160 enrollees was 6.91 pounds for the first month and 4.32 pounds for the second month, an aggregate of 11.23 pounds for the two months covered by the survey.

The weight gains registered in other corps areas are outlined below:

In the First Corps Area, which includes Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island, the men undergoing the weight tests showed an average gain of 4.8 pounds during the first month and 3.17 pounds during the second month, making an aggregate gain of 7.97 pounds.

In the Second Corps Area, which includes New York, New Jersey and Delaware, the men given the weight tests showed an average gain of 3.77 pounds at the end of the first month and 2.50 pounds at the end of the second month, making a total gain of 6.27 pounds.

In the Third Corps Area, which includes Pennsylvania, Maryland and Virginia, the group of selected men gained an average of 4.94 pounds during the first month and 3.03 pounds during the second month, making a total gain of 7.97 pounds.

In the Fourth Corps Area, which includes North Carolina, Tennessee, South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana, the men tested showed an average gain of 3.60 pounds during the first month and 2.17 pounds during the second month, making an aggregate gain of 5.77 pounds.

In the Fifth Corps Area, which includes Ohio, Indiana, West Virginia and Kentucky, the group of enrollees given the tests gained an average of 5.28 pounds during the first month and 2.80 pounds during the second month, making a total of 8.08 pounds.

In the Sixth Corps Area, which includes Illinois, Michigan and Wisconsin, the enrollees tested gained an average of 6.04 pounds during the first month and 3.72 during the second, making a total of 9.76 pounds.

In the Seventh Corps Area, which includes Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Missouri, Kansas and Arkansas, the men weighed showed an average gain of five pounds for the first month and three pounds for the second month, making an aggregate of eight pounds for the two months.

In the Ninth Corps Area, which includes Montana, Idaho, Washington, Oregon, California, Nevada and Utah, the group of men given tests showed an average gain of 5.19 pounds for the first month and two pounds for the second month, making a total of 7.19 pounds.

TABLE

TOTAL OBLIGATIONS EMERGENCY CONSERVATION WORK APRIL 5,
1933, THROUGH SEPTEMBER 30, 1934

Classification of Items	Total Obligations
Allowance to members	\$ 148,227,793.63
Pay of Civilian Employers	48,071,482.40
Shelter	27,121,359.99
Clothing	4,516,145.49
Subsistence	55,320,959.51
Medical Supplies and Treatment	4,152,887.82
Supplies, Materials, and Equipment	60,177,799.84
Travel of Persons	20,817,518.14
Transportation of Things	13,482,088.62
Utilities	4,833,455.03
Miscellaneous	28,849,605.53
Land Acquisitions	17,992,424.00
Items Awaiting Classification	44,133.46
Grand Total	473,607,653.46

Read Table thus: The obligations of emergency conservation work April 5, 1933 through September 30, 1934 for allowance to members was \$148,227,793.63, and pay of Civilian Employers was \$48,071,482.40, etc.

TABLE

**DISTRIBUTION OF MEN IN A CIVILIAN CONSERVATION
CORPS WORK CAMP**

Unit	Company Work		
	Ov. Hd.	Section	Total
1. C. O. Captain or 1st. Lt.	1	--	1
2. Lt. Second in Command	1	--	1
3. Medical Officer	1	--	1
Total	3		3
4. Leaders--Sal. \$45.00	5	5	10
5. Assistant Leaders \$36.00	7	9	--
6. Assistant Hd. Adviser	1	--	17
7. Men	<u>11</u>	<u>162</u>	<u>173</u>
Total	24	176	200
Aggregate	27	176	203

Read Table thus: In each unit on company work there is one company overhead Captain or 1st. Lieutenant, no section number, and a total of one; there is one overhead Lieutenant second in command, no section, and a total of one, etc.

(The above is taken from the C. C. C. regulations compiled by the War Department for use by the Company Commander.)

EVERY PUPIL SCHOLARSHIP CONTEST

April 4, 1930

Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

AMERICAN HISTORY

By W. H. Gray,
K. S. T. C., Emporia, Kansas.

With valuable assistance from Kansas teachers of history.

TOTAL NUMBER POINTS

Directions: Answer the easiest parts first. Go back and work on the others. You will have exactly 20 minutes.



Name Town
School Age Grade
Teacher State Date

PART I.

DIRECTIONS: Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis in front of the statement, as in example A below. If the statement is false, make a minus (-) in the parenthesis in front of it as in example B. Make the + and the - small and clear.

Examples: (+) A. Apples are good to eat.
(-) B. Potatoes grow on trees.

- () 1. Our city population has increased faster than our rural population since 1860.
- () 2. As a general policy the Democratic Party has always stood for low tariff.
- () 3. The Non-Intercourse Act permitted trade with all countries except England and France.
- () 4. The Sixteenth Amendment gave the negroes the right to vote.
- () 5. The Alien law made it easier for foreigners to come to America.
- () 6. It is generally accepted today that a state has the right to refuse to obey an act of the United States Congress if the state considers the act harmful to its welfare.
- () 7. Great Britain enforced her Trade Laws more severely in the colonies after the close of the French and Indian War.
- () 8. President Harding was opposed to leasing government-owned oil lands to private business concerns for the purpose of extracting the oil.
- () 9. Maryland was the last state to ratify the Articles of Confederation.
- () 10. The President appoints judges to the United States Supreme Court.
- () 11. The colonies exported large quantities of manufactured goods during colonial times.
- () 12. The Puritans of Massachusetts Bay prohibited the use of alcoholic liquors.
- () 13. The Soldiers' Bonus was allowed under the administration of Calvin Coolidge.

- () 14. The panic of 1837 was caused by the total failure of wheat, corn, and potatoes.
- () 15. The "carpet bagger" was a southern politician who went north to gain political privileges.
- () 16. Roosevelt as president was in favor of the United States spending money to reclaim desert lands by irrigation.
- () 17. Congress has the constitutional power to lay a tax on any articles exported from any state.
- () 18. The "Liberator" was an abolitionist paper published by William Lloyd Garrison.
- () 19. The Ku Klux Klan was organized for the purpose of bringing the Southern States back into the Union.
- () 20. The American Federation of Labor organized laborers of separate trades into local Unions.
- () 21. Woman Suffrage was granted by the nineteenth amendment to the constitution.
- () 22. Woman Suffrage legislation conferred citizenship on women.
- () 23. Th Alabama Claims were claims presented to Congress by the State of Alabama for damages done to property in the Civil War.
- () 24. The Missouri Compromise provided that Missouri should enter the union as a slave state but all territory obtained from Louisiana west of Missouri and north of 36 degrees 30 minutes should be free.
- () 25. The Hartford Convention met in 1814 to provide a more effective trade agreement with France.

PART II.

DIRECTIONS: Place the number of the correct word in the parenthesis before the statement. Look carefully at this sample.

(3) The first president of the United States was: 1. Harding. 2. Hamilton. 3. Washington. 4. Lincoln.

In this sample, "Washington" is the correct answer. The number in front of the word

"Washington" is 3. The figure 3 has been placed in the parenthesis.

- () 26. America was discovered by: 1. Cortez. 2. Ponce de Leon. 3. La Salle. 4. Columbus.
- () 27. The Constitution of the United States was ratified in: (1) 1788. (2) 1787. (3) 1776. (4) 1789.
- () 28. The Mississippi River was explored by: 1. Samuel de Champlain. 2. Robert La Salle. 3. Francisco Coronado. 4. Ferdinand Magellan.
- () 29. George Washington was connected with: 1. Purchase of Louisiana. 2. Valley Forge. 3. X. Y. Z. Affair. 4. Gettysburg.
- () 30. The New England colonies about 1765 derived most of their wealth from: 1. trading and fishing. 2. cotton manufactures. 3. banking. 4. flour milling. 5. dairy products.
- () 31. The colonists resisted the Stamp Act because: 1. the stamps were too costly. 2. France urged them to resist. 3. they wished to separate from Great Britain. 4. they felt they were being taxed without their consent. 5. they wished to take revenge for the Boston Massacre.
- () 32. Which event happened the longest time ago? 1. building of Panama Canal. 2. building of Roosevelt Dam. 3. building of Baltimore and Ohio Railway. 4. building of Erie Canal.
- () 33. What is annexation? 1. annihilation of property. 2. loss of territory. 3. addition of land. 4. an inauguration.
- () 34. An armistice is: 1. a treaty. 2. the surrender of an army. 3. a temporary cessation of warfare. 4. an order from a court.
- () 36. One part of Hamilton's financial scheme was to establish: 1. a U. S. treasury system as we have it today. 2. a U. S. Bank with the government as a stockholder. 3. a number of State Banks for the accommodation of the citizens of the various states.
- () 37. Daniel Webster was associated with: 1. Dred Scott Decision. 2. fight against nullification. 3. Clayton-Bulwer treaty. 4. Missouri Compromise.
- () 38. The Civil Service Reform was passed during the administration of: 1. Grover Cleveland. 2. Theodore Roosevelt. 3. Andrew Jackson. 4. William Taft.
- () 39. With which was Abraham Lincoln associated? 1. Emancipation Proclamation. 2. "Carpet bag." 3. 14th Amendment. 4. Dred Scott Decision.
- () 40. Which one of the following delegate to the First Continental Congress? 1. Thomas Jefferson. 2. John Hancock. 3. Benjamin Franklin. 4. Patrick Henry.
- () 41. The Kansas-Nebraska Bill passed in: (1) 1861. (2) 1854. (3) 1864. (4) 1852.
- () 42. The year 1812 is noted for: 1. a promise. 2. victory on Lake Erie. 3. Hartford Convention. 4. war with Canada.
- () 43. The X. Y. Z. Affair pertained to: 1. a secret organization formed in the North to free slaves. 2. a plot to tempt of French representative to extort a bribe from men sent to France. 3. a secret agreement between France and England to re-capture the territory north of the St. Lawrence River.
- () 44. When America is spoken of as a "Melting Pot," it pertains to: 1. the manufacturing. 2. American population of foreigners. 3. the many hot springs found in this country. 4. Southern states which become very hot in summer.
- () 45. One of the chief reasons why the Puritans came to America was: 1. to seek religious freedom. 2. to convert the Indians. 3. to get possession of the land before the French settled it.
- () 46. To arbitrate means: 1. to settle harshly. 2. to refuse to sell. 3. to offer for sale. 4. to boycott. 5. to refer to disinterested parties for settlement.
- () 47. Which of the following events came first: 1. annexation of Texas. 2. Mexican War. 3. administration of Zachary Taylor. 4. establishment of the Treasury System.
- () 48. As a general policy the Democratic Party has always: 1. stood for a high protective tariff. 2. stood for a tariff for revenue only. 3. been against tariff of any kind.
- () 49. Cornwallis surrendered at: 1. Camden. 2. Charleston. 3. Yorktown. 4. Guilford Court House.
- () 50. A provision of the Compromise of 1850 was: 1. Missouri should be admitted as a slave state. 2. territory taken from Mexico in the Mexican War should be free. 3. California should be admitted as a slave state. 4. a more stringent fugitive slave law should be passed.

