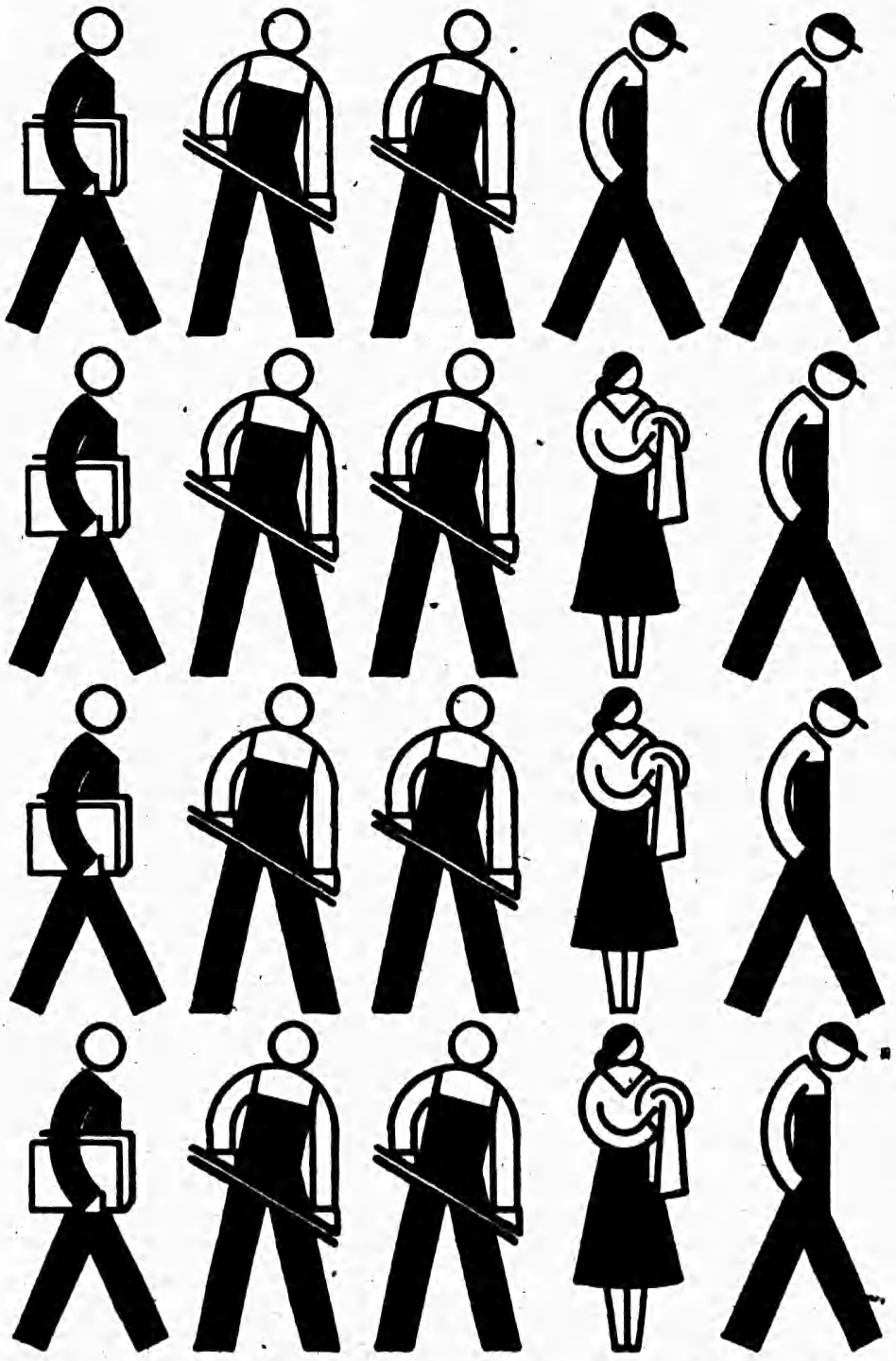
UNITED STATES DEPARTMENT OF THE INTERIOR

