

STATUS OF BUSINESS EDUCATION IN THE OKLAHOMA

CIVILIAN CONSERVATION CORPS CAMPS

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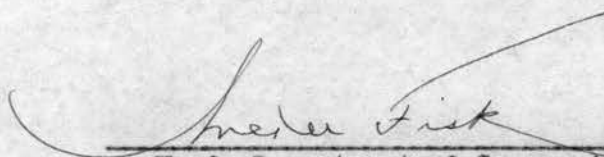
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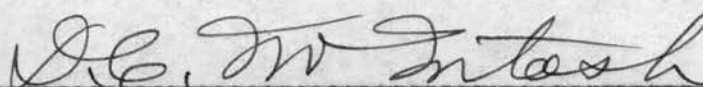
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R. T.



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## ABSTRACT

Problem. To determine the present status of the business education program in the Civilian Conservation Corps camps in the Oklahoma District, Eighth Corps Area.

Procedure. Following a study of the literature dealing with the history of the Civilian Conservation Corps with particular reference to the educational program, a questionnaire was assembled to obtain the necessary data. After criticisms and suggestions from business teachers, it was sent to the educational officials of the CCC for approval. After final official approval, the questionnaire was mailed to the thirty-five camp educational advisers in Oklahoma. Twenty-five questionnaires were returned. Data obtained from the returned questionnaires were tabulated, studied, and interpreted in the light of the purpose of the study.

Findings. Twenty-two Oklahoma Civilian Conservation Corps camps have a program of business education. Three camps do not teach any business subjects.

The objectives of the business education program are uniform in the majority of the camps. The three objectives checked in all twenty-two camps teaching the business subjects were, "to give training in practical jobs so that the enrollees will be experienced and employable," "to train the worker to well the job to which he is assigned," and "to learn to work with others."

Fifty-seven business classes, covering ten different subjects, were carried on in twenty-two Oklahoma camps during the six-month period, Oct. 1938, to March, 1939. Eighteen camps offered typewriting. Bookkeeping and accounting was the second most frequently offered subject, being given in eleven camps. The number of classes per camp ranged from one to seven. Other subjects included business arithmetic, office practice, business English, business law, filing, introduction to business, salesmanship, and shorthand.

Typewriters, duplicating, calculating, and adding machines are available in the Oklahoma CCC camps, although the number was small and the kind varied from camp to camp.

A total of thirty-five different instructors taught business subjects in the twenty-two camps, thirteen of which were educational advisers. Others included assistants to the advisers, Army officers, technical personnel, enrollees, emergency education program teachers, and one local high school teacher. All the educational advisers held degrees, but only one-third of the remaining instructors had a baccalaureate degree. Approximately one-third of the group had had some business and teaching experience.

All twenty-five camps stated that they had a definite program of educational and vocational guidance.

Twenty-four camp advisers stated that they attempt to place enrollees on jobs after they have completed training. The camps do not have a placement bureau but cooperate with the Junior Placement Service. As far as could be determined, little organized work has been done in the Oklahoma CCC camps in the follow-up of enrollees after they leave camp.

## CHAPTER I

### INTRODUCTION

During recent years it has been discovered that the lack of jobs is not the only employment difficulty of youth. Many youth are unemployed because they are unable to qualify for available positions.<sup>1</sup>

The Civilian Conservation Corps, a relief organization for unemployed young men, established in March 1933, offers opportunities for training that will make them "more employable; that is, to enhance their opportunities for gainful, worthwhile employment."<sup>2</sup>

Since its beginning in 1933, the Civilian Conservation Corps has enrolled more than 2,500,000 young men between the ages of seventeen and twenty-eight. In view of the fact that one purpose of the organization is to prepare the youth for employment, it seems advisable to discover what types of training are being given in the camps. This appears warranted,

even if for no other reason, by the need of knowing what practices are before attempting their evaluation....also because the mere collation of practices will usually prompt evaluative thinking<sup>3</sup> that will help in the selection of the most plausible practices.

In addition, information about present activities of the Civilian Conservation Corps should be gathered while that information can still be used "in formulating policies and working out plans for development

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1. Homer P. Rainey, How Fare American Youth? New York: D. Appleton-Century Company, Inc., (1938), p. 24.
  2. L. W. Rogers, "Training in Vocational Fundamentals," The Phi Delta Kappan, Vol. XIX, No. 9 (May, 1937), p. 350.
  3. Leonard V. Koos, The Questionnaire in Education. New York: The Macmillan Company, (1928), pp. 50-51.



in the immediate future."<sup>4</sup>

Not merely because of the Civilian Conservation Corps' relief work for the unemployed youth, but due to the educational values of the program the American Youth Commission conducted a two-year study of the program. The camps were studied with regard to "their permanence, their relationship to the schools, to unemployment, and to vocational training and their contributions to the health, general education, and social attitudes of the enrollees."<sup>5</sup>

In regard to the permanence of the CCC, Mr. Kenneth Holland, who supervised the Commission's study, said that there would be a need for the Civilian Conservation Corps for some time to come to provide work and training opportunities for youth.<sup>6</sup>

#### PURPOSE AND SCOPE

In the CCC, opportunities for training are provided in over three hundred different types of work. These are classified under academic, pre-vocational, vocational, job-training, informal activities, professional, and general. More than fifty per cent of the entire training program consists of vocational courses. In view of this fact, one phase of the vocational curriculum, business education, has been selected for study.

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4. Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research. New York: D. Appleton-Century Company, Inc., (1936), p. 11.
  5. The American Council on Education, The American Youth Commission Activities, Washington, D. C., (March, 1939), p. 11.
  6. Bulletin, American Youth Commission of the American Council on Education, Vol. III, No. 10 (May, 1939).



The purpose of this study is to determine the present status of business education in the Civilian Conservation Corps camps of the Oklahoma District, Eighth Corps Area. The study is limited to a survey by questionnaire of the thirty-five Civilian Conservation Corps camps in the Oklahoma District, Eighth Corps Area.

The study is further limited to business education. It does not attempt to show the need or lack of need for a business education program in the Civilian Conservation Corps, but tabulates conditions as they are found to exist, with respect to enrollment, objectives, subjects offered, equipment, instructors of business subjects, counseling and guidance, and the placement and follow-up of enrollees.

#### SOURCES OF DATA

Data are obtained principally from a study of the literature pertaining to the Civilian Conservation Corps and from a questionnaire submitted to the educational advisers of the Oklahoma camps.

#### METHOD AND PROCEDURE

The normative-survey method of research is used. "Normative-survey research is directed toward ascertaining the prevailing conditions. It seeks to answer the question, 'What are the real facts with regard to the existing conditions.'<sup>7</sup>"

The procedure used is as follows:

1. Letters explaining the nature of the study and asking for cooperation in making the survey were mailed to Mr. Howard W. Oxley, Director

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7. Good, loc. cit.

of CCC Education, Washington, D. C.; Mr. L. W. Rogers, Educational Adviser, Eighth Corps Area, San Antonio, Texas; and to Mr. O. S. Jones, Educational Adviser, Oklahoma District, Oklahoma City, Oklahoma. Permission to make the study was obtained from these officials.

2. Following a careful study of the literature dealing with the establishment of the Civilian Conservation Corps program in 1933 to the present time with particular reference to the educational program, a study of the questionnaire method of conducting a survey was made.

3. A questionnaire was assembled to obtain the necessary data. After criticisms and suggestions from business teachers, the questionnaire was revised and sent to Mr. Rogers and Mr. Oxley for approval.

4. The questionnaire was presented to Mr. O. S. Jones, District Educational Adviser, in a personal interview. Further suggestions were made by Mr. Jones.

5. After final approval, the questionnaire was mailed to the educational adviser in each of the thirty-five Civilian Conservation Corps camps in Oklahoma. Twenty-one questionnaires, or sixty per cent, were returned. A follow-up letter was sent to the remaining fourteen camps. Four replies were received making a total of twenty-five or seventy-one per cent.

6. Data obtained from the returns of the questionnaire were tabulated, studied, and interpreted in the light of the purpose of the study.

#### REVIEW OF RELATED STUDIES

Although no studies have been found which are identical with the present study, a few related studies are briefly reviewed.

8

Leo Joseph Query, in 1938, conducted a study in the First Corps Area relative to commercial education. In this study, Mr. Query attempted to show the need for and feasibility of a program of commercial education in the Civilian Conservation Corps. He also constructed a course of study for a model business camp curriculum. The objectives, texts, instructors, length, and content of each course were suggested for the business subjects taught in the First Corps Area.