EVERY PUPIL SCHOLARSHIP CONTEST

April 4, 1939

Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

SPELLING

By W. H. Gray,

K. S. T. C., Emporia, Kansas.

Directions: Answer the easiest parts first. Go back and work on the others. You will have exactly 15 minutes.

TOTAL NUMBER POINTS

Name Town

School Age Grade

Teacher State Date

DIRECTIONS: In each row across the page you will find four spellings of the same word. Only one of these is correct. Find the correct one and place the number before this word in the parenthesis at the left.

Example: (2) 1. gril 2. girl 3. gurll 4. girll

In this example the second word is the one spelled correctly. Hence the figure "2" has been placed in the parenthesis. Do all of the rows the same way. You will have exactly 15 minutes.

()	1. 1 several	2 severl	3 severel	4 sevrall
()	2. 1 seperate	2 separate	3 seprate	4 seperrate
()	3. 1 enuf	2 enough	3 enought	4 enofe
()	4. 1 sissors	2 sissers	3 sisers	4 scissors
()	5. 1 sirpluse	2 serplus	3 sirplus	4 surplus
()	6. 1 library	2 libery	3 libray	4 library
()	7. 1 lettas	2 lettuce	3 lettus	4 lettes
()	8. 1 gipsy	2 gypsy	3 gipsey	4 jipsy
()	9. 1 gose	2 gauze	3 gause	4 goze
()	10. 1 electric	2 electrict	3 electrick	4 eletric
()	11. 1 funnyest	2 funnest	3 funest	4 funniest
()	12. 1 enginear	2 engineer	3 enginer	4 enginere
()	13. 1 magazine	2 magzine	3 magazen	4 magizene
()	14. 1 develp	2 develope	3 develop	4 develop
()	15. 1 estimate	2 estmate	3 estamate	4 estemate
()	16. 1 biscuit	2 bisket	3 biscut	4 biskut
()	17. 1 beleave	2 believe	3 belive	4 beleve
()	18. 1 certen	2 surten	3 certain	4 sertan
()	19. 1 appitite	2 apatite	3 apitite	4 appetite
()	20. 1 telegram	2 telagram	3 tellagram	4 tellgram
()	21. 1 cabbeg	2 cabage	3 cabbage	4 cabbige
()	22. 1 bilding	2 building	3 bulding	4 biulding
()	23. 1 autum	2 autumn	3 autom	4 auttum
()	24. 1 menchen	2 menchin	3 mention	4 mension
()	25. 1 ake	2 ache	3 acke	4 ach
()	26. 1 balloon	2 bloon	3 ballon	4 bollon
()	27. 1 complete	2 compleat	3 complet	4 comeplet
()	28. 1 pumpkin	2 punkin	3 punkin	4 punken
()	29. 1 dominos	2 dominoes	3 domanoes	4 domonoes
()	30. 1 mollasses	2 molaces	3 molases	4 molasses
()	31. 1 decendent	2 descendant	3 desendent	4 decendant
()	32. 1 decorate	2 decrate	3 deckorate	4 decarate
()	33. 1 sertenly	2 certainly	3 certenly	4 certanly

() 34. 1	manufacturing	2 manufacturing	3 manufacturing	4 manufacturing
() 35. 1	cemetery	2 cemetery	3 cemetery	4 cemetery
() 36. 1	sufficient	2 sufficient	3 sufficient	4 sufficient
() 37. 1	califlower	2 cauliflower	3 cauliflower	4 cauliflower
() 38. 1	govenor	2 governor	3 govener	4 governer
() 39. 1	artifishel	2 artfishel	3 artificial	4 artificial
() 40. 1	accommodate	2 acomodate	3 acomadate	4 accomodate
() 41. 1	generaly	2 generally	3 generly	4 genarly
() 42. 1	foriegn	2 forn	3 foren	4 foreign
() 43. 1	faucet	2 foset	3 fosit	4 fosset
() 44. 1	praire	2 prairie	3 prarie	4 prairy
() 45. 1	experence	2 experince	3 experiance	4 experience
() 46. 1	plumer	2 plumber	3 plumber	4 plomer
() 47. 1	eraser	2 eracer	3 earser	4 ereaser
() 48. 1	association	2 association	3 assoation	4 accoation
() 49. 1	incourage	2 encourage	3 incurage	4 encourage
() 50. 1	millinery	2 millenery	3 millenary	4 millanary
() 51. 1	furlow	2 furlough	3 furlo	4 ferlow
() 52. 1	disagreeble	2 disagreeable	3 disagreeable	4 disagreeable
() 53. 1	bachler	2 bachelor	3 batchler	4 bachlor
() 54. 1	hickry	2 hicory	3 hickery	4 hickory
() 55. 1	counterfit	2 counterfeit	3 conterfit	4 counterfite
() 56. 1	acquainted	2 aquainted	3 aquanted	4 acquainted
() 57. 1	oppisite	2 opposit	3 opposite	4 oppisit
() 58. 1	barracks	2 barricks	3 barraks	4 barax
() 59. 1	exticy	2 ecstasy	3 extecy	4 extisy
() 60. 1	mohogany	2 mohogony	3 mahogany	4 mahogany
() 61. 1	discernable	2 disearnable	3 discernible	4 desernable
() 62. 1	cresent	2 crescent	3 cressent	4 cresant
() 63. 1	poultice	2 poltis	3 poltus	4 poltice
() 64. 1	garantee	2 garentee	3 gaurantee	4 guarantee
() 65. 1	demention	2 dimention	3 dimension	2 demension
() 66. 1	disappointment	2 dissapointment	3 disapointment	4 dissappointment
() 67. 1	apologise	2 apologize	3 appologize	4 apologize
() 68. 1	tortoise	2 tortus	3 tortise	4 tortis
() 69. 1	privilege	2 privilage	3 priviledge	4 privelage
() 70. 1	insest	2 incessent	3 insessent	4 incessant
() 71. 1	termanal	2 termenal	3 terminal	4 termanel
() 72. 1	confederacy	2 confederacy	3 confedersy	4 confedericy
() 73. 1	varieties	2 varities	3 verities	4 variety
() 74. 1	slauter	2 slotter	3 slaughter	4 sloter
() 75. 1	seperator	2 separator	3 seperater	4 separator
() 76. 1	rediculous	2 rediculas	3 rediculous	4 ridiculous
() 77. 1	sive	2 seive	3 sieve	4 scive
() 78. 1	luxuriant	2 luxurant	3 luxurent	4 luxurient
() 79. 1	pneumonia	2 pneumonia	3 newmonia	4 pneumonia
() 80. 1	malicious	2 molicious	3 malicious	4 mulishes
() 81. 1	crystalize	2 cristalize	3 cristlize	4 christlize
() 82. 1	comittee	2 commity	3 committe	4 committee
() 83. 1	amateur	2 amature	3 amiture	4 ameture
() 84. 1	bargin	2 bargain	3 bargan	4 bargian

EVERY PUPIL SCHOLARSHIP CONTEST

April 4, 1939

Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

ARITHMETIC

By J. B. Stroud

K. S. T. C., Emporia, Kansas.

with valuable assistance from Kansas arithmetic teachers.

Directions: Answer the easiest parts first. Go back and work on the others. You will have exactly 15 minutes for each part.

	Score
Part I	
Part II	
Total	

Name Age Grade

Town State Date

School Teacher

DIRECTIONS: Get the correct answer to as many examples as you can. Write the answers in the spaces left for them near each example. Make your answers stand out clearly.

PART I.