OFFICE OF EDUCATION

FINDING JOBS

YOUTH . . . . FINDING JOBS

STATUS OF AMERICAN YOUTH



EACH SYMBOL REPRESENTS 1,000,000 YOUTH, 16-24

YOUTH

BULLETIN 1936, No. 18-V

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FINDING JOBS

By D. L. HARLEY

U. S. DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES, Secretary

J. W. STUDEBAKER, Commissioner of Education

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OFFICE OF EDUCATION
COMMITTEE ON YOUTH PROBLEMS

This bulletin is one of a series of seven prepared by the Committee on Youth Problems. Bulletins in this series on Youth are on the following subjects:

[1] How Communities Can Help
[2] Leisure for Living
[3] Education for Those Out of School
[4] Vocational Guidance for Those Out of School
[5] Finding Jobs
[6] Health Protection [*Unpublished*]
[7] Community Surveys

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FOREWORD

WHAT happens to young people who leave school but cannot find jobs is a matter of national concern. During recent years the number of such youths has greatly increased. Nor can it be expected that this problem will disappear with the return of so-called "normal times."

In June 1934 the Office of Education, with the cooperation of other Government agencies concerned with youth, called a conference of representative leaders throughout the country to consider what steps might properly be taken to serve best the needs of youth. As one result of this conference a committee on youth problems was created in the Office of Education. A subsidy was secured for this committee's work from the General Education Board. The committee, among other things, has carried forward two studies, the results of which are published in a series of brief bulletins, of which this bulletin is the fifth. The names of others appear on the back of the title page of this bulletin.

The main purpose of these publications is to assist communities and youth agencies, with the aid of youths themselves, to develop the best possible programs. Young people ask only for a chance. They are willing to work diligently to improve the conditions under which they shall spend their lives. It is hoped that in some small degree this series of bulletins will assist them and the communities and agencies with which they work to make the necessary adjustments speedily and wisely.

JOHN W. STUDEBAKER,
Commissioner.

ACKNOWLEDGMENT

The committee wishes to acknowledge the assistance of H. D. Kitson, Ph. D., Professor of Education, Teachers College, Columbia University, in preparing the manuscript of this bulletin.

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YOUTH'S NEED OF WORK

ON EVERY hand one hears youth asking: "Where can we find work?" Many young people of this generation have never had a steady job, have never experienced the pleasure that comes from contributing their share toward satisfying human needs. Some of them have spent several years in preparing themselves for definite kinds of work, but cannot now find an opportunity to put their training to use. Others, without formal preparation for any occupation, have not been able to obtain a job where they might acquire a skill through practice.

An unfortunate aspect of the situation is that many young people who left school in 1929 at the age of 16 or 18 have now reached their twenty-second or twenty-fourth year without achieving the occupational experience usually expected of an adult of such age. This circumstance closes to them the door of opportunity and prevents their gaining experience.

Probably the most serious element in the predicament is the moral deterioration that accompanies all unemployment but particularly that of youth. Idleness leads to undesirable mental attitudes—feelings of frustration and hopelessness; and inability to earn a living may give rise to antisocial tendencies.

To combat these dangers, many communities have set themselves earnestly to the task of helping youth find employment. Where no paid jobs could be discovered, work has sometimes been arranged which simply offers an opportunity to young people to be useful and to learn. It is becoming generally recognized that the need is as much for work as for jobs.

In order to obtain a comprehensive picture of accomplishments along this line, the United States Office of Education, in

the spring of 1935, sent a schedule of questions to community leaders in all parts of the country, asking what measures were being taken to find or create employment opportunities for young people between the ages of 16 and 24. The answers show that this problem has been receiving much serious consideration and that a wide variety of enterprises are under way. In this bulletin brief accounts are given of a number of undertakings which may be suggestive to workers in other communities. Naturally, space would not allow the description of all the activities reported; examples were so numerous that only typical ones could be included.

A noteworthy feature of these reports is the large number of agencies in each locality which cooperate in serving youth. It is evident that in any community the betterment of youth's condition requires concentrated effort on the part of all existing forces. No single agency can do the task alone.

In presenting the materials, controversial matters and theoretical discussions have been avoided. The sole aim has been to give simple descriptions of the ways in which various communities have achieved results. The examples come from all sections of the country and from communities of all types—urban, suburban, and rural.