The findings and conclusions of the study relative to commercial education were as follows:

1. A program of commercial education in the CCC camps was feasible and desirable.
  2. A commercial education program could accomplish certain objectives of CCC education.
  3. All enrollees should be tested before being allowed to participate in the vocational commercial curriculum.
  4. Enrollees not participating in the vocational commercial curriculum should be allowed to participate in the social business studies.
  5. Tests, texts, and syllabi should be standardized for all business subjects. Standards of attainment should be set up by the camp Educational Councils.
  6. Enrollees desiring commercial training should be trained on the job as much as possible in the camp positions.
  7. Educational equipment and facilities in local high schools should be utilized whenever practical.
- Mr. Query recommended that a committee composed of representatives
- 
8. Leo Joseph Query, Commercial Education in the Civilian Conservation Corps. (Unpublished Master's thesis, Boston University, 1938).



of Camp Educational Councils be appointed to plan and inaugurate a camp educational program setting up a standard business curriculum to be followed by all camps. He also recommended that enrollees should pass tests before receiving credit in each course. No enrollee should be allowed to enroll in the bookkeeping or secretarial work unless he could meet prerequisite qualifications.

9

T. A. Kennedy, in 1935, made a brief survey by questionnaire of the educational program of nine Oklahoma and four Texas Civilian Conservation Corps camps. The survey revealed that all the camps offered some educational courses for men but attendance was optional.

Of the nine Oklahoma camps reporting, five offered bookkeeping; three, business arithmetic; three, business English; six, typewriting; and two, shorthand.

Mr. Kennedy recommended that the camps be divided into two platoons, placing those with less than the eighth grade education in the same group with compulsory grade review.

10

Boston University, in cooperation with the United States Office of Education, made a series of studies in CCC Camp Education in the First Corps Area. Twenty-five of the 127 CCC camps in New England were used in the study. A research worker spent a week in a camp to check on the educational program.

The research workers found that "the vocational and informal classes

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9. T. A. Kennedy, Opportunity for Industrial Training in the CCC Camp Program. (Unpublished Master's thesis, Oklahoma A. & M. College, 1935).
  10. Project in Research in Universities, Boston University in cooperation with U. S. Office of Education, Washington, D. C. Study 20: "A Study of the Educational and Leisure Time Activities in the Civilian Conservation Corps Camps of the First Army Corps Area," (1937).



were more popular and more promising of good than the academic classes." 11

The survey revealed that enrollment in vocational and leisure-time handicraft classes far exceeded all others. Out of 861 who indicated a desire for new courses, 667 asked for vocational courses. 12 Out of the twenty-five camps reporting, twenty-two reported that at least seventy-five per cent of the enrollees actually attend educational classes. Twenty-four camps reported that some type of certificate is given upon completion of a unit of work. Twenty-two camps had typewriters available for use, the number varying from one to fifty per camp.

13  
Samuel F. Harby made a study of education in the Civilian Conservation Corps camps of the Second Corps Area from April 1933 to March 1937 14  
 with these purposes:

1. To discover what educational opportunities are being offered the enrollees.
2. To determine the extent and nature of the enrollees' responses.
3. To ascertain how well the program fulfills its aims.
4. To analyze the difficulties of the camp educational situation so that they may be dealt with more effectively.

The study revealed that good educational opportunities have been provided, but have not always been used to full advantage. Emphasis has been placed on training in the work projects, or instruction in job-training.

The business subjects which were offered for training were business law, bookkeeping, office management, salesmanship, shorthand, and typing.

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11. Ibid, p. 161.

12. Ibid, p. 166.

13. Samuel F. Harby, A Study of Education in the Civilian Conservation Corps Camps of the Second Corps Area. (Doctor's dissertation, Columbia University). Ann Arbor, Michigan: Edwards Brothers, Inc., 1938.

14. Ibid, p. 3.

A table was given showing the subjects offered most frequently in all the camps as measured by the total hours spent by the enrollees each month. Reports from ninety-five camps in the Second Corps Area from October 1934 to March 1935 were used in the survey. The total hours ranged from sixty-four to 53,176. Typewriting ranked fourth with 21,834 hours; shorthand, thirty-second with 4,965 hours; bookkeeping, thirty-fifth with 4,632; office management, fifty-ninth with 1,203; business law, sixty-first with 1,052; and salesmanship, sixty-fifth with 995.

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15. Ibid, p. 142.

## CHAPTER II

## HISTORY OF THE CIVILIAN CONSERVATION CORPS

The Civilian Conservation Corps was created in March 1933, by Act of Congress authorizing the President to form what was called, technically, Emergency Conservation Work. In his message to Congress asking for its establishment, the President had referred to the proposed organization as a civilian conservation corps. Because of this, from the beginning,<sup>1</sup> Emergency Conservation Work was called the Civilian Conservation Corps, or more popularly, the CCC.

As set up in 1933, the major purposes of the CCC were to furnish work for unemployed youth not in school and to conserve the natural resources of the United States. In his message to Congress in March, 1933, President Roosevelt stated:<sup>2</sup> "More important, however, than the material gains will be moral and spiritual value of such work."

In June 1937, Congress extended the Corps for a period of three years. An additional purpose was added, that of providing general and vocational education for the members of the Corps. Furthermore,<sup>3</sup> the law provided that ten hours each week may be devoted to education.

On April 5, 1933, the President appointed Robert Fechner as director<sup>4</sup> of the CCC and the enrollment of the first 250,000 young men was begun.

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1. "An Act for the relief of unemployment through the performance of useful public work and for other purposes." United States Statutes At Large. Volume 48, Part I, Public Laws, pp. 22-23.
  2. Ibid.
  3. "An Act to Establish the Civilian Conservation Corps--." United States Statutes At Large. Volume 50, Part I, Public Laws, pp. 319-322.
  4. "Educational Program of the Civilian Conservation Corps," National Education Association Journal. (February 28, 1934).



The first CCC camp was located at Luray, Virginia. Before the end of April, 190 camps had been established and 37,189 men were enrolled. Thirteen hundred camps had been set up and 279,722 men enrolled by the end of June 1933.<sup>5</sup>

At the beginning, enrollment was limited to a single six-months period. At the completion of the first enrollment period, the President authorized the re-enrollment of those men who desired to remain in the Corps. The 1937 Act of Congress limited aggregate services, except for certain excepted personnel, to two years, dating from July 1, 1937.<sup>6</sup>

The original Executive Order of the President made it necessary to give preference to those men between eighteen and twenty-five whose families were on the relief rolls of the states. The 1937 Act of Congress permitted the enrollment of a man who was "unemployed and in need of employment." In 1936 the age limits were changed to include only young men between seventeen and twenty-three except war veterans and certain enrollees.

The CCC is directly responsible to the President, but the actual work is carried on under Director Fechner by a number of Government agencies. The Department of Labor, War, Agriculture and the Interior, and the Veterans' Administration control and direct the work.<sup>7</sup>

Enrollee personnel. Enrollees are classified into five groups:

1. Junior: Young unemployed, unmarried men between the ages of

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5. Howard W. Oxley, "Reaching Two Million American Youth," National Education Association Journal, Vol. 27 (April, 1938), 110-112.

6. "An Act to Establish...", p. 319.

7. "Federal Act Providing Relief of Unemployment Through Reforestation," Monthly Labor Review, Vol. 36 (May, 1933), 1039-1040.



seventeen and twenty-three.

2. Veterans: Individuals who have served the United States in certain wars are selected by the Veterans' Administration.

3. Local Experienced Men: Men experienced in work in the woods may be selected without regard to age, marital status, or allotment of pay, but they must be employed in the state in which they are resident.

4. Cooks and Mess Stewards: Four men per company may be selected as cooks without regard to age, marital status or allotment.

5. Others: Occasionally, the Director authorizes the enrollment of small special groups.

Administration. The entire operation of the CCC is carried out in accordance with general policies determined by the Director of the CCC and his advisory council. The Executive order of the President stated:

The Secretary of War, the Secretary of Agriculture, the Secretary of the Interior, and the Secretary of Labor each shall appoint a representative, and said representatives shall constitute an Advisory Council to the Director of Emergency Conservation Work.<sup>8</sup>

The Department of Labor selects each year approximately 300,000 men<sup>9</sup> according to uniform national standards. The men are selected on a population basis, each State being given a fixed quota. Within the respective states, authority to make selection is delegated by the Department of Labor to the State welfare and relief administrations. The State selecting agencies acting through their local representatives, have the continuous task of receiving and investigating hundreds of thousands of CCC applications each year.

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8. W. Frank Parsons, "Selecting 1,800,000 Young Men for the CCC." Washington: U. S. Government Printing Office, (1938), p. 1.

9. Ibid, p. 2.

10

Pay and Allotment. Enrollees receive \$30 per month. Assistant leaders receive \$36 and leaders, \$45. Not more than ten per cent may be designated as assistant leaders and not more than an additional six per cent as leaders.

Each enrollee who has dependents is required to make an allotment of not less than \$22 per month to such dependents. If he does not have dependents, he is required to make a deposit of at least \$22 per month with the Federal government, to be paid to him at the end of his enrollment.