1. Add

$$\begin{array}{r} 9 \\ 4 \\ \hline 6 \end{array}$$

2. $19 - 5 =$

3. $7 \times 8 =$

4. $27 \div 9 =$

5.
$$\begin{array}{r} 541 \\ \times 2 \\ \hline \end{array}$$

6. Subtract

$$\begin{array}{r} 649 \\ - 427 \\ \hline \end{array}$$

7. Divide

$$\begin{array}{r} 2 \overline{) 628} \\ \hline \end{array}$$

8. Add

$$\begin{array}{r} 753 \\ 614 \\ \hline 432 \end{array}$$

9. Divide

$$\begin{array}{r} 5 \overline{) 915} \\ \hline \end{array}$$

10. Subtract

$$\begin{array}{r} 6925 \\ - 3874 \\ \hline \end{array}$$

11. Multiply

$$\begin{array}{r} 741 \\ \times 3 \\ \hline \end{array}$$

12. $2135 \div 7 =$

13. Add

$$\begin{array}{r} 4806 \\ 391 \\ 8743 \\ \hline 7625 \end{array}$$

14. Multiply

$$\begin{array}{r} 538 \\ \times 25 \\ \hline \end{array}$$

15. $700 + 10 =$

16. Divide

$$\begin{array}{r} 45 \overline{) 11700} \\ \hline \end{array}$$

17. $900 \times 100 =$

18. Multiply

$$\begin{array}{r} 875 \\ \times 504 \\ \hline \end{array}$$

19. $41 \overline{) 1107}$

20.
$$\begin{array}{r} 170.6 \\ \times 100 \\ \hline \end{array}$$

21. Add

$$\begin{array}{r} 13\frac{1}{2} \\ 6 \\ 5\frac{1}{4} \\ \hline 16\frac{1}{4} \end{array}$$

22. Subtract

$$\begin{array}{r} 5010 \\ - 2635 \\ \hline \end{array}$$

23. $\frac{1}{2} - \frac{1}{4} =$

24. $\frac{3}{5} + \frac{2}{6} =$

25. $\frac{3}{5} \times \frac{1}{2} =$

26. $\frac{5}{8} \div 5 =$

27. $8\frac{3}{8} - 8\frac{5}{8} =$

28. Add

$$\begin{array}{r} 7\frac{1}{5} \\ 12\frac{3}{4} \\ 3\frac{1}{6} \\ \hline \end{array}$$

29. Divide

$$\begin{array}{r} .04 \overline{) .648} \\ \hline \end{array}$$

30. Multiply

$$\begin{array}{r} 5.44 \\ \times 6.2 \\ \hline \end{array}$$

31. $24\frac{3}{4} + 8\frac{1}{4} =$

32. $8\frac{1}{2} \times 2\frac{1}{2} =$

33. $200 \div .622 =$

34. $4\frac{3}{8} \times 2\frac{1}{8} \times 6\frac{7}{8} =$

35. Subtract

$$\begin{array}{r} 4 \text{ yr. } 3 \text{ mo. } 20 \text{ da.} \\ - 2 \text{ yr. } 6 \text{ mo. } 10 \text{ da.} \\ \hline \end{array}$$

36. Add

$$\begin{array}{r} 2 \text{ yd. } 2 \text{ ft. } 10 \text{ in.} \\ 3 \text{ yd. } 1 \text{ ft. } 8 \text{ in.} \\ \hline 6 \text{ yd. } 2 \text{ ft. } 6 \text{ in.} \end{array}$$

37. Divide

$$\begin{array}{r} 7 \overline{) 4.0 \text{ lb. } 6 \text{ oz.}} \\ \hline \end{array}$$

38.
$$\begin{array}{r} 6896 \\ \times 38\frac{7}{8} \\ \hline \end{array}$$

39. $83.2 - 2.066 =$

40. $0 \times 832 =$

PART II.

1. Frank sold 25 sheep and had 10 left. How many had he at first?

Ans.

2. George raised 3 prize pumpkins which weighed as follows: $14\frac{1}{2}$ lbs., 13 lbs., and $16\frac{1}{2}$ lbs. Find the average weight.

Ans.

3. To make a trapeze, we need a steel bar 4 ft. 6 in. long. Find the cost if one foot is worth 60 cents.

Ans.

4. On a map in Mary's geography two cities are 2 in. apart. What is the actual distance between the cities, if $\frac{1}{4}$ in. on the map represents 25 miles?

Ans.

5. George has 70 rabbits; he sold 18 of them, then bought 23. How many rabbits has he now?

Ans.

6. Robert and James deliver packages on Saturday. Robert worked for $1\frac{1}{4}$ hrs. for Cook and $1\frac{1}{4}$ hrs. for Brown. James worked at Smith's for $1\frac{3}{4}$ hrs. Which boy worked longer?

Ans.

7. Walter was paid 20 cts. an hour last summer for mowing lawns. If he earned \$5.40, how many hours did he work?

Ans.

8. Coleman bought a \$16.50 Boy Scout suit from his uncle who gave him a 35% discount. How much did the suit cost Coleman?

Ans.

9. John Smith borrowed \$450 from Jack Jones at 6% per annum. How much did he owe Mr. Jones at the end of 1 year?

Ans.

10. Lucile has \$8.25. How much more must she save in order to buy a \$4.50 hat and a \$15.00 coat?

Ans.

11. There are 1,223 pupils in our grade schools. If the total cost to maintain the school for one year is \$46,877.59, what is the average cost per pupil?

Ans.

12. I borrowed \$1,000 at $5\frac{1}{2}\%$ for 1 yr. What was the cost for the use of this money?

Ans.

13. A suit of clothes was marked \$45, which was 50% more than the cost. What was the cost?

Ans.

14. An orchard contained 120 apple trees. 40% of all the orchard is in apples. How many trees are there in the orchard?

Ans.

15. At $8\frac{1}{4}\%$ percent what will be the fee selling a shipment of goods valued \$1,008?

Ans.

16. A citizen owns property which is assessed at \$5,860. The rate of tax is \$2.50 \$100. What is his semi-annual tax?

Ans.

17. A bridge is 90 ft. long and 20 ft. wide. How many board feet of lumber will it take to lay a floor on it if the planks used are 2 in. thick?

Ans.

18. Mrs. Brown bought a bolt of curtain material containing 17 yards. How many curtains each containing $4\frac{1}{2}$ yds. can she make from it?

Ans.

19. A box of 25 apples cost \$2.75. How much was that for each apple?

Ans.

20. Frank and James took care of a lawn of 100 sq. ft. last summer for \$9. Frank mowed it 6 times and James 12 times. How much money should Frank receive?

Ans.

21. Over how many sq. yd. can a horse graze if tied to a post by a rope 25 ft. long? (Use $\pi=3.14$.) Make no allowance for fastening the rope.

Ans.

22. How much will the excavation for a cellar 30 ft. by 40 ft. and 6 ft. deep cost at 40 cents per cu. yd.?

Ans.

23. How many rods of wire are needed to build a 5 wire fence around a piece of ground 20 rd. square?

Ans.

24. A farmer has a cylindrical silo which is 12 ft. in diameter and 25 feet high. How many cu. ft. will it hold? (Use $\pi=3.14$.)

Ans.

25. In an examination, Susie tried 32 examples. This was 80% of the whole examination. How many examples were there in the examination?

Ans.

26. Find the weight of an iron bar that is 4 in. wide, 3 in. thick and 60 ft. long, if 1 cu. ft. weighs 480 lbs.

Ans.

EVERY PUPIL SCHOLARSHIP CONTEST

April 4, 1939

Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

READING

By W. H. Gray,

K. S. T. C., Emporia, Kansas.

With valuable assistance from Kansas teachers of reading.

TOTAL NUMBER POINTS

Directions: Answer the easiest parts first. Go back and work on the others. You will have exactly 15 minutes.



Name Town
School Age Grade
Teacher State Date

DIRECTIONS: This is a test in Silent Reading. You will find a number of exercises like the sample below. Read these one at a time as rapidly as possible. After each exercise you will find a number of statements, or questions, on what you have read. For each of these statements there are several answers. Only one of these is correct. Decide which is the right answer and place the number before it in the parenthesis before the statement. If necessary, you may re-read a paragraph to find the correct answers.

Now read Example A.

Example A: Little John ran down the road. He had a reading book in one hand, a spelling book in the other, and a lunch-box under his right arm.

(3) What was the boy's name? 1. Roy.
2. William. 3. John. 4. Dick.

The correct answer to question No. 1 is "John" and this is answer No. 3. Hence a figure "3" has been placed in the parenthesis before the statement.

(2) The boy was going to : 1. church.
2. school. 3. a party. 4. a circus.

The correct answer to statement No. 2 is "school." Hence a "2" has been placed before that statement.

() How did the boy travel? 1. on foot.
2. on horseback. 3. on skates. 4. by automobile. 5. by horse and buggy.

What is the correct answer to question No. 3? Write the correct number in the parenthesis before the question.

Now, when the signal to begin is given, read as many of the following paragraphs as possible and answer as many of the statements as you can. You will be allowed exactly fifteen minutes.

I.

Joe was very fond of riding to the mill with his father. One very hot day as we drove along the dusty road we saw a boy sitting on an old-fashioned rail fence.