These reports should convince the reader that in every community steps can be taken that will provide work for young people and, in a measure, alleviate their plight. They show also that the lead must be taken by public-spirited individuals. It is hoped that this recital of accomplishments may inspire and assist such persons to initiate action that will help youth to secure a foothold on the occupational ladder.

LEARNING-WORKING OPPORTUNITIES

SINCE so many young people are without occupational experience, a number of communities have endeavored to provide a combination of training and work. Some programs of this type are sponsored by the schools and developed along lines which have long been followed by vocational and continuation schools. They involve arrangements by which local employers agree to accept young people on a part-time basis and the school undertakes to give instruction that is correlated with the work experience. Such provisions supply training under conditions of actual work and along many more lines than are usually contemplated by schools. Furthermore, they often serve as entering wedges; many permanent positions have been secured through them. The name "apprenticeship" is frequently given to plans of this nature, though they are not apprenticeships in the strict sense of the word.[1] As a rule, they are not accompanied by formal indentures, nor do they generally involve a period of time as long as most recognized apprenticeships. The Department of Public Instruction of Pennsylvania sets 2,000 hours as the minimum time which an apprentice shall serve (the same period is mentioned in the Executive order by which the President established the Federal plan for apprenticeship training) and designates arrangements "for employed persons who are 'learners' on jobs requiring a limited degree of skill and who need less than 2,000 hours of work in order to develop skill and proficiency", as "plant training."

Some of the training plans in this category are intended to meet the needs of youth who have terminated their general education

[1] For a description of the apprentice training program of the Federal Committee on Apprentice Training, see p. 54.

and are faced with the prospect of a prolonged period of idleness; others are based on the desirability of vocational "try-outs" under realistic conditions while the young person is still in school. Under the name of part-time cooperative education, vocational schools have long made use of such arrangements to combine the advantages of school instruction and work experience on the job. Though provisions for in-school youths may not seem to benefit young people who are out of school and unemployed, it should be remembered that many who participate in them would otherwise be among the out-of-school and unemployed group. Thus 57 percent of the graduates of a cooperative training class at the senior high school in York, Pa., stated that only the opportunity of obtaining practical training had induced them to remain in school until graduation.

Learning-working opportunities are being developed in many fields, among which the following are prominent:

Industrial and Commercial		Domestic Service and Training
Clerical	Agricultural	Professions and Public Service

INDUSTRIAL AND COMMERCIAL

AS might be expected, industry offers the largest number of "apprenticeships." The general manager of a manufacturing concern said: "I prefer to take students from school on the cooperative basis, for then they are not so likely to be pulled into the rut by our older men. . . . I notice that cooperative students are full of questions when they come back from school."

In communities which are following a well-organized plan of utilizing their industrial resources for training purposes the board of education usually has a written contract with the employment training agency and the parents. The Colorado contract contains the following terms, among others:

(1) That the board may remove the student from the school whenever it determines that he is not progressing and has not shown ability to succeed in the occupation chosen.

(2) That it shall remove him from the employment-training agency if in its opinion the agency is using him for mercenary purposes.

(3) That the agency may remove the student if his conduct or ability does not measure up to its standards.

(4) That the student shall conform to all the rules and regulations of the agency for the conduct of its employees, unless these conflict with the terms of the agreement.

(5) That the agency shall not be responsible for injuries received by the student in the course of his work.

(6) That the agency shall eliminate no regular employee because of the services performed by the student.

Colorado Cooperative Plan

In some States, boards for vocational education have outlined cooperative plans and will reimburse schools which maintain teacher-coordinators to carry them out. As an example the provisions made in Colorado may be cited. Selected students over 16 years of age who have left high school either before or after graduation and are not now in school or at work are placed in occupations of their own choosing with some cooperating employer in the community. The business establishment serves as a training center, and the student is shifted from one operation to another so that he may acquire a comprehensive experience in all branches of the trade. The employer decides whether or not wages shall be paid for any services rendered. Civic education and character training form a part of the program, the student being encouraged to participate in the company activities of the firm which employs him. Each student works only a half day at the trade; the other half day is spent in school; thus in some instances, two persons may be accommodated on the same job. The time at work is not less than 15 hours a week.