Summary. Over 2,000,000 young men and veterans have been enrolled in the CCC since March, 1933. During the fiscal year 1938, 252,196 young men were selected and enrolled in the CCC to fill vacancies occurring in the 1,500 camps located in the forty-eight states and the District of Columbia.

On June 30, 1938, there were 231,091 enrollees (the authorized strength being 300,000), according to the annual report of the Director. Including Indians and Territorial enrollees there was a total of 241,528.

#### EDUCATIONAL PROGRAM OF THE CCC

Origin. The original purpose of the Civilian Conservation Corps was to provide work for unemployed youth and to conserve the natural resources.

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10. "An Act to Establish...", loc. cit.

11. "Activities of the CCC in 1938," (Annual Report of the Director, fiscal year ended June 30, 1938), Monthly Labor Review, Vol. 48 (February, 1939), 338-40.

12. Frank Ernest Hill, The School in the Camps, The Educational Program of the Civilian Conservation Corps. New York: J. J. Little and Ives Company, (1935), p. 9.

Soon after the camps were organized, many of the enrollees began to ask for opportunities to continue their academic and vocational training. Accordingly, on May 9, 1933, the War Department sent an order, approved by Director Fechner, to all Corps Area Commanders, which read in part:

Instruction will be given in forestry by members of the Forestry Service and classes in general and vocational educational courses will be conducted, when practicable, by the Army for all members of the Civilian Conservation Corps who so desire it...

The classes which were organized as a result of these orders were in some areas developed principally by the camp superintendents and foremen under the camp commanders. While the officers taught some academic studies, the classes were chiefly in forestry and subjects related to it.

After conferences in the Fall of 1933, attended by representatives of the Forestry, National Parks, and Labor organizations, a plan was drawn up for a permanent education program and presented to the President by Secretary of the Interior Ickes. The President approved the plan, and it was adopted November 22, 1933.

CCC education was placed under the administration of the War Department with the advisory assistance of the Office of Education in the Department of the Interior.

To organize and conduct the new program, Dr. C. S. Marsh, the Dean of the Evening School at the University of Buffalo, was appointed Educational Director of the CCC on December 29, 1933.

Immediately upon his appointment as Educational Director, Dr. Marsh selected a corps area educational adviser for each of the nine corps areas to advise the corps area commander in initiating and developing

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13. CCC Camp Education: Guidance and Recreational Phases, (Bulletin, 1937, No. 19). U. S. Department of the Interior, Office of Education. Washington: Government Printing Office, (1938).



the educational program. The selection of camp advisers was begun simultaneously, and the first of these went to their camps in February, 1934. By April 1, 631 had been appointed, by May, 1058, and in June the full quota of 1,087 had been selected.

In May, 1935, Dr. C. S. Marsh resigned as National Director of CCC Education and Mr. Howard W. Oxley was appointed to take his place.

In June, 1935, district educational advisers were assigned to district Commanders to advise with them in initiating and developing the educational program of the district.

Concept of CCC Education. When the educational advisers were sent into the camps in 1934, their instructions were given as follows:

Yours is a task without clear precedents. Your ingenuity in developing ways of meeting the situation as you find it at the camp is your real test....The activities you carry on must grow out of the needs and wishes of the men. There is no program planned outside the camp and imposed from above. The program must be worked out for each camp separately.

Objectives of CCC Education. When the educational advisers were sent into the camps in the winter of 1934, they were instructed to build wherever possible upon the educational activities under way. Their dominant aims were to:

1. Develop in each man his powers of self-expression, self-entertainment, and self-culture.
2. Develop pride and satisfaction in cooperative endeavor.
3. Develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently to improving these conditions.

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14. Ibid, p. 13.

15. Howard W. Oxley, "Growth and Accomplishments of CCC Education," From The Phi Delta Kappan, Vol. XIX, No. 9 (May, 1937), 313.

16. Handbook for the Educational Advisers in the Civilian Conservation Corps Camps, prepared by the U. S. Department of the Interior, Office of Education. Washington: Government Printing Office, (1934), pp. 3-4.



4. Preserve and strengthen good habits of health and of mental development.
5. Assist each man better to meet his employment problems when he leaves camp, by such vocational training as is feasible, but particularly by vocational counseling and adjustment activities.
6. Develop an appreciation of nature and of country life.

These aims have since guided the development of the educational program of the camps.

To achieve the above aims, the following major activities have been

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developed:

1. The removal of illiteracy.
2. The correction of common school deficiencies.
3. Training on work projects.
4. Vocational instruction.
5. Cultural and general education.
6. Avocational and leisure-time training.
7. Character and citizenship development.
8. Job placement.

The Curriculum. A curriculum covering a wide range and variety of subjects has needed to be organized in order to meet the varying needs of the enrollees. It is divided into the following classifications: academic, pre-vocational, and vocational; job training and related subjects; informal activities; miscellaneous; professional; and general.

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The program of instruction for the camps, as outlined in the handbook for Educational Advisers, "...will comprise such instruction suited to the needs of any particular camps as may be practicable, it being recognized that conditions as regard intelligence...will vary not only in the nine corps areas but in the 1,500 camps..."

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17. CCC Camp Education, op. cit., p. 3.

18. Howard W. Oxley, "Education in the CCC Camps," School Life, Vol. 24, No. 4 (January, 1939), p. 104.

19. Handbook for Educational Advisers, loc. cit.

Courses in the elementary school subjects and in the usual secondary school subjects are given. Among the prevocational and vocational subjects most commonly offered are the commercial courses, electrical work, and others.

The vocational and crafts work comprise more than fifty per cent of the whole curriculum. <sup>20</sup> Organized projects in training on the job are carried on with related classes held in the camp.

Counseling and Guidance. The educational program which is organized in any CCC camp must be based upon the interests, background, and training of the men in the camp. In order to determine the problems and interests of the men, a program of counseling and guidance is set up in the <sup>21</sup> camp. This program includes the following steps and provisions.

1. Individual interview of each man by camp advisers and others.
2. Group counseling of new men by advisers, military and technical officials, and others.
3. Orientation courses to camp life for new men.
4. Cumulative record card on each enrollee.
5. Try-cut experiences on work projects and jobs within the camps.
6. Vocational classes.
7. Classes on occupational information.
8. Periodical interviews of all enrollees by camp adviser or by other members of company overhead personnel to check on enrollee's progress and offer him further guidance.
9. Assistance for the enrollee in locating employment.
10. Follow-up of former CCC members.

Educational Achievements. At first a relatively small body of "enrollees" joined the classes which were organized for them. At present over ninety-one per cent of the entire enrollment is represented in the voluntary evening groups which study everything from masonry to spelling

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20. "Activities of the CCC in 1938," loc. cit.

21. CCC Camp Education, op. cit., pp. 9-10.

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and citizenship.

During the past five years, since the organization of the educational program, 70,000 illiterate enrollees have been taught to read and write. More than three-quarters of a million have been enrolled in elementary, high school, and college courses. Of this number, 8838 have obtained eighth-grade certificates; 2307 have graduated from high school; and 521 have completed college work for degrees.

#### BUSINESS EDUCATION IN THE CCC

Although a definitely outlined program of business education has not been set up in the Civilian Conservation Corps, vocational business education has been given since the establishment of the organization in 1933.

Various phases of the camp work program were utilized as training courses. Typists, stenographers, office clerks, post exchange and supply clerks, and others were needed in the administration of the camp.

Typewriting, shorthand, bookkeeping, office management, business law, and salesmanship were among the leisure-time studies offered the enrollees at night. Typewriting was the most popular course. As early as March 1934, business subjects were offered in the camps. "Some of the courses already being studied in CCC camps are ...bookkeeping, business administration, sociology, penmanship, shorthand, typewriting, commercial and patent law, salesmanship,..."

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22. Howard W. Oxley, "American Youth Learn by Doing," National Educational Association Journal, Vol. 28 (April, 1939), 111-112.

23. Ibid.

24. C. S. Marsh, "University of the Woods," School Life, (March, 1934), 133-134.



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Director Fechner reported in September, 1934, that,

...In hundreds of camps distributed throughout every section of the nation's forested domain, these men are studying such subjects as typewriting, shorthand, bookkeeping, and salesmanship. A few are attending accredited business schools after the day's work...

...business subjects have been among the most popular, if not the most popular offered,...

In July, 1935, a report issued by the Office of Education states that:  
 "Almost half the courses are vocational in nature, with a predominance  
 of courses in typing, auto-mechanics, forestry and agriculture."  
 26

Again, in September, 1935, it was stated that "All the camps want  
 instruction in typewriting."  
 27

The business courses are among the most commonly offered subjects. A consolidation of the vocational courses listed in the camp reports for November, 1936, reveals that the vocational courses most often occurring in the camps are those connected with office practice, stenography, typewriting, filing. Accounting ranked ninth in frequency of appearance.