- 1. () Joe liked to ride with his: 1. cousin.
2. dog. 3. father. 4. playmates.
5. mother.
- 2. () The time of year was: 1. spring.
2. summer. 3. autumn. 4. winter.
- 3. () The fence was made of: 1. wood.
2. stone. 3. wire. 4. cement. 5. rope.

II.

Once upon a time there was a farmer who had three sons. They were all idle fellows, and helped their father very little. One day the oldest son, named Peter, heard that the king wanted someone to take care of his rabbits.

- 4. () The three boys were: 1. faithful.
2. industrious. 3. lazy. 4. fat.
5. handsome.
- 5. () They lived in the: 1. palace.
2. country. 3. city. 4. village.
- 6. () The king needed a: 1. baker.
2. gardner. 3. caretaker. 4. hunter.

III.

The sun was getting high, and it was warm. Birds sang and flitted about in the alders along the shore. Beautiful dragon-flies darted about over the water like little airplanes. One big, handsome dragon-fly kept dipping her tail in the water every few seconds.

- 7. () The dragon-flies flew like: 1. robins.
2. locusts. 3. airplanes. 4. kites.
5. fairies.
- 8. () The time of day was: 1. early morning.
2. near noon. 3. late afternoon.
4. evening. 5. night.
- 9. () The big dragon-fly was: 1. blue.
2. green. 3. ugly. 4. beautiful.
5. quiet.

IV.

How to Feed the Snowbirds—The crumbs from our tables are feasts for them, and a dish of water is a grateful gift for dry little throats that can not find any that has not been frozen into solid ice. Scattering crumbs on the snow or the open ground is well enough, and you will be thanked for it; but it is much better to put it into a box on top of a post, where the little feasters will not be subject to the sudden attack of a sneaking cat.

10. () Birds should be given water in winter because: 1. they need a bath. 2. the ground is frozen. 3. water outside is too dirty. 4. they cannot find any.
11. () The best way to feed the birds is to put the crumbs: 1. on the snow. 2. on the open ground. 3. in a dish on the ground. 4. in a box on a post.
12. () Cats can catch birds more easily when the birds are: 1. on a post. 2. on the ground. 3. flying. 4. sitting in a tree.

V.

When Mary Anne finally came running out, however, they seemed to forget that she was different and to accept her as one of themselves. One or two stroked her dress with curious fingers, and then felt of their own scanty garments of tanned leather, as though wondering how there could be such a difference. Some bold ones even touched her bright soft hair so oddly unlike their rough black locks. But most of them seemed to waste little thought upon the strangeness of her white skin and her blue checked dress, but fell to teaching her how to play their games of ball or showing her their ponies, brown and black, pinto and dapple gray. The horses were grazing in a scattered herd all about the group of lodges for Gray Eagle's village, while it contained no very vast number of people, was very rich in Indian wealth, which is counted by the number of horses each family owns.

13. () Mary Anne was dressed in: 1. tanned leather garments. 2. a red calico dress. 3. homespun. 4. a blue checked dress. 5. a fur coat.
14. () She was taught to: 1. play ball. 2. ride horseback. 3. make bead ornaments. 4. jump the rope. 5. wear moccasins.

15. () The Indians were wealthy because they had: 1. much money. 2. crops. 3. many horses. 4. herds of buffalo. 5. slaves.

VI.

In the early days of our country, the stagecoach carried Uncle Sam's mail. The stagecoach, drawn by four mules, lumbered along at the rate of six miles per hour, traveling three thousand miles in about five hundred hours. Three thousand miles is about the distance from coast to coast across the United States. After railroads were built across the country, Uncle Sam sent his mail by railroad trains. Fast trains steamed over the rails at the rate of thirty miles an hour, making the trip across the continent in about one hundred hours. After the world war, Uncle Sam began using the airplane to help carry the mail. Today airplanes fly overhead at the rate of one hundred miles per hour, crossing the country in thirty hours.

16. () The stage coach was used for carrying: 1. lumber. 2. machinery. 3. mules. 4. mail. 5. food.
17. () A stage coach traveled about: 1. nine miles per hour. 2. thirty miles per hour. 3. six miles per hour. 4. one hundred miles per hour. 5. twelve miles per hour.
18. () The airplane was used to carry mail: 1. before the World War. 2. during the World War. 3. after the World War.

VII.

Once upon a time, Boris saved a boy from drowning, and was praised and rewarded richly for his deed. Ever since, Boris goes mad with joy whenever he catches sight of a child in the water. He has a passion for life-saving, and some dogs have for getting sticks. No one is safe in swimming, with Boris about. The Newfoundland is huge and powerful. He dives to fasten his teeth in his victim's bathing suit and drags his victim to shore. He does not stop at one "rescue." He cleans out the lake or swimming hole. He tears bathing suits and spoils all thought of fun in the water when he is about.

19. () Whom did Boris save? 1. girl. 2. lady. 3. pet. 4. dog. 5. boy.

20. () Boris rescues people by: 1. barking at them. 2. tearing their bathing suits. 3. dragging them to shore. 4. preventing them from entering the water.
21. () The Newfoundland is: 1. small and wiry. 2. afraid of cats. 3. large and strong. 4. very short-haired. 5. long and lanky.

VIII.

To test the value of marketing only perfect fruit and vegetables, I heaped one basket of tomatoes especially full, then added one tomato with a rotted spot in it at the top of the basket. I had 30 baskets of tomatoes on sale but the one with the rotted tomato remained until all the others were sold. Then I removed the spoiled tomato. That basket contained at least a dozen more good tomatoes than any of the others, yet the spoiled one offset them, proof enough that one spoiled vegetable, fruit, or egg will prevent the sale of at least a dozen of its kind.

22. () The tomato at the top of the basket had: 1. a very smooth skin. 2. a decayed spot. 3. deep grooves. 4. green spots. 5. a large stem.
23. () Baskets of tomatoes which sell readily are those which: 1. contain the most fruit. 2. have beautiful decorations. 3. have blemishes on the fruit. 4. have perfect fruit.
24. () The material tested was: 1. wheat. 2. iron ore. 3. sugar. 4. garden produce.

IX.

The breaking of the ice on the large northern rivers has some peculiar features. Quite suddenly, the ice sheet breaks into huge blocks obstructing the current. The water rises immediately. Blocked ice in all streams cuts away great pieces of the steeper banks, producing genuine excavations. Stretches of surface ground cave in, trees and all. River shores, from the upper currents down to the mouth, are covered with masses of floating ice drifted ashore.

25. () The ice breaks into: 1. tiny pieces. 2. ice-bergs. 3. cubes. 4. thin slices. 5. huge blocks.
26. () The banks are cut away by: 1. ice moving freely. 2. blocked ice. 3. fast flowing water. 4. ice freezing suddenly.
27. () What are the river banks covered with? 1. trees. 2. green grass. 3. drifting logs. 4. cakes of ice. 5. snow.

X.

The sense of time as we know it seems to be compared to animals. They have no fears of what the future may hold; they don't consciously think over the happy days of youth gone by.

Only animals which hunt their prey have some conception of the very near future. When waiting for moving prey to reappear from behind some obstacle, they estimate at least a short time interval and hold themselves ready to spring when their victim again comes into sight.

28. () Which animals have a notion of the very near future? 1. those that eat grass. 2. those that live in the ground. 3. those raised by man. 4. those that kill other animals. 5. those that live in trees.
29. () Most of the lower animals: 1. fear the future. 2. have memories of the past. 3. have little conception of the future. 4. think continuously of tomorrow.
30. () When the prey disappears animals: 1. spring at once. 2. run away. 3. get very nervous. 4. get ready to spring when the prey reappears. 5. lie down and sleep.

XI.

Criminals and felons can be apprehended under certain circumstances by the imprint of their automobile tires. From a scientific study of the tire imprint and comparisons with marks on record in the sheriff's office, it is possible to determine the make and size of the tire, which wheel it is on, and the approximate type, load, and speed of the suspected car at the time the felony was committed. When suspicious-looking tire marks are discovered near the scene of a crime, a try-square is placed on the ground beside the marks, and measurements and photographs are taken. These data are compared with office records of the 450 different kinds of tire-tread patterns now in use. After determining the make, size, and position of the suspected tire, officers watch for cars having the distinguishing tire or tires.

31. () The imprint of automobile tires is: 1. no help in detecting crime. 2. valuable in detecting crime. 3. a hindrance in detecting crime. 4. an aid to the criminal.
32. () Tire imprints are examined by means of: 1. measurements. 2. a telescope. 3. a microscope. 4. just looking at them. 5. taking wax impressions.
33. () The data are: 1. filed away in boxes. 2. published in newspapers. 3. sent to the criminal. 4. compared with marks on record in the sheriff's office.

XII.

The King of France and the Duke of Burgundy were now called in to hear the determination of King Lear about his youngest daughter and to know whether they would persist in their courtship of Cordelia, now that she was under her father's displeasure, and had no for-

tune to recommend her. The Duke of Burgundy would not take her to wife upon such a condition, but the King of France, saying that her virtues were a dowry above a kingdom, bade Cordelia take farewell of her father and be queen of him and of fair France. He called the Duke of Burgundy a waterish duke because his love for Cordelia had in a moment all run away like water.

34. () This story teaches that a "waterish" person's friendship is: 1. lasting. 2. worthless. 3. pleasant. 4. desirable.
35. () The Duke of Burgundy valued Cordelia for her: 1. fortune. 2. self. 3. beauty. 4. virtues.
36. () The true lover was revealed because of Cordelia's: 1. beauty. 2. wealth. 3. prosperity. 4. misfortune.