The half day in school is devoted to instruction in technical subjects related to the student's occupation, to subjects in which he may be deficient, and to a course in social economy. This course is designed not only to provide a general background in economics, industrial history, and sociology, but to give instruction in the many personal problems of employment which are common to all occupations, such as applying for a job, getting along with other people, correct attitudes and habits, salesmanship, etc. These are discussed and sometimes dramatized, and the student's own prob-

lems are considered in conference with the instructor. General class discussions on the problems which students have met in their jobs are held once a week at the beginning of the year and once a month later on.

The plan is administered by a teacher-coordinator, among whose qualifications must be a vocational teacher's certificate from a State board for vocational education and an occupational experience of at least 5 years.

Eads.—Some adaptations are made in the Colorado plan to meet varying needs of communities. In Eads, 15 graduates, who were "going to seed" for lack of work, were placed in local businesses or institutions; stores, garages, and the courthouse were found to be most responsive; they agreed to take the "apprentices" for 3 hours a day, and the school provided 3 hours of classroom instruction. In three-fourths of the cases the plan functioned perfectly. The boys and girls worked industriously and the employers were pleased with the progress they made and the appreciation they showed. Three of the girls have now begun to get wages and are steadily employed; one of the boys secured a permanent job with his local employer.

Fort Collins.—The schools have a coordinator, paid from Smith-Hughes funds and by the school board. The names of young persons who might be interested are selected from lists (prepared by the high-school office) of those students who have dropped out before graduation or who have completed their high-school course and are not employed. Contacts are made with members of this group and each individual is encouraged to attend school, if possible. His chief interests and hobbies are determined through conferences; often three or four conferences are held before the desired information is obtained. Contacts are then made with businessmen who are willing to take young people into their organizations from 3 to 4½ hours daily.

The students placed in business are there for the training they will receive, and no salaries are paid. It is made clear that their services constitute a sort of tuition fee. At the same time, they are on the lookout for any openings which may occur in the organizations with which they have been placed. Each student has

a daily conference with the coordinator, who helps him to evaluate his program and to secure outside information which will assist him to progress in his work. When the student's capabilities prove to be the wrong type for a particular kind of work, he is withdrawn and placed in a different field. Usually he feels that the "apprenticeship" experience is a privilege and strives to adjust himself. Publicity for the program is carried on through the local press, the schools, and service organizations.

Craig.—The part-time training plan, while under the direction of the public schools, is sponsored by a committee of prominent business and professional men, who meet weekly. The "apprentices" are provided with pocket money.

Other Adaptations

The Colorado program is designed for young persons who have already left school and are now unemployed. Other communities have adopted programs for students still in high school.

Lewistown, Mont.—With a population of 6,000, Lewistown has an "apprenticeship" program for students in their last 2 years at high school. Its aims are: (1) To make greater provision for individual differences than can be done within the usual curriculum; (2) to enable the school to enlarge and considerably strengthen its guidance program without much expense; (3) to develop means by which the school can prepare boys and girls for active life in their communities.

Under the Lewistown plan, juniors and seniors spend 3 hours daily 5 days a week in some office, store, or shop, and receive credit for the training gained. The employers assume the responsibility of providing instruction and of making periodic progress reports to the school. Among the occupations which have been tried out are: Automobile mechanics; blacksmithing; cooking; creamery operation; electrical, laboratory, library, and office work; pharmacy; photography; physical education; plumbing; primary teaching; retail selling in groceries, men's clothing, and hardware; and welding. The choice of the occupation is guided by the coordinator but made by the student.

Placements for the autumn term are arranged toward the end of the preceding school year in order that there may be plenty of time for study of the individual's vocational interests and needs. Less than 5 percent of those chosen for try-outs are reported misplaced. Besides taking one or two subjects at school, these young people are enrolled in a course in social economy, conducted by the coordinator, similar to that outlined in the Colorado State plan. The Lewistown experiment has been in operation 4 years, and the cost per pupil is about half that for the regular high-school student.

Bozeman, Mont.—Through the efforts of the Kiwanis Club of Bozeman, Mont., 20 students from the vocational classes of the high school began working part time in local business houses to obtain experience in what they hoped would be their future occupations.