"The most usual course in the vocational field is typewriting.... sixty per cent of the camp programs contained such a course....Bookkeep-  
 ing, office practice, salesmanship frequently appear."  
 28

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25. Robert Fechner, "The Greatest Night School in the United States," The Business Education World, (September, 1934), p. 21.

26. "Educational Appropriations for the CCC Camps," School and Society, Vol. 42 (July 27, 1935), 120.

27. L. John Nuttall, Jr., "Possible Influences on the Public Schools of the CCC Educational Program," School Review, Vol. 43 (September, 1935), 508-513.

## CHAPTER III

STATUS OF BUSINESS EDUCATION IN THE  
OKLAHOMA CIVILIAN CONSERVATION CORPS CAMPS

The preceding chapter of this study was concerned with tracing with history of the Civilian Conservation Corps from its beginning in 1933 to the present time with particular reference to the development of the educational program and including business education.

In order to show the present status of business education in the Civilian Conservation Corps, this chapter presents the tabulation of replies to the questionnaire sent to the educational advisers of the Oklahoma CCC camps, together with an explanation and discussion of the replies received.

At the time this study was made, there were thirty-five Civilian Conservation Corps camps in the Oklahoma District of the Eighth Corps Area. Headquarters for the Oklahoma District are located in Oklahoma City, Oklahoma.

A questionnaire with a letter explaining its purpose, was sent to the educational adviser in each of the Oklahoma camps. Twenty-five, or seventy-one per cent replied. Of this number, twenty-two offer some kind of business training, and three camps do not offer any business subjects.

Data for this survey cover the six-month period, October, 1938 to March, 1939. On October 1, 1938, there were 4540 enrollees in the twenty-five camps which reported those data, with an average of 181 and with a range of 143 to 210 enrollees. On March 31, 1939, there was a total of 4576 enrollees with an average of 183 men per camp and a range of 122 to 220.

The educational enrollment of the camps was eighty-six per cent of the total camp enrollment for the six-month period.

From October, 1938 to March, 1939, the total number of enrollees who had graduated from high school was 424 in twenty-three camps. Two camps did not specify the number. The mean number of graduates per camp was 18.4 with a range of 0 to 134.

#### OBJECTIVES OF THE PROGRAM OF BUSINESS EDUCATION

A check list of seventeen objectives was submitted to the educational advisers in order to determine what specific objectives they were trying to accomplish in their respective business education programs. Advisers in twenty-two camps checked the list. Three camps do not have a business education program.

The objectives were divided into four groups: (1) pre-vocational, (2) vocational training, (3) job-training, and (4) social and economic. For this study, these objectives were defined as follows:

(1) Pre-vocational training is the development within the enrollee of an understanding of his own abilities and limitations together with a knowledge of occupational information necessary for intelligent choice of a vocation.

(2) Vocational training is the instruction in vocational skills in which there is no opportunity to provide job experiences.

(3) Job training, or training on the job, is dual in purpose.<sup>1</sup>

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1. Fred Morrell, "Job Training in the CCC," The Phi Delta Kappan, Vol. XIX, No. 9 (May, 1937), p. 342.



First it trains the worker to do well the job to which he is assigned....Secondly, the enrollee is given training in practical jobs so that he becomes experienced and employable, and is fitted to take a job, often as a skilled workman, upon his leaving the corps.

(4) Social and economic is the training through which the enrollees develop values which will aid them in meeting personal and social situations which are non-vocational.

In Table I, the four groups of objectives are shown with the number of camps checking each objective.

Pre-vocational. The statements, "to teach the enrollees how to apply for jobs," and "to teach the enrollees how to keep jobs," were checked by twenty of the twenty-two advisers as pre-vocational objectives of their respective programs of business education. Another pre-vocational objective, "to discover what kinds of work the enrollees have aptitudes for doing through try-out experiences," was checked by more than half the camps.

Ten additional objectives were listed by the advisers, as shown in the table. The statement, "to increase efficiency of camp clerical help," probably should be listed as an objective of the job-training program rather than pre-vocational. Another objective, "to prepare upon discovery, the enrollee for the requirements of the job," may also be considered vocational in nature. As shown in Table I, a number of the objectives added by the advisers overlap to a great extent.

Vocational training. The vocational objective, "to develop skills and adaptation in a given vocation to better prepare for initial employment," was checked by twenty of the twenty-two educational advisers.

Five statements were added by the advisers, but it is doubtful if all are vocational in nature. For example, "to teach correct attitude toward work," may be considered as a social and economic objective.

TABLE I

## OBJECTIVES OF THE PROGRAM OF BUSINESS EDUCATION

Item	Number Checking
<b>A. Pre-vocational</b>	
1. To discover what kinds of work the enrollees have aptitudes for doing through try-out experiences.....	16
2. To teach the enrollees how to apply for jobs.....	20
3. To teach the enrollees how to keep jobs (occupational intelligence).....	20
4. Others listed only once by the advisers:	
a. To teach enrollees to do better their job in camp thus giving them information and training that will further their work in a vocational way, after leaving camp.	
b. To increase efficiency of camp clerical help.	
c. To raise morale as to employment possibilities.	
d. To help him to orient himself in his present status.	
e. To remove elementary deficiencies.	
f. To give thorough grounding in tool subjects.	
g. To prepare upon discovery, the enrollee for the requirements of the job.	
h. To study the fields of employment in which the enrollee is interested to see if his particular field of work is over-crowded.	
i. Occupational guidance in so far as possible.	
j. To develop self-guidance by helping them to escape handicaps of illiteracy and to stand on an equality with their fellows.	
<b>B. Vocational training</b>	
1. To develop skills and adaptation in a given vocation in order to prepare better for initial employment.....	20
2. Others listed only once by the advisers:	
a. To teach correct attitude toward work.	
b. To teach the boy to go back home and do the job better which he would turn to.	
c. To prepare enrollees for camp jobs requiring qualifications which can be obtained in the course curriculum.	
d. To find vocations for some.	
e. To develop skills in making things with their hands-- tools they seem to have to use when they leave the camp.	
<b>C. Job-training</b>	
1. To give intensive training on the job during work hours.	
a. To train the worker to do well the job to which he is assigned.....	22

TABLE I (Continued)

## OBJECTIVES OF THE PROGRAM OF BUSINESS EDUCATION

Item	Number Checking
b. To give training in practical jobs so that he will be experienced and employable.....	22
c. To give opportunity for trying out on many jobs.....	18
d. To learn skills and information required on different jobs.....	21
e. To learn to work with others.....	22
f. To discover avenues for promotion.....	19
2. Others listed only once by the advisers:	
a. To teach the enrollee <u>why</u> the work is done, as well as <u>how</u> .....	
b. To instill in him the desire to do the best he can with any job he is assigned to.	
c. To train each overhead man taking business courses to learn more than his job requires in order to be eligible for advancement.	
d. To teach members in job-training skills that they may be able to go back to their various homes on jobs they may undertake and do the work well.	
 D. Social and Economic	
1. To create correct and wholesome attitudes toward work...	21
2. To learn terminology of business.....	13
3. To arouse the enrollee's ambition to better his condition through counseling and guidance.....	21
4. To gain economic understandings and relationships.....	15
5. To learn the worker's place in the economic order.....	19
6. To develop personality and citizenship traits.....	21
7. To teach enrollees to make social and economic adjustments.....	21
8. Others listed only once by the advisers:	
a. Leader and foremanship training.	
b. To teach the enrollee to make better use of leisure time.	
c. To teach respect for all superiors in order that advancement may be aided in all possible ways.	
d. To teach enrollees to help the other enrollees who are more or less fortunate than themselves.	
e. To foster attitudes of mind and to develop interests and capacities which will help them to shoulder their responsibilities and meet community problems more intelligently.	



Job-training. As shown also in Table I, three objectives, "to give training in practical jobs so that the enrollees will be experienced and employable," "to train the worker to do well the job to which he is assigned," and "to learn to work with others," were checked by all twenty-two educational advisers as objectives of their respective business programs.

All the statements in this group were checked as objectives of the job-training program in eighteen or more camps. It is doubtful if any of the statements added by the advisers are purely objectives of the job-training program. For example, "to teach the enrollee why the work is done, as well as how," is pre-vocational as well as job-training.

Social and Economic. The expressions, "to create correct and wholesome attitudes toward work," "to arouse the enrollee's ambition to better his condition through counseling and guidance," "to develop personality and citizenship traits," and "to teach the enrollees to make social and economic adjustments," were checked as objectives in twenty-one of the twenty-two camps with a business education program. The other objectives listed with the number of camps checking each are shown in Table I. Five additional objectives which were added by the advisers are also given in the table.

It would seem that there is common agreement in major respects among the camp educational advisers concerning the purposes of their program, for practically all agreed on two of the three pre-vocational objectives, on the single vocational objective, on four of the six job-training objectives, and on five of the seven social and economic objectives.