XIII.

In the upper reaches of the North Platte valley, 25 miles below the canyon through which the river enters the state of Wyoming and near the little town of Saratoga, is a series of hot springs. The great medicinal value of these springs was known long ago to Indian tribes, and the surrounding land has been one of their favorite camping grounds. One of the springs has been found to produce over a million gallons of water a day, others are of great capacity also, and it is estimated that their total daily flow is easily between three and four million gallons.

37. () The Indians camped near the springs because they: 1. liked to see the water flow. 2. could drown their enemies. 3. thought the water good for their health. 4. could build boats.
38. () The hot springs are in: 1. California. 2. Nebraska. 3. Colorado. 4. Wyoming. 5. New Mexico.
39. () The water flows from the springs: 1. in huge quantities. 2. slowly. 3. intermittently. 4. in pipes. 5. in thin streams.

XIV.

Evidences of what apparently represents a peculiar method used by aboriginal Americans in grinding corn or other materials are to be found in certain parts of Kentucky in the form of ancient mortars commonly known as "hominny-holes." They occur on the floor of rock shelters or in boulders at the entrance to such shelters in the cliff regions of the state, and consist of conical holes excavated in the rock and generally worn smooth and deep by long use. In or near such holes may usually be found the

pestles which were evidently used for crushing or grinding the grain in the holes.

40. () The hominy-holes are generally: 1. square. 2. shallow. 3. smooth and deep. 4. full of water. 5. of different shapes.
41. () The places where the aborigines ground their grain are called: 1. grist mills. 2. choppers. 3. caerns. 4. hominy-holes. 5. pestles.
42. () The grinding places were located in: 1. sand. 2. clay. 3. stone. 4. trees. 5. buildings.

XV.

It is sport to watch a fox expend the riches of his craftiness upon the matter of **pauses**. Scores of times I have watched foxes in the wild either when they were just normally moving about or when they were being pursued. A fox acts as if one enemy were just behind him, another right in front of him, and several on each side. If he comes to a slight obstruction, such as a fallen log, he will set his forefeet upon it, pause, and, enjoying the advantage of a slight elevation, will scrutinize the surrounding woods. A wild thing generally pauses at an obstacle, at a road, at a pathway, at a turn. Both a deer and a fox will usually pause at a fence, less to get a stance for jumping than just to look about.

43. () When being pursued a fox acts as if: 1. he had no enemies. 2. he were surrounded by enemies. 4. all his enemies were just behind him. 5. all his enemies were in front of him.
44. () When he comes to an obstruction he: 1. runs around it. 2. jumps over it quickly. 3. crawls under it. 4. sets his fore-feet upon it. 5. turns back.
45. () A deer and a fox pause at an obstacle to: 1. get a stance for jumping. 2. to look about. 3. to mislead their enemies. 4. to rest.

XVI.

Mental tests are instruments of measurement and not means of making guesses or estimates. They are therefore to be distinguished from methods of rating individual abilities by means of rating scales. They issue in numerical scores which can be manipulated by mathematical processes and combined or compared with other numerical scores.

- () 46. Mental tests are: 1. rating scales. 2. estimates of ability. 3. measuring devices. 4. guesses.
- () 47. Test results are compared by means of: 1. numerical devices. 2. teachers' judgments. 3. descriptions in words only. 4. watching the individual take the tests.

EVERY PUPIL SCHOLARSHIP TEST
January 10, 1933.

Bureau of Educational Measurements
Kansas State Teachers College, Emporia

ELEMENTARY ENGLISH TEST
Grades IV-VIII.

By Paul C. Owen.

Possible score 90

Number wrong
and omitted

FINAL SCORE

Directions: Answer the easiest parts first. Go back and work on the others. You will have exactly 20 minutes.

Name Age Grade

School Teacher

Town State Date

PART I.

DIRECTIONS: If the sentence is grammatically correct, place a plus (+) in the parenthesis before it. If it is grammatically incorrect, place a minus (-) before it. Write nothing but the plus or minus. Note carefully the examples, which are correctly marked.

Examples:

A. Punctuation.

- (-) 1. The book was red dirty worn and torn.
- (+) 2. Mary, my sister, is here.

B. Capitalization.

- (+) 1. My birthday comes in the summer, August 14.
- (-) 2. mr. jones is a fine man.

C. Sentence Structure.

- (-) 1. The overhanging branches.
- (+) 2. In hurrying to school, he lost his mittens.

A. Punctuation.

- () 1. John, Mary, and Martha are my best friends.
- () 2. Nell, where in the world have you been? asked Mrs. Jones.
- () 3. "Mother, I've been studying in the library," said Nell.
- () 4. If it doesn't rain, I think I shall go to Kansas City.
- () 5. February 12, 1933 will be celebrated as Lincoln's birthday.
- () 6. John, come here!
- () 7. Thomas A. Edison, the famous inventor, lived a very busy life.
- () 8. "Where are you going"? asked Don's father.
- () 9. It's going to be a happy day.
- () 10. What do you think the goose did with its egg?
- () 11. Herbert C Hoover became president on March 4, 1929.
- () 12. The whistle blew; the game was over but the crowd didn't go.
- () 13. The following were present at the meeting: John Knott president;

Evaline Jacobson secretary; and Everett Haskell treasurer.

- () 14. Water which is impure is not good to drink.
- () 15. "Come here, he said; now tell me what is wrong."

B. Capitalization.

- () 16. Twinkle, twinkle little star, how I wonder what you are.
- () 17. Dr. Gerard was born in France.
- () 18. The bible tells us God is the giver of every good gift.
- () 19. I like to study english and science.
- () 20. The Chicago river is very useful to the city of Chicago.
- () 21. "Pigs Is Pigs" is an interesting little story.
- () 22. Thanksgiving always comes on the last thursday in November.
- () 23. The letter started, "Dear Sirs:" and ended, "Yours Sincerely."
- () 24. I met Lieutenant Cox this summer.
- () 25. "What do you want?" asked Mary; She was talking to her sister.

C. Sentence Structure.

- () 26. A noise having been heard on the back porch, where the dog had been.
- () 27. Coming down the mountain did not take so much time.
- () 28. Whoever works enjoys play.
- () 29. John came; Mary went.
- () 30. John, the goldsmith, of New Albany.
- () 31. Mary, whose father was a stockman, and who liked to ride horses.
- () 32. When I noticed that the children were not listening, I stopped talking.
- () 33. Hurry.
- () 34. The big dog; the furious bobcat; the shot from the woodman's gun; the ragged cut on the good dog's shoulder.
- () 35. When I went to the Ozarks, the beautiful sunsets!

PART II. Language Usage.

DIRECTIONS: Note carefully this example.

- (2) Apples [1. am, 2. are, 3. is, 4. be] good to eat.

The correct sentence is: Apples are good to eat.

A "2" has been placed in the parenthesis before the sentence, to show that number 2 of the four forms in the brackets makes the sentence correct. In the parenthesis before each sentence write the number of the one form of those in the brackets which makes the sentence correct. Write nothing but the number.