## CURRICULUM

Reports from the advisers indicate that during the period, October 1, 1938 to March 31, 1939, fifty-seven business classes were carried on in the twenty-two Oklahoma camps, covering ten different subjects with a range of one to six subjects per camp.

During this period, typewriting was the most frequently offered subject, being taught in eighteen different camps. Classes in bookkeeping and accounting were offered in half the camps. Nine camps gave instruction in business arithmetic. One camp gave instruction in seven different subjects. Six camps offered instruction in only one subject, in three of which typewriting was the only subject offered. Seven camps offered typewriting with one other of the following subjects, business English, business arithmetic, bookkeeping, or office practice.

As shown in Table II, there was little change in the number of classes offered at the beginning and end of each enrollment period. (Enrollment periods are for three months. Two periods, October 1, 1938 to December 31, 1938, and January 1, 1939 to March 31, 1939, were used in this study.)

At the end of the period, December, 1938, there was a gain of three classes in each of the following subjects, filing, bookkeeping, and typewriting, with a small increase in the number of enrollees taking the courses. Three other classes, business law, introduction to business, and salesmanship, registered a slight increase in enrollment. There was no decrease in the number of classes offered during the period, but the enrollment dropped slightly in two classes.

At the end of the second period, March, 1939, there was a gain of one class each in five of the ten subjects offered in the twenty-two camps.

The total enrollment increased in four of the five classes, but decreased in one, typewriting. The number of enrollees decreased slightly in four classes from January to March. In January, bookkeeping and accounting

TABLE II  
BUSINESS SUBJECTS OFFERED\*  
(Oct. 1, 1938---Mar. 31, 1939)

	Book. and Acct.	Bus. Arith.	Bus. Eng.	Bus. Law	Fil- ing	Intro. to Busi.	Off. Prac.	Sales- man- ship.	Shtd.	Typ- ing
TOTAL ENROLL- MENT CLASSES:										
Oct. 1938	68	63	53	14	0	20	21	29	11	191
Dec. 1938	73	66	45	24	1	20	19	32	11	218
Jan. 1939	74	88	39	30	3	24	19	32	11	210
Mar. 1939	61	97	81	21	3	30	21	24	10	181
CAMPS OFFERING:										
Oct. 1938	7	7	4	2	0	1	3	1	2	16
Dec. 1938	8	7	4	2	1	1	3	1	2	17
Jan. 1939	11	7	4	2	1	1	3	1	2	17
Mar. 1939	10	8	6	2	1	2	4	1	2	18

\*Subjects are listed alphabetically, and not in order of importance.

was offered in eleven camps, while in March ten camps offered the course.

There was a slight decrease in enrollment,

In size, the classes ranged from one to thirty-two enrollees. A class in salesmanship had the largest enrollment. In three classes, instruction was given to only one enrollee.

Classes met from thirty to 120 minutes each meeting. Only one class, typewriting, met for thirty minutes, while seven classes met for 120 minutes. These were one class, bookkeeping; one, office practice; two, business arithmetic; two, typewriting; and one, filing. With the possible



exception of business arithmetic, all of these subjects are usually considered laboratory classes. The average minutes per meeting for all camps is shown in Table III. The classes varied in length from twelve to forty-eight weeks. Three subjects, business law, filing, and salesmanship, were twelve weeks in length.

TABLE III  
BUSINESS SUBJECTS OFFERED

	Book and Acct.	Bus. Arith.	Bus. Eng.	Bus. Law	Filing	Intro. to Bus.	Off. Prac.	Salesmanship	Shtd.	Typing
AVERAGE ENROLLMENT PER CAMP										
Oct. 1938	10	9	13	7	0	20	7	29	6	12
Mar. 1939	6	12	14	11	3	15	5	24	5	10
LENGTH COURSE (Weeks)										
Av. per camp	21	16	14	12	12	33	26	12	24	25
MINUTES PER MEETING:										
Av. per camp	68	67	58	60	120	60	89	60	60	69

Two typewriting classes were taught in high schools at night. All other classes were taught in the camps after four o'clock in the afternoon.

Textbooks. Only thirteen of the twenty-two camps offering training in the business subjects specified the textbooks used. In these camps there is little uniformity as to the kind of textbook, since three typewriting books, four business arithmetic books, three accounting textbooks, and two business English books are used in the different camps.

The results of the survey show that filing, office practice, shorthand, typewriting, and store management are the courses which were offered as training on the job in sixteen camps. Typewriting was the most frequently offered subject being given in ten camps. Office practice, with eight, was second in frequency; filing, five; store management, two; shorthand, one; and bookkeeping, one. Six camps did not offer any business courses as training on the job, and three did not specify the courses offered.

The positions of office clerks, post exchange and supply clerks, company clerk, technical clerical help in the office of the educational adviser were offered as training on the job in twenty camps. Office clerks were trained in seventeen camps; post exchange and supply clerks, twelve; company clerk, fifteen; technical clerical help, one. Two camps did not offer training on the job in any business subject.

#### EQUIPMENT

The kind and number of machines used in the business education program varied in the Oklahoma camps. Of the twenty-five camps, twenty-three had some kind of business machines available. Two camps did not specify whether they had any machines. One camp which did not have a business education program listed the equipment which was used by enrollees in the company office.

In the check list, which was submitted to the advisers, four types of machines were listed, as shown in Table IV, typewriters, duplicating, calculating, and adding machines, with provisions for other types to be added. Two camps listed other machines, but did not specify the kind. Only one camp had all four types of machines available for the enrollees'

use. Two camps had only one kind of machine--in both cases duplicators. The combination, typewriters, duplicating and adding machines, was found in six camps, or one-fourth of the total number.

TABLE IV  
EQUIPMENT IN OKLAHOMA DISTRICT  
(October 1938--March 1939)

Item	Number camps with machines	Number camps without machines
Typewriters	20	3
Duplicating machines	12	11
Calculating machines	2	21
Adding machines	15	8
Other machines	2	21

The total number of machines of all kinds in the twenty-three camps, as shown in Table V, was 115. The median camp had four typewriters, one duplicating machine, one adding machine.

TABLE V  
NUMBER OF MACHINES

Item	Total number in all camps	Median camp	Range
Typewriters	78	4	0-10
Duplicating machines	13	1	0--2
Calculating machines	2	1	0--1
Adding machines	18	1	0--2
Other machines	4	2	0--3

Twenty-three of the twenty-five camps have a library for the use of the enrollees. Of this number, nineteen reported a total of 787 books on business subjects. The number of books in a camp ranged from fifteen to



to 172. The median camp had thirty-nine books on business subjects in the library. In the majority of the camps, general magazines are available. On March 31, 1939, there were 581 magazines in the camps, ranging from none to fifty-six per camp.

Summary. Apparently there is no distinct policy or uniformity in the number or kind of equipment available in the camps. Some of the camps have a large amount of equipment while other camps have none. The median camp had four typewriters, one duplicating machine, one adding machine, thirty-nine books on business subjects, and forty-five magazines.

#### SUPERVISORY AND INSTRUCTIONAL STAFF OF BUSINESS SUBJECTS

The teachers of business subjects in the CCC camps are obtained from a variety of sources. Besides the educational adviser and his assistant, any or all of the Army and technical personnel, may offer instruction in the business subjects. Frequently enrollees are found who are qualified to teach. Through the W. P. A., teachers of both vocational and academic subjects are often assigned to the camps. Arrangements are made in some instances for enrollees to attend high school or college classes under regular school teachers when the camps are so situated as to make such institutions available.

Thirty-five camp instructors taught business subjects during the six-month period, October, 1938 to March, 1939. Thirteen of these were camp educational advisers; six assistants to the educational advisers; five Army officers; one member of the technical staff; four enrollees; five emergency education program teachers; and one local high school teacher.

The training and experience of the instructors varied a great deal,

TABLE VI  
SUPERVISORY AND INSTRUCTIONAL STAFF  
OF BUSINESS SUBJECTS

	Educ. Adviser	Assistant to Adv.	Military staff	Tech. staff	Enroll- ees	E.E.P. Teach.	Local H. S. Teach.
<b>DEGREE:</b>							
Total	13	6	5	1	4	5	1
Bachelor	8	2	4	0	0	1	0
Master	5	0	0	0	0	0	0
No degree	0	4	1	1	4	4	1
<b>BUSINESS EXPERIENCE:</b>							
Total	13	6	5	1	4	5	1
1-12 mo.	3	1	0	0	0	0	0
13-36 "	2	1	2	0	1	0	0
37 up "	1	0	1	0	0	0	0
No exp.	7	4	2	0	3	5	0
Not spec.	0	0	0	1	0	0	1
<b>TEACHING EXPERIENCE:</b>							
Total	13	6	5	1	4	5	1
1-5 yr.	3	1	1	0	0	0	0
6-10 "	2	0	0	0	0	1	0
11 up "	4	0	0	0	0	1	0
No exp.	4	5	4	0	4	3	0
Not spec.	0	0	0	1	0	0	1
<b>TEACHERS' CERTIFICATE:</b>							
Total	13	6	5	1	4	5	1
No certif.	3	6	5	1	4	3	0
With cert.	10	0	0	0	0	2	0
Not spec.	0	0	0	0	0	0	1

as shown in Table VI, among the different camps as well as within the respective camps.

All thirteen educational advisers held degrees, eight having the baccalaureate degree, and five, the master's degree. None had doctoral degrees.

Approximately one-third of the remaining instructors held the baccalaureate degree. Fifteen did not have a degree, although one enrollee had had two years training in college.

Business or professional experience outside the teaching field has been considered of value to the business education instructors, since they are working with young men whose chief objective is to prepare for and enter jobs or positions in business. One-third of the instructors have had business experience ranging from two to eighty months. The kind of business experience was varied, including work as salesman, credit manager, accountant, laundry, county clerk, telegrapher, cleaning, radio shop, and newspaperman.

Thirteen of the thirty-five instructors of business subjects had taught in high school. Nine educational advisers had a total of ninety-eight years teaching experience ranging from two to thirty-five years. Ten educational advisers have high school teaching certificates. Only three other staff members have certificates, two emergency education program teachers, and one local high school teacher. (In Table VI, the high school teacher is not listed as having a certificate, however, he must have a certificate to teach in the Oklahoma schools.)

The range of business instructors per camp was one to three. The median camp had 1.8 instructors.

#### COUNSELING AND GUIDANCE

Vocational Guidance. More than two-thirds of the enrollees have never received any vocational training and the majority have made no plans as to how they shall earn their living. One fourth of them had never held any kind of a job before entering the CCC and of those who had been



been employed, the average enrollee had been jobless for eight months<sup>2</sup> prior to entering the camps. This indicates a very definite need for vocational guidance.

OKLAHOMA  
AGRICULTURAL & MECHANICAL COLLEGE  
LIBRARY  
OCT 27 1939

The major portion of the responsibility for the guidance program rests with the camp adviser. Seventeen Oklahoma CCC camps have a Vocational Advisory Service. Five camps do not have this service, and it was not specified for the remaining three camps.

The camp educational adviser directs the Vocational Advisory Service in nine of the seventeen camps. In one camp it was directed by the camp superintendent, and in two camps by the educational committee composed of the company commander, camp superintendent, and educational adviser. Five advisers did not report by whom the Service was directed.

The vocational guidance program is divided into eight steps or practices, as shown in Table VII. Although all of these are not carried on in any camp, most camps use most practices.

TABLE VII  
VOCATIONAL GUIDANCE

Item	Yes	No
1. Individual interview of each new enrollee by camp vocational advisers. . . . .	24	1
2. Group counseling of new men by advisers. . . . .	24	1
3. Orientation course to camp life for new men. . . . .	21	4
4. Cumulative record card on each enrollee. . . . .	23	2
5. Try-out experiences on work projects . . . . .	19	6
6. Vocational classes . . . . .	21	4
7. Classes on occupational information. . . . .	21	4
8. Periodical interviews of all enrollees by camp adviser and by other members of company personnel to check on enrollees' progress and to offer him guidance. . . . .	24	1

2. Russell A. Beam, "Counseling for Adjustment and Rehabilitation," The Phi Delta Kappan, Vol. XIX, No. 9 (May, 1937), pp. 337-338.

Three activities, "individual interview of each enrollee by camp educational advisers," "group counseling of new men by advisers," and "periodical interviews of all enrollees...", were checked as guidance practices in twenty-four of the twenty-five camps.

Educational Guidance. Although the average enrollee is twenty years of age, three per cent are totally unable to read and write when enrolled and about forty per cent have not completed the eighth grade.<sup>3</sup> This indicates that there is a need for guidance in the selection of leisure-time courses. In the initial interview held with each new enrollee shortly after his arrival, the educational adviser outlines a plan for participation in instruction activities. Enrollees select courses for various reasons in the different camps.

Enrollment in courses is on the basis of interest alone in nine of the Oklahoma CCC camps. Interest and previous vocational experience and the grade level completed by the enrollee determines selection of courses in six of the camps, while interest, vocational experience and the grade level completed by the enrollee determines selection in two camps. In two camps interest, vocational experience, and achievement tests determines selection in two camps. Two camps did not have any basis for selection and one did not specify the basis for enrollment in the courses.

#### PLACEMENT AND FOLLOW-UP

Activities concerned with placing the enrollees on jobs have constituted one of the distinctive features of the educational program in all corps areas. Much of the counseling and educational program is motivated

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3. "That Poignant 41.09 Per Cent," The Phi Delta Kappan, Vol. XIX, No. 9 (May, 1937), p. 322.

by the possibility of enrollees securing jobs in the near future.

In all corps areas, approximately one-fourth to one-third of the enrollees leaving the Civilian Conservation Corps camps have been aided in securing a job by the camp personnel.<sup>4</sup>

The results of the survey of the Oklahoma camps indicate that the personnel of the camps is definitely interested in placing the enrollees. Of the twenty-five camps, twenty-four replied that they do attempt to place the enrollees on jobs after they have completed training.

One of the principal features of the placement program is the emphasis on using other agencies rather than trying to set up a job-placement bureau or office in the camp itself. Nine Oklahoma camps cooperate with the Junior Placement Service of the United States Employment Service. Contacts are made through the office near the camp with all who desire enrolling. Camp officials cooperate with the employment agencies by supplying them with as complete information on each enrollee as possible in order to facilitate the placement of these men in permanent jobs. Twelve of the camps do not cooperate with the Junior Placement Service.

Three studies of the follow-up of enrollees in employment are in process in Providence, R. I., Buffalo, N. Y., and Cincinnati, Ohio. The Cincinnati project, which is sponsored by the Fifth Corps Area CCC Educational Program and the Cincinnati Employment Office, "is attempting to reach 5,000 former enrollees of Ohio and Kentucky to determine how much their CCC training and experience were of benefit to them in securing and holding employment."<sup>5</sup>

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4. Beam, op. cit., p. 341.

5. CCC Camp Education, op. cit., p. 12.



The policy of follow-up of enrollees in employment has not been developed in the Oklahoma camps. As far as could be determined, little organized work has been done in the Oklahoma camps in the follow-up of the enrollees after they leave camp.

#### SUMMARY

From a compilation of the questionnaires returned by the camp educational advisers, it may be concluded that the objectives of the business education program are uniform in the majority of the camps. Eleven of the seventeen objectives listed on the list were checked as objectives in twenty or more of the twenty-two camps.

During the period used in this study, October, 1938 to March, 1939, there were fifty-seven business classes in twenty-two Oklahoma camps, covering ten different subjects with a range of one to six classes per camp. The most frequently offered subjects were typewriting, in eighteen camps, and bookkeeping and accounting, eleven camps. There was little change in the number or kind of classes offered at the beginning and end of each enrollment period. On December 31, 1938, the end of the first period, three subjects had a gain of one class over the beginning of the period, October 1, 1938. At the end of the next period, March 31, 1939, there was a gain of one class each in five of the ten subjects offered. There was only a slight gain or loss in the number of enrollees in the business subjects in any camp during either period.

The classes ranged in size from one to thirty-two enrollees. Certificates were issued in nineteen camps to the enrollees upon completion of the courses.

The kind and number of machines used in the camps varied. In a

few camps, only typewriters were available for use while in others, adding, calculating, and duplicating machines were used. There were 115 machines in twenty-three camps.

Thirty-five camp instructors, including camp educational advisers, assistants to the advisers, Army officers, technical staff, enrollees, emergency education program teachers, and high school teachers, taught the business subjects offered. The training and experience of the instructors differed among the camps as well as within the respective camps. One-third of the instructors have had business experience ranging from two to eighty months. The kind of experience included work as salesman, credit manager, accountant, laundry, county clerk, telegrapher, cleaning, radio shop, and newspaperman. Thirteen of the thirty-five instructors had taught in high school, nine of which were camp educational advisers.

The educational adviser has the major responsibility for the guidance program. Enrollees register in courses on the basis of interest alone in nine of the Oklahoma camps, while interest and previous vocational experience determines selection of the courses in six camps.

The personnel of the camps is definitely interested in placing the enrollees, according to the reports of the educational advisers. Nine Oklahoma camps cooperate with the Junior Placement Service of the United States Employment Service. The policy of follow-up of the enrollees in employment has not been developed in the Oklahoma camps.

## CHAPTER IV

## SUMMARY

The purpose of this study was to determine the status of the program of business education in the thirty-five Oklahoma Civilian Conservation Corps camps with respect to enrollment, objectives, subjects offered, equipment, instructors of business subjects, counseling and guidance, and the placement and follow-up of enrollees.