- () 36. Many people [1. is, 2. am, 3. are] trying to improve their use of English.
- () 37. He threw the ball [1. too, 2. to, 3. two] the catcher.
- () 38. I have [1. writ, 2. wrote, 3. rote, 4. written] my lesson.
- () 39. One's [1. character, 2. reputation] is most affected by gossip.
- () 40. Mother, [1. kin, 2. can, 3. may] I have an apple?
- () 41. Harry, Joseph, and [1. he, 2. him] are good boys.
- () 42. My father [1. use to, 2. used to, 3. use to could] skate very well.
- () 43. John [1. can, 2. can't] hardly hear.
- () 44. The apples were divided [1. between, 2. among] the five boys.
- () 45. Meals are served just [1. as, 2. like] they are on a Pullman.
- () 46. [1. Who, 2. Whom] did you say did it?
- () 47. He [1. don't, 2. doesn't] like to have others outdo him at all.
- () 48. I [1. isn't, 2. aren't, 3. am not, 4. ain't] going to stay.
- () 49. [1. Lady's, 2. Ladies, 3. Ladies'] and gentlemen are welcome.
- () 50. By that time it had [1. begin, 2. began, 3. begun] to snow.
- () 51. He [1. seen, 2. saw, 3. seed] the hurricane.
- () 52. I have [1. set, 2. sat, 3. sit] here for an hour.
- () 53. The bouquet was [1. set, 2. sat, 3. sit] on the table three days ago.
- () 54. The boy [1. dived, 2. dove, 3. dived] into the stream.
- () 55. The horse never [1. rose, 2. raised, 3. rised] his head.
- () 56. A huge, black shadow [1. rose, 2. rised, 3. raised] not ten feet away.
- () 57. When I have [1. ate, 2. et, 3. eaten, 4. eat] my dinner, I will go.
- () 58. The pony was a gift to Mary and [1. I, 2. me] from Father.
- () 59. He did [1. good, 2. well] with his oration.
- () 60. I borrowed a pencil [1. off, 2. off of, 3. from, 4. from off of] my teacher.
- () 61. I don't know [1. whose, 2. who] turn it is.
- () 62. She could not [1. accept, 2. except] the invitation.
- () 63. There were four hundred [1. sheeps, 2. sheep] in the flock.
- () 64. The athlete [1. swum, 2. swam, 3. swimmied] the river.
- () 65. Give it to Miss Smith or [1. I, 2. myself, 3. me].
- () 66. She has never [1. saw a, 2. seen a, 3. saw any, 4. saw no, 5. seen a] volley ball game.
- () 67. I believe John to be [1. he, 2. him].
- () 68. It is [1. me, 2. I, 3. myself].
- () 69. The child should always be [1. respected, 2. respective, 3. respectful] to his parents.
- () 70. She [1. has got, 2. has] a jolly personality.
- () 71. She [1. ought have, 2. had ought, 3. ought to have] known it.
- () 72. She [1. sang, 2. sung, 3. singed] very well last night.
- () 73. Harvey [1. laid, 2. lay, 3. lied, 4. lain] in bed for a week.
- () 74. The dog's foot is again [1. aright, 2. alright, 3. alright, 4. all right].
- () 75. The car was [1. het up, 2. heated] because of lack of oil.
- () 76. Henry [1. lay, 2. layed, 3. laid, 4. has lain] the book on the table.
- () 77. The workman [1. has done done, 2. done, 3. gone and done, 4. has done] the work wrong.
- () 78. I have [1. went, 2. gone] to many shows.
- () 79. His horse died because it had [1. drank, 2. drinked, 3. drunk] too much water.
- () 80. The window [1. behind, 2. back of, 3. in back of] me is broken.
- () 81. I wonder if the bell has [1. rung, 2. rang, 3. ringed, 4. been rang] yet this morning.
- () 82. The argument was [1. proved, 2. proven] by us.
- () 83. The [1. boys, 2. boys', 3. boys's] bicycles were all gone.
- () 84. This story is different [1. to, 2. from, 3. than] your sister's.
- () 85. The teacher read two stories, but the pupils liked the first one [1. best, 2. better, 3. more good].
- () 86. [1. Them, 2. Them there, 3. These, 4. These here] cherries are bad.
- () 87. [1. "Leave, 2. "Let] me go," shouted Billy.
- () 88. I see by the paper [1. as how, 2. where, 3. that] the convict had confessed.
- () 89. Try [1. and, 2. to] come to see me sometime.
- () 90. Which of the three girls [1. danced, 2. dances] the best?

TEACHERS COLLEGE EMPORIA

1. Do you get stage fright?	Yes	No
2. Do you have difficulty in starting a conversation with a stranger?	Yes	No
3. Do you worry too long over humiliating experiences?	Yes	No
4. Do you often feel lonesome, even when you are with other people?	Yes	No
5. Do you consider yourself a rather nervous person?	Yes	No
6. Are your feelings easily hurt?	Yes	No
7. Do you keep in the background on social occasions?	Yes	No
8. Do ideas often run through your head so that you cannot sleep?	Yes	No
9. Are you frequently burdened by a sense of remorse?	Yes	No
10. Do you worry over possible misfortunes?	Yes	No
1. Do your feelings alternate between happiness and sadness without apparent reason?	Yes	No
2. Are you troubled with shyness?	Yes	No
3. Do you day dream frequently?	Yes	No
4. Have you ever had spells of dizziness?	Yes	No
5. Do you get discouraged easily?	Yes	No
6. Do your interests change quickly?	Yes	No
7. Are you easily moved to tears?	Yes	No
8. Does it bother you to have people watch you at work even when you can do it well?	Yes	No
9. Can you stand criticism without feeling hurt?	Yes	No
10. Do you have difficulty in making friends?	Yes	No
1. Are you troubled with the idea that people are watching you on the street?	Yes	No
2. Does your mind often wander badly so that you lose track of what you are doing?	Yes	No
3. Have you ever been depressed because of low marks in school?	Yes	No
4. Are you touchy on various subjects?	Yes	No
5. Are you often in a state of excitement?	Yes	No
6. Do you frequently feel grouchy?	Yes	No
7. Do you feel self-conscious when you recite in class?	Yes	No
8. Do you often feel just miserable?	Yes	No
9. Does some particular useless thought keep coming into your mind to bother you?	Yes	No
10. Do you hesitate to volunteer in a class recitation?	Yes	No
1. Are you frequently in low spirits?	Yes	No
2. Do you often experience periods of loneliness?	Yes	No
3. Do you often feel self-conscious because of your personal appearance?	Yes	No
4. Do you lack self-confidence?	Yes	No
5. Do you find it difficult to speak in public?	Yes	No
6. Do you often feel self-conscious in the presence of superiors?	Yes	No
7. If you see an accident, are you quick to take an active part in giving help?	Yes	No
8. Do you feel you must do a thing over several times before you leave it?	Yes	No
9. Are you troubled with feelings of inferiority?	Yes	No
10. Do you often find that you cannot make up your mind until the time for action is passed?	Yes	No
1. Do you have ups and downs in mood without apparent reason?	Yes	No
2. Are you in general self-confident about your abilities?	Yes	No
3. Do you usually sleep well?	Yes	No
4. Do you usually feel well and strong?	Yes	No
5. Are you frightened in the middle of the night?	Yes	No
6. Do you have nightmares?	Yes	No
7. Do you ever walk in your sleep?	Yes	No
8. Do you feel well rested in the morning?	Yes	No

(Over)

- | | | |
|---|-----|----|
| 49. Are you bothered much by blushing? | Yes | No |
| 50. Are you bothered by fluttering of the heart? | Yes | No |
| 51. Do you feel tired most of the time? | Yes | No |
| 52. Do you have queer, unpleasant feelings in any part of the body? | Yes | No |
| 53. Do you have a great many bad headaches? | Yes | No |
| 54. Did you have a happy childhood? | Yes | No |
| 55. Were you happy when you were 14 to 18 years old? | Yes | No |
| 56. Were you considered a bad boy? | Yes | No |
| 57. Did the other children let you play with them? | Yes | No |
| 58. Has your family always treated you right? | Yes | No |
| 59. Did your teachers in school generally treat you right? | Yes | No |
| 60. Do you know of anybody who is trying to do you harm? | Yes | No |
| 61. Do people find fault with you more than you deserve? | Yes | No |
| 62. Have you ever seen a vision? | Yes | No |
| 63. Have you ever felt as if some one was hypnotizing you and making you act against your will? | Yes | No |
| 64. Are you ever bothered by the feeling as if you were not your old self? | Yes | No |
| 65. Do you ever have a queer feeling as if some person is reading your thoughts? | Yes | No |
| 66. Does it make you uneasy to cross a bridge over a river? | Yes | No |
| 67. Do you usually know just what you want to do? | Yes | No |
| 68. Do you worry too much about little things? | Yes | No |
| 69. Do you get rattled easily | Yes | No |
| 70. Can you sit still without fidgeting? | Yes | No |
| 71. Did you ever have the habit of biting your finger nails? | Yes | No |
| 72. At night are you troubled with the idea that someone is following you? | Yes | No |
| 73. Did you ever have the habit of wetting the bed? | Yes | No |
| 74. Is it easy to make you laugh? | Yes | No |
| 75. Is it easy to make you angry? | Yes | No |
| 76. Have you ever been afraid of going insane? | Yes | No |

TEACHERS COLLEGE EMPORIA

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- | | | |
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| 60. Do you know of any body who is trying to do you harm? | Yes | No |
| 61. Do people find fault with you more than you deserve? | Yes | No |
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| 63. Have you ever felt as if some one was hypnotizing you and making you act against your will? | Yes | No |
| 64. Are you ever bothered by the feeling as if you were not your old self? | Yes | No |
| 65. Do you ever have a queer feeling as if some person is reading your thoughts? | Yes | No |
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ARMY GROUP EXAMINATION ALPHA

Name Age Date

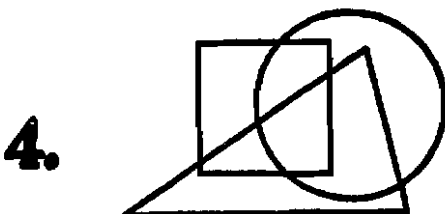
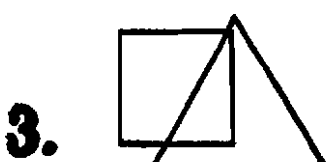
School City State

What Country or State born? Years in U. S. Race

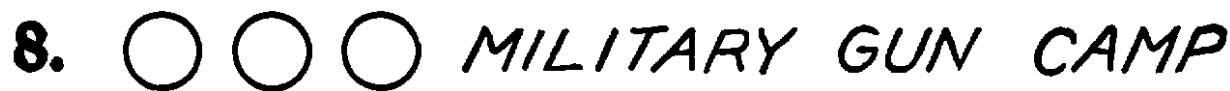
Occupation Monthly wages Sex

Education: Grades 1. 2. 3. 4. 5. 6. 7. 8: High or Prep. School, Year 1. 2. 3. 4: College, Year 1. 2. 3. 4.

TEST 1



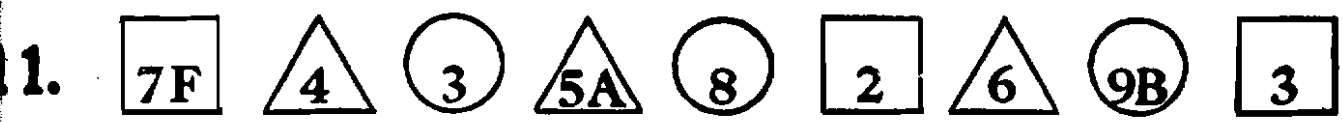
7. **A B C D E F G H I J K L M N O P**



9. **34-79-56-87-68-25-82-47-27-31-64-93-71-41-52-99**

10.

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12. **1 2 3 4 5 6 7 8 9**

Score.

1	
2	
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TEST 8

Notice the sample sentence:

People hear with the eyes ears nose mouth

The correct word is **ears**, because it makes the truest sentence.

In each of the sentences below you have four choices for the last word. Only one of them is correct. In each sentence draw a line under the one of these four words which makes the truest sentence. If you can not be sure, guess. The two samples are already marked as they should be.

SAMPLES	{	People hear with the eyes <u>ears</u> nose mouth France is in <u>Europe</u> Asia Africa Australia	
1		The apple grows on a shrub vine bush tree.....	1
2		Five hundred is played with rackets pins cards dice.....	2
3		The Percheron is a kind of goat horse cow sheep.....	3
4		The most prominent industry of Gloucester is fishing packing brewing automobiles....	4
5		Sapphires are usually blue red green yellow.....	5
6		The Rhode Island Red is a kind of horse granite cattle fowl.....	6
7		Christie Mathewson is famous as a writer artist baseball player comedian.....	7
8		Revolvers are made by Swift & Co. Smith & Wesson W. L. Douglas B. T. Babbitt.....	8
9		Carrie Nation is known as a singer temperance agitator suffragist nurse.....	9
0		"There's a reason" is an "ad" for a drink revolver flour cleanser.....	10
1		Artichoke is a kind of hay corn vegetable fodder.....	11
2		Chard is a fish lizard vegetable snake.....	12
3		Cornell University is at Ithaca Cambridge Annapolis New Haven.....	13
4		Buenos Aires is a city of Spain Brazil Portugal Argentina.....	14
5		Ivory is obtained from elephants mines oysters reefs.....	15
6		Alfred Noyes is famous as a painter poet musician sculptor.....	16
7		The armadillo is a kind of ornamental shrub animal musical instrument dagger.....	17
8		The tendon of Achilles is in the heel head shoulder abdomen.....	18
9		Crisco is a patent medicine disinfectant toot-paste food product.....	19
0		An aspen is a machine fabric tree drink.....	20
1		The sabre is a kind of musket sword cannon pistol.....	21
2		The mimeograph is a kind of typewriter copying machine phonograph pencil.....	22
3		Maroon is a food fabric drink color.....	23
4		The clarinet is used in music stenography book-binding lithography.....	24
5		Denim is a dance food fabric drink.....	25
6		The author of "Huckleberry Finn" is Poe Mark Twain Stevenson Hawthorne.....	26
7		Faraday was most famous in literature war religion science.....	27
8		Air and gasolene are mixed in the accelerator carburetor gear case differential.....	28
9		The Brooklyn Nationals are called the Giants Orioles Superbas Indians.....	29
0		Pasteur is most famous in politics literature war science.....	30
1		Becky Sharp appears in Vanity Fair Romola The Christmas Carol Henry IV.....	31
2		The number of a Kaffir's legs is two four six eight.....	32
3		Habeas corpus is a term used in medicine law theology pedagogy.....	33
4		Ensilage is a term used in fishing athletics farming hunting.....	34
5		The forward pass is used in tennis hockey football golf.....	35
6		General Lee surrendered at Appomattox in 1812 1865 1886 1832.....	36
7		The watt is used in measuring wind power rainfall water power electricity.....	37
8		The Pierce Arrow car is made in Buffalo Detroit Toledo Flint.....	38
9		Napoleon defeated the Austrians at Friedland Wagram Waterloo Leipzig.....	39
0		An irregular four-sided figure is called a scholium triangle trapezium pentagon.....	40

TEST 2

Get the answers to these examples as quickly as you can.
Use the side of this page to figure on if you need to.

- SAMPLES {
- 1 How many are 5 men and 10 men?..... Answer (15)
 - 2 If you walk 4 miles an hour for 3 hours, how far do you walk? Answer (12)
- 1 How many are 60 guns and 5 guns?..... Answer ()
 - 2 If you save \$9 a month for 3 months, how much will you save?..... Answer ()
 - 3 If 48 men are divided into squads of 8, how many squads will there be? Answer ()
 - 4 Mike had 11 cigars. He bought 2 more and then smoked 7. How many cigars did he have left?..... Answer ()
 - 5 A company advanced 8 miles and retreated 2 miles. How far was it then from its first position?..... Answer ()
 - 6 How many hours will it take a truck to go 42 miles at the rate of 3 miles an hour?..... Answer ()
 - 7 How many pencils can you buy for 60 cents at the rate of 2 for 5 cents?..... Answer ()
 - 8 A regiment marched 40 miles in five days. The first day they marched 9 miles, the second day 6 miles, the third 10 miles, the fourth 6 miles. How many miles did they march the last day?..... Answer ()
 - 9 If you buy 2 packages of tobacco at 8 cents each and a pipe for 65 cents, how much change should you get from a two-dollar bill?..... Answer ()
 - 10 If it takes 4 men 3 days to dig a 120-foot drain, how many men are needed to dig it in half a day?..... Answer ()
 - 11 A dealer bought some mules for \$2,000. He sold them for \$2,400, making \$50 on each mule. How many mules were there?.... Answer ()
 - 12 A rectangular bin holds 200 cubic feet of lime. If the bin is 10 feet long and 5 feet wide, how deep is it?..... Answer ()
 - 13 A recruit spent one-eighth of his spare change for post cards and twice as much for a box of letter paper, and then had \$1.00 left. How much money did he have at first?..... Answer ()
 - 14 If $3\frac{1}{2}$ tons of clover cost \$14, what will $6\frac{1}{2}$ tons cost?..... Answer ()
 - 15 A ship has provisions to last her crew of 700 men 2 months. How long would it last 400 men?..... Answer ()
 - 16 If an aeroplane goes 250 yards in 10 seconds, how many feet does it go in a fifth of a second?..... Answer ()
 - 17 A U-boat makes 8 miles an hour under water and 20 miles on the surface. How long will it take to cross a 100-mile channel, if it has to go two-fifths of the way under water? Answer ()
 - 18 If 134 squads of men are to dig 3,618 yards of trench, how many yards must be dug by each squad?..... Answer ()
 - 19 A certain division contains 5,000 artillery, 15,000 infantry, and 1,000 cavalry. If each branch is expanded proportionately until there are in all 23,100 men, how many will be added to the artillery?..... Answer ()
 - 20 A commission house which had already supplied 1,897 barrels of apples to a cantonment delivered the remainder of its stock to 37 mess halls. Of this remainder each mess hall received 54 barrels. What was the total number of barrels supplied? Answer ()

TEST 7

SAMPLES	}	sky—blue:: grass—table <u>green</u> warm big
		fish—swims:: man—paper time <u>walks</u> girl
		day—night:: white—red <u>black</u> clear pure

In each of the lines below, the first two words are related to each other in some way. What you are to do in each line is to see what the relation is between the first two words, and underline the word in heavy type that is related in the same way to the third word. Begin with No. 1 and mark as many sets as you can before time is called.

- | | | |
|----|--|----|
| 1 | shoe—foot:: hat—kitten head knife penny | 1 |
| 2 | pup—dog:: lamb—red door sheep book | 2 |
| 3 | spring—summer:: autumn—winter warm harvest rise | 3 |
| 4 | devil—angel:: bad—mean disobedient defamed good | 4 |
| 5 | finger—hand:: toe—body foot skin nail | 5 |
| 6 | legs—frog:: wings—eat swim bird nest | 6 |
| 7 | chew—teeth:: smell—sweet stink odor nose | 7 |
| 8 | lion—roar:: dog—drive pony bark harness | 8 |
| 9 | cat—tiger:: dog—wolf bark bite snap | 9 |
| 10 | good—bad:: long—tall big snake short | 10 |
| 11 | giant—large:: dwarf—jungle small beard ugly | 11 |
| 12 | winter—season:: January—February day month Christmas | 12 |
| 13 | skating—winter:: swimming—diving floating hole summer | 13 |
| 14 | blonde—light:: brunette—dark hair brilliant blonde | 14 |
| 15 | love—friend:: hate—malice saint enemy dislike | 15 |
| 16 | egg—bird:: seed—grow plant crack germinate | 16 |
| 17 | dig—trench:: build—run house spade bullet | 17 |
| 18 | agree—quarrel:: friend—comrade need mother enemy | 18 |
| 19 | palace—king:: hut—peasant cottage farm city | 19 |
| 20 | cloud—burst—shower:: cyclone—bath breeze destroy West | 20 |
| 21 | Washington—Adams:: first—president second last Bryan | 21 |
| 22 | parents—command:: children—men shall women obey | 22 |
| 23 | diamond—rare:: iron—common silver ore steel | 23 |
| 24 | yes—affirmative:: no—think knowledge yes negative | 24 |
| 25 | hour—day:: day—night week hour noon | 25 |
| 26 | eye—head:: window—key floor room door | 26 |
| 27 | clothes—man:: hair—horse comb beard hat | 27 |
| 28 | draw—picture:: make—destroy table break hard | 28 |
| 29 | automobile—wagon:: motorcycle—ride speed bicycle car | 29 |
| 30 | granary—wheat:: library—read books paper chairs | 30 |
| 31 | Caucasian—English:: Mongolian—Chinese Indian negro yellow ... | 31 |
| 32 | Indiana—United States:: part—hair China Ohio whole | 32 |
| 33 | esteem—despise:: friends—Quakers enemies lovers men | 33 |
| 34 | abide—stay:: depart—come hence leave late | 34 |
| 35 | abundant—scarce:: cheap—buy costly bargain nasty | 35 |
| 36 | whale—large:: thunder—loud rain lightning kill | 36 |
| 37 | reward—hero:: punish—God everlasting pain traitor | 37 |
| 38 | music—soothing:: noise—hear distracting sound report | 38 |
| 39 | book—writer:: statue—sculptor liberty picture state | 39 |
| 40 | wound—pain:: health—sickness disease exhilaration doctor | 40 |

TEST 3

This is a test of common sense. Below are sixteen questions. Three answers are given to each question. You are to look at the answers carefully; then make a cross in the square before the best answer to each question, as in the sample:

- SAMPLE { Why do we use stoves? Because
- they look well
 - they keep us warm
 - they are black

Here the second answer is the best one and is marked with a cross. Begin with No. 1 and keep on until time is called.