Data were obtained from a study of the literature pertaining to the Civilian Conservation Corps and from the returns of a questionnaire submitted to the educational advisers of the Oklahoma camps.

A questionnaire was assembled, and after suggestions and criticisms, presented to the educational officials of the Civilian Conservation Corps for approval. After final official approval, the questionnaire was mailed to the thirty-five camp educational advisers in the Oklahoma District. Twenty-five questionnaires, or seventy-one per cent, were returned. Three camps do not have a business education program.

Data for this survey covered two enrollment periods, October 1, 1938 to December 31, 1938, and January 1, 1939 to March 31, 1939. There were 4540 enrollees in the twenty-five camps on October 1, 1938. For the six-month period, the educational enrollment of the camps was eighty-six per cent of the total camp enrollment. The average number of enrollees who had graduated from high school was 18.4 for all camps. Since the average enrollment per camp was 182, this is slightly less than ten per cent.

Seventeen objectives were listed on the questionnaire to determine what specific objectives the advisers were trying to accomplish in their respective business education programs. The objectives were divided into



four groups, pre-vocational, vocational training, job-training, and social and economic with provisions for additional statements to be added. There was common agreement among the advisers as to the vocational training and job-training objectives, but some divergence in agreement with regard to the pre-vocational and social and economic divisions. Eleven of the seventeen objectives were checked as objectives of the program in twenty or more camps. This indicates that the objectives of the business education program are very nearly the same in the majority of the camps. Three objectives, "to give training in practical jobs so that the enrollees will be experienced and employable," "to train the worker to do well the job to which he is assigned," and "to learn to work with others," were checked by all twenty-two educational advisers as objectives of their business programs.

Although additional statements were added to the original list by several advisers, each objective was checked only once. The advisers do not agree as to the meaning of the four groups of objectives judging by the objectives added.

Fifty-seven business classes, covering ten different subjects were carried on in twenty-two Oklahoma camps during the six-month period, October, 1938 to March, 1939. Eighteen camps offered training in typewriting. Bookkeeping and accounting was the second most frequently offered subject, being given in eleven camps. The number of classes in the median camp was three, with a range of one to seven per camp.

There was little change in the number or kind of classes offered at the beginning and end of each enrollment period. On December 31, 1938, the end of the first period, three subjects had a gain of one class over the beginning of the period, October 1, 1938. At the end of the next

period, March 31, 1939, there was a gain of one class each in five of the ten subjects offered. There was only a slight gain or loss in the enrollment in the business subjects in any camp during either period.

Sixteen camps offered training on the job in filing, office practice, shorthand, typewriting, and store management. The positions of office clerks, post exchange and supply clerks, company clerks, technical clerical help were offered as training on the job in twenty camps.

Typewriters, duplicating, calculating, and adding machines are available in the Oklahoma CCC camps, although the number and kind vary in the different camps. Only one camp had all four types of machines. Twenty camps had typewriters; in four camps this was the only form of equipment available for use in the business courses. There is no uniformity as to the number or kind of equipment in the camps.

Libraries, with a total of 787 books on business subjects, were available for the use of the enrollees in twenty-three camps. There is no uniformity as to the number or kind of books.

Seven different groups of instructors, camp educational advisers, assistants to the educational advisers, Army officers, technical staff, enrollees, emergency education program teachers, and high school teachers, taught business subjects in twenty-two Oklahoma Civilian Conservation Corps camps during the six-month period, October, 1938 to March, 1939. The largest group was the educational advisers with thirteen teaching the business subjects.

All the camp educational advisers held degrees, while one-third of the other instructors had a baccalaureate degree. One-third of the instructors have had business experience including work as salesman, credit manager, accountant, laundry, county clerk, telegrapher, cleaning, radio

shop, and newspaperman. Approximately forty per cent of the instructors had taught in high school. It was not stated whether any taught business subjects. The majority of the educational advisers had certificates to teach in high school, but only three other staff members had certificates.

The counseling and guidance of enrollees is one of the major phases of the educational program of the Civilian Conservation Corps. In Oklahoma, all twenty-five camps used in this study had a definite program of educational and vocational guidance. Nineteen camps, almost three-fifths of the total number, employed all eight practices in the guidance program. Three principles, "individual interview of each new enrollee by camp vocational advisers," "group counseling of new men by advisers," and "periodical interviews of all enrollees," were checked by twenty-four of the twenty-five advisers as major activities of their guidance program. The lowest ranking vocational guidance activity of the camps was the "try-out experiences on work projects." However, since nineteen camps checked the practice, it may be concluded that counseling and guidance in vocations is an important part of the educational program of the camps.

In more than half the camps, the enrollees selected courses on the basis of interest alone, or interest and previous vocational experience.

Twenty-four camp advisers stated that they do attempt to place enrollees after they have completed training. The camps do not have a placement bureau but cooperate with the Junior Placement Division of the United States Employment Service. The camp officials supply the employment agencies with as complete information on each enrollee as possible in order to facilitate their placement in permanent jobs. As far as could be determined, little organized work has been done in the Oklahoma CCC camps in the follow-up of enrollees after they have left camp.



The typical Oklahoma Civilian Conservation Corps camp is composed of 182 enrollees, eighty-six per cent of whom are taking educational work. The camp offers three business courses, usually typewriting, bookkeeping and accounting, and business arithmetic. The business subjects are taught by the camp educational adviser, assistant to the adviser, and, either an Army officer or an emergency education program teacher having a baccalaureate degree. At least one of the business instructors has had business and teaching experience. Four typewriters, one duplicating machine, one adding machine, a library containing thirty-nine books on business subjects and forty-five magazines are available for the use of the enrollees. The objectives of the program are pre-vocational, vocational, job-training, and social and economic, with emphasis on the second and third divisions.

In the typical camp, the educational adviser has the major responsibility for the guidance program. Enrollees register in courses on the basis of interest and previous vocational experience. The camp may or may not cooperate with the Junior Placement Service in placing the enrollees on jobs, and it does not follow-up the enrollees in employment.

As a result of the findings of this study, the following conclusions are submitted:

1. A program of business education is carried on in the majority of the Oklahoma Civilian Conservation Corps camps.
2. There is common agreement in major respects among the camp educational advisers concerning the purposes of their business education program.
3. There is little change in the number or kind of business classes offered, or in the enrollment in the classes, at the beginning and end of

each enrollment period.

4. There is little uniformity as to the textbooks used in the business classes.

5. In the majority of the camps, as many of the enrollees as possible are trained on the job in the camp positions.

6. Apparently there is no distinct policy or uniformity in the number or kind of equipment available in the camps.

7. The business instructors are obtained from a variety of sources usually with some business and teaching experience.

8. The counseling and guidance of enrollees is one of the major phases of the educational program of the camps.

9. The personnel of the camps attempt to place the enrollees on jobs after they have completed training but do not follow-up the enrollees after they leave camp.

## (COPY OF QUESTIONNAIRE SENT TO ADVISERS)

Camp location and number \_\_\_\_\_.

## I. PERSONNEL:

1. Number of enrollees, October 1, 1938 \_\_\_\_\_; December 31, 1938 \_\_\_\_\_; January 1, 1939 \_\_\_\_\_; March 31, 1939 \_\_\_\_\_.
2. Number of boys enrolled in educational program, October 1, 1938 \_\_\_\_\_; December 31, 1938 \_\_\_\_\_; January 1, 1939 \_\_\_\_\_; March 31, 1939 \_\_\_\_\_.
3. Number of enrollees who have graduated from high school \_\_\_\_\_.

## II. OBJECTIVES OF PROGRAM:

Check or add to the list of objectives given below which you are definitely trying to achieve in your business education program.

## A. Pre-vocational

1. To discover what kinds of work the enrollees have aptitudes for doing through try-out experiences. \_\_\_\_\_
2. To teach the enrollees how to apply for jobs. \_\_\_\_\_
3. To teach the enrollees how to keep jobs (occupational intelligence). \_\_\_\_\_
4. Others \_\_\_\_\_

## B. Vocational training

(Learning vocational skills in which there is no opportunity to provide job experiences.)

1. To develop skills and adaptation in a given vocation in order to prepare better for initial employment. \_\_\_\_\_
2. Others \_\_\_\_\_

## C. Job-training

1. To give intensive training on the job during work hours.
  - a. To train the worker to do well the job to which he is assigned. \_\_\_\_\_
  - b. To train in practical jobs so that he will be experienced and employable. \_\_\_\_\_
  - c. To give opportunity for trying out on many jobs. \_\_\_\_\_
  - d. To learn skills and information required on different jobs. \_\_\_\_\_
  - e. To learn to work with others. \_\_\_\_\_
  - f. To discover avenues for promotion. \_\_\_\_\_
2. Others \_\_\_\_\_

## D. Social and Economic

1. To create correct and wholesome attitudes toward work. \_\_\_\_\_
2. To learn terminology of business. \_\_\_\_\_



## D. Social and Economic (Cont.)

3. To arouse the enrollee's ambition to better his condition through counseling and guidance. \_\_\_\_\_
4. To gain economic understandings and relationships. \_\_\_\_\_
5. To learn the worker's place in the economic order. \_\_\_\_\_
6. To develop personality and citizenship traits. \_\_\_\_\_
7. To teach enrollees to make social and economic adjustments. \_\_\_\_\_
8. Others \_\_\_\_\_

## III. CURRICULUM:

1. Please indicate the number enrolled in each course on each of the given dates; specify the length of each course in weeks; indicate the hour of the day each class meets, the length of each meeting in minutes and name the days of the week on which each class meets. In the last division indicate where these classes are taught. Check (x) in the proper column.

	NUMBER ENROLLED				Length of Course Weeks	MEETINGS A WK			COURSES GIVEN IN	
	Oct 1 1938	Dec 31 1938	Jan 1 1939	Mar 31 1939		Hour Day	Min. Meet.	Days of Week	Camp	H. S.
Bookkeeping and Accounting										
Shorthand										
Typewriting										
Office Practice										
Bus. Arithmetic										
Business English										
Business Law										
Econ. Geography										
Introduction to Business										
Insurance										
Economics										
Marketing										
Advertising										
Salesmanship										
Filing										
Store Management										
Consumer Educ.										
Others										

2. List name and author of text used in each course taught on the back of this sheet.
3. Are certificates granted upon completion of these courses? Yes \_\_\_  
No \_\_\_.
4. a. Check the courses which are offered as training on the job:  
Filing \_\_\_; Office practice \_\_\_; Shorthand \_\_\_; Typing \_\_\_;  
Salesmanship \_\_\_; Store management \_\_\_; Others \_\_\_\_\_

## III. CURRICULUM (Cont.)

- 4b. Check names of position in which training is carried on: Office clerks \_\_\_\_\_; Post exchange and supply clerks \_\_\_\_\_; Company clerk \_\_\_\_\_; Others \_\_\_\_\_

## IV. EQUIPMENT:

- How many typewriters? \_\_\_\_\_.
- List number of duplicating machines \_\_\_\_\_; calculating machines \_\_\_\_\_; adding machines \_\_\_\_\_; other machines \_\_\_\_\_.
- Do you have a library for enrollees' use? Yes \_\_\_\_\_ No \_\_\_\_\_. If so, how many books do you have on business subjects? \_\_\_\_\_. How many magazines do you have? \_\_\_\_\_.

## V. SUPERVISORY AND INSTRUCTIONAL STAFF OF BUSINESS SUBJECTS:\*

	Number	NUMBER WHO HAVE				LIST SUBJECTS TAUGHT	
		Degree		Business Experience	Teach. Exper.		Teach. Certifi- cate
		None	Kind				
Educational Adviser							
Assistant to Adviser							
Military staff							
Technical staff							
Enrollees							
E. E. P. (WPA) Teachers							
Local High-School Teach.							
Other							

\*If additional space is needed, use the back of this sheet.

## VI. COUNSELING AND GUIDANCE:

Please check any of the following statements which describe your guidance program. Do you have a Vocational Advisory Service? Yes \_\_\_\_\_ No \_\_\_\_\_. Directed by whom? \_\_\_\_\_

## A. Vocational Guidance:

- Individual interview of each new enrollee by camp vocational advisers. \_\_\_\_\_
- Group counseling of new men by advisers, military and technical officials, and others. \_\_\_\_\_
- Orientation course to camp life for new men. \_\_\_\_\_
- Cumulative record card on each enrollee. \_\_\_\_\_
- Try-out experiences on work projects and jobs within the camp. \_\_\_\_\_
- Vocational classes. \_\_\_\_\_
- Classes on occupational information. \_\_\_\_\_
- Periodical interviews of all enrollees by camp adviser and by other members of company personnel to check on enrollee's progress and to offer him guidance. \_\_\_\_\_
- Others \_\_\_\_\_

## VI. COUNSELING AND GUIDANCE (Cont.)

## B. Educational Guidance:

1. Enrollees enroll in courses on basis of:
  - a. Achievement tests \_\_\_\_\_
  - b. I. Q. tests \_\_\_\_\_
  - c. Vocational experience \_\_\_\_\_
  - d. Aptitude tests \_\_\_\_\_
  - e. Interest \_\_\_\_\_
  - f. No selection \_\_\_\_\_
2. Other \_\_\_\_\_

## VII. PLACEMENT AND FOLLOW-UP:

1. Do you make any attempt to place the enrollees on jobs after they have completed training? Yes \_\_\_ No \_\_\_.
  2. If you have a placement service, will you answer questions concerning it? Yes \_\_\_ No \_\_\_.
  3. Do you cooperate with the Junior Placement Service of the United States Employment Service? Yes \_\_\_ No \_\_\_ . How? \_\_\_\_\_
- 

Signed \_\_\_\_\_

Title \_\_\_\_\_



(LETTER ACCOMPANYING QUESTIONNAIRE)

In order to discover what is being done in business education in the Civilian Conservation Corps in Oklahoma, I am submitting the enclosed questionnaire to the educational adviser in each of the thirty-five CCC camps in this district.

This survey and questionnaire have been approved by the educational officials of the Civilian Conservation Corps including Mr. Howard W. Oxley, Mr. L. W. Rogers, and Mr. O. S. Jones. They feel that the information obtained may be useful to them and to you.

This questionnaire may appear to be rather long, but the method of checking makes it possible to fill out the blank almost as rapidly as it can be read. I am enclosing a self-addressed envelope for your convenience.

If you desire, I shall be glad to send you a summary of the reports received from the educational advisers of the Oklahoma CCC camps. Thank you for your cooperation.

Very truly yours,

Ruth Turner

## (FOLLOW-UP LETTER SENT TO ADVISERS)

Would you like to know what is being done in business education in the Oklahoma CCC camps? The questionnaire which I recently sent you was intended for that purpose.

Replies have been received from twenty-one of the educational advisers in Oklahoma. The summary, which is being prepared from these reports, will not be complete unless all the advisers fill out and return the questionnaire.

Realizing that you may have been unable to fill out and return the blank because of monthly and quarterly reports, I am asking that you check the form and return it to me within the next few days if possible. If you have misplaced the copy I sent, I shall be glad to send another.

Very truly yours,

Ruth Turner

## CAMP EDUCATIONAL ADVISER'S ROSTER\*

<u>Company Number</u>	<u>Location</u>	<u>Name</u>
808	*Sulphur, Oklahoma	G. E. Spradlin
810	*Stapp, Oklahoma	Clarence Hunnicutt
867	Guthrie, Oklahoma	James W. Tubb
870	*Cache, Oklahoma	M. L. Cotton
876	*Nashoba, Oklahoma	W. C. Kingston
884	Rush Springs, Okla.	Asa R. Miller
887	Broken Arrow, Okla.	J. Ernest Cannon
895	*Bartlesville, Okla.	Glenn Ferges
1813	*Ardmore, Oklahoma	James C. Sala
1817	*Wetumka, Oklahoma	I. T. Anderson
1825	*Ardmore, Oklahoma	Waldo E. Jones
1853	*Geary, Oklahoma	G. O. Griffith
2806	*Henryetta, Oklahoma	James E. Rogers
2807	*Wagoner, Oklahoma	L. A. Moore
2808	*Checotah, Oklahoma	Joseph F. Hinton
2810	*Lugert, Oklahoma	Glenn A. Leonard
2811	*Garber, Oklahoma	E. P. Krausse
2812	*Blackwell, Oklahoma	Elza E. Ayers
2813	Sentinel, Oklahoma	James J. Duncan
2814	*Purcell, Oklahoma	Myron L. Madden
2815	*Broken Bow, Okla.	E. L. Cossart
2816	*Duncan, Oklahoma	Grover D. Sawyer
2819	Watonga, Oklahoma	Fred E. Craig
2821	*Idable, Oklahoma	Mylton L. Kennedy
2822	*Woodward, Oklahoma	Dewey C. Mosshart
2823	*Morris, Oklahoma	Earl Dixon
2824	*Wright City, Okla.	Ralph C. Teague
2825	Pryor, Oklahoma	W. F. Slagle
2826	Clinton, Oklahoma	O. M. Martin
2829	Konawa, Oklahoma	Earl J. Perry
2830	Boley, Oklahoma	Anthony W. Echols
3813	*Wynnewood, Oklahoma	Hugh L. Faust
3814	Wilburton, Oklahoma	George R. Funderburk
3815	*Yukon, Oklahoma	Francis O. Seymour
3886	*Hobart, Oklahoma	Charles E. Forbes

\*The camps used in this study are starred. All others failed to reply to the questionnaire.



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