- 1 It is wiser to put some money aside and not spend it all, so that you may
 - prepare for old age or sickness
 - collect all the different kinds of money
 - gamble when you wish
- 2 Shoes are made of leather, because
 - it is tanned
 - it is tough, pliable and warm
 - it can be blackened
- 3 Why do soldiers wear wrist watches rather than pocket watches? Because
 - they keep better time
 - they are harder to break
 - they are handier
- 4 The main reason why stone is used for building purposes is because
 - it makes a good appearance
 - it is strong and lasting
 - it is heavy
- 5 Why is beef better food than cabbage? Because
 - it tastes better
 - it is more nourishing
 - it is harder to obtain
- 6 If some one does you a favor, what should you do?
 - try to forget it
 - steal for him if he asks you to
 - return the favor
- 7 If you do not get a letter from home, which you know was written, it may be because
 - it was lost in the mails
 - you forgot to tell your people to write
 - the postal service has been discontinued
- 8 The main thing the farmers do is to
 - supply luxuries
 - make work for the unemployed
 - feed the nation.
- 9 If a man who can't swim should fall into a river, he should
 - yell for help and try to scramble out
 - dive to the bottom and crawl out
 - lie on his back and float
- 10 Glass insulators are used to fasten telegraph wires because
 - the glass keeps the pole from being burned
 - the glass keeps the current from escaping
 - the glass is cheap and attractive
- 11 If your load of coal gets stuck in the mud, what should you do?
 - leave it there
 - get more horses or men to pull it out
 - throw off the load
- 12 Why are criminals locked up?
 - to protect society
 - to get even with them
 - to make them work
- 13 Why should a married man have his life insured? Because
 - death may come at any time
 - insurance companies are usually honest
 - his family will not then suffer if he dies
- 14 In Leap Year February has 29 days because
 - February is a short month
 - some people are born on February 29th
 - otherwise the calendar would not come out right
- 15 If you are held up and robbed in a strange city, you should
 - apply to the police for help
 - ask the first man you meet for money to get home
 - borrow some money at a bank
- 16 Why should we have Congressmen? Because
 - the people must be ruled
 - it insures truly representative government
 - the people are too many to meet and make their laws

☞ Go to No. 9 above

TEST 6

SAMPLES	{	2	4	6	8	10	12	...14...	...16...
		9	8	7	6	5	4	...3...	...2...
		2	2	3	3	4	4	...5...	...5...
		1	7	2	7	3	7	...4...	...7...

Look at each row of numbers below, and on the two dotted lines write the two numbers that should come next.

3	4	5	6	7	8	.....	.....
8	7	6	5	4	3	.....	.....
10	15	20	25	30	35	.....	.....
9	9	7	7	5	5	.....	.....
3	6	9	12	15	18	.....	.....
8	1	6	1	4	1	.....	.....
5	9	13	17	21	25	.....	.....
8	9	12	13	16	17	.....	.....
27	27	23	23	19	19	.....	.....
1	2	4	8	16	32	.....	.....
19	16	14	11	9	6	.....	.....
11	13	12	14	13	15	.....	.....
2	3	5	8	12	17	.....	.....
18	14	17	13	16	12	.....	.....
29	28	26	23	19	14	.....	.....
20	17	15	14	11	9	.....	.....
81	27	9	3	1	$\frac{1}{3}$	.....	.....
1	4	9	16	25	36	.....	.....
16	17	15	18	14	19	.....	.....
3	6	8	16	18	36	.....	.....

TEST 4

If the two words of a pair mean the same or nearly the same, draw a line under **same**. If they mean the opposite, or nearly the opposite, draw a line under **opposite**. If you cannot be sure, guess. The two samples are already marked as they should be.

SAMPLES	{	good—bad. <u>same</u> — <u>opposite</u>	
		little—small. <u>same</u> —opposite	
1	no—yes.	same—opposite	1
2	day—night.	same—opposite	2
3	go—leave.	same—opposite	3
4	begin—commence.	same—opposite	4
5	bitter—sweet.	same—opposite	5
6	assume—suppose.	same—opposite	6
7	command—obey.	same—opposite	7
8	tease—plague.	same—opposite	8
9	diligent—industrious.	same—opposite	9
10	corrupt—honest.	same—opposite	10
11	toward—from.	same—opposite	11
12	masculine—feminine.	same—opposite	12
13	complex—simple.	same—opposite	13
14	sacred—hallowed.	same—opposite	14
15	often—seldom.	same—opposite	15
16	ancient—modern.	same—opposite	16
17	enormous—gigantic.	same—opposite	17
18	confer—grant.	same—opposite	18
19	acquire—lose.	same—opposite	19
20	compute—calculate.	same—opposite	20
21	defile—purify.	same—opposite	21
22	apprehensive—fearful.	same—opposite	22
23	sterile—fertile.	same—opposite	23
24	chasm—abyss.	same—opposite	24
25	somber—gloomy.	same—opposite	25
26	vestige—trace.	same—opposite	26
27	vilify—praise.	same—opposite	27
28	finite—limited.	same—opposite	28
29	contradict—corroborate.	same—opposite	29
30	immune—susceptible.	same—opposite	30
31	credit—debit.	same—opposite	31
32	assiduous—diligent.	same—opposite	32
33	transient—permanent.	same—opposite	33
34	palliate—mitigate.	same—opposite	34
35	execrate—revile.	same—opposite	35
36	extinct—extant.	same—opposite	36
37	pertinent—relevant.	same—opposite	37
38	synchronous—simultaneous.	same—opposite	38
39	supercilious—disdainful.	same—opposite	39
40	abstruse—recondite.	same—opposite	40

TEST 5

The words A EATS COW GRASS in that order are mixed up and don't make a sentence; but they would make a sentence if put in the right order: A COW EATS GRASS, and this statement is true.

Again, the words HORSES FEATHERS HAVE ALL would make a sentence if put in the order ALL HORSES HAVE FEATHERS, but this statement is false.

Below are twenty-four mixed-up sentences. Some of them are true and some are false. When I say "go," take these sentences one at a time. Think what each **would** say if the words were straightened out, but don't write them yourself. Then, if what it **would** say is true, draw a line under the word "true"; if what it **would** say is false, draw a line under the word "false." If you can not be sure, guess. The two samples are already marked as they should be. Begin with No. 1 and work right down the page until time is called.

SAMPLES { a eats cow grass true ..false
 horses feathers have all true .. false

- | | | | |
|----|---|--------------|----|
| 1 | oranges yellow are | true ..false | 1 |
| 2 | hear are with to ears | true ..false | 2 |
| 3 | noise cannon never make a | true ..false | 3 |
| 4 | trees in nests build birds | true ..false | 4 |
| 5 | oil water not and will mix | true ..false | 5 |
| 6 | bad are shots soldiers all | true ..false | 6 |
| 7 | fuel wood are coal and for used | true ..false | 7 |
| 8 | moon earth the only from feet twenty the is | true ..false | 8 |
| 9 | to life water is necessary | true ..false | 9 |
| 10 | are clothes all made cotton of | true ..false | 10 |
| 11 | horses automobile an are than slower | true ..false | 11 |
| 12 | tropics is in the produced rubber | true ..false | 12 |
| 13 | leaves the trees in lose their fall | true ..false | 13 |
| 14 | place pole is north comfortable a the | true ..false | 14 |
| 15 | sand of made bread powder and is | true ..false | 15 |
| 16 | sails is steamboat usually by propelled a | true ..false | 16 |
| 17 | is the salty in water all lakes | true ..false | 17 |
| 18 | usually judge can we actions man his by a | true ..false | 18 |
| 19 | men misfortune have good never | true ..false | 19 |
| 20 | tools valuable is for sharp making steel | true ..false | 20 |
| 21 | due sometimes calamities are accident to | true ..false | 21 |
| 22 | forget trifling friends grievances never | true ..false | 22 |
| 23 | feeling is of painful exaltation the | true ..false | 23 |
| 24 | begin a and apple acorn ant words with the | true ..false | 24 |