An Experiment on Behalf of College Women

A successful experiment in securing training, and in many instances employment, for young college women in the business world was conducted during the summer of 1935 by the Institute of Women's Professional Relations—an organization for the study of women's work and education. It grew out of the conference, Women's Work and Their Stake in Public Affairs, held by the institute in New York City in the spring of 1935. The leaders of the round table on occupations in finance formed a committee under the chairmanship of an investment counselor, which undertook to find opportunities for the temporary placement of a limited number of college women in investment firms during the summer. The experiment has been described as follows:

> The personnel officers of the larger women's colleges in New England and the Middle States were asked to recommend only students of high academic standing and good personality, with a major in economics, preferably students who had work in mathematics and statistics, or in accounting, and who knew shorthand and typing. The students agreed to work for not less than 4 weeks, and might work as many as 8 weeks. They were required to report for regular hours, 9 to 5, five days a week, with Saturdays free.

The cooperating firms agreed to give to each student supervision and training and opportunity for profitable experiences in research, statistical work, and whatever other work beginners might be capable of doing. Students were not to be used as substitute stenographers to fill in during vacation periods of the regular clerical staff. There was no remuneration for the trial period and no promise of a permanent position at the end of the apprenticeship.

Fourteen students were selected from six colleges—Pembroke, Connecticut, Smith, Mount Holyoke, Vassar, and Goucher—and were placed in seven firms in New York City and one in Cleveland. The smaller investment firms and statistical services were asked to cooperate, because it was thought that in them the students would have more opportunity for doing every type of work. The members of the committee, all busy women in financial work, kept in close touch with the group. It was easy for the students to get in touch with them for advice, suggestions, and general discussion.

One unexpected outcome of the experiment has been that 10 of the group are today at work in paid positions, most of them with the firms in which they were placed, a few in positions obtained through the friendly offices of these firms. The others in the group are continuing their studies. Thus the experiment not only gave "experience" to these young women, but it actually *created jobs* where it was quite positively stated that there were no jobs to be had. For this reason the cooperating firms and the students feel that it is better to select seniors rather than juniors.

The students had two suggestions to make: (1) That the seniors be selected early in their last year at college, and (2) that the young women in college who plan to enter financial work be given specific help during their junior and senior years in selecting outside reading which bears directly on the practice of their future work.

Ten firms have already volunteered to take part in the experiment next summer, and others will be added. There are also tentative plans on foot for the development of a program which would include try-out experiences in cities other than New York and in a wider range of occupations than financial.[2]

[2] Occupations—The Vocational Guidance Magazine, November 1935, vol. no. XIV, p. 153–55.

Work in Public Agencies

IN Williamsport, Pa., the Unemployed Retraining School is making an attempt to place partially trained stenographers in public offices where they may gain experience and develop speed. This is usually feasible only in an office of an emergency character, an office of public-welfare work, or a school office. In Fairmont, W. Va., selected high-school graduates receive training in the office of the high-school principal, where they work for an hour daily under his secretary. The Boston Y. W. C. A. takes into its various offices, on an "apprenticeship" basis, a few carefully selected, unemployed girls who have had training for clerical and stenographic work but lack experience. Over an 8-week period they have the opportunity of learning a variety of operations, under supervision. They are expected to do work of a high standard and to observe office routine strictly.

Assistance to Schools

Seattle, Wash.—The public schools report:

> We arranged opportunities for the unemployed to do volunteer office work in social agencies in return for carfare and, in some cases, lunch money. This activity has proved popular and most effective in meeting the needs of the young men and women in the community. The experience was found to give self-confidence and poise and to have the effect of aiding in securing work.

Ithaca, N. Y.—A number of unemployed girls in Ithaca, N. Y., were invited to a conference at the junior high school. They were told that the school was preparing to offer them experience and practice in the duties which its administrative staff performed, to be given as nearly as possible under actual working conditions. There would be opportunities in general office work, stenography, and as assistants to such officers as the dean, the counselor, the librarian, the physical education teacher, and the sponsors of extracurricular activities.

Girls who were interested in this offer made application, specifying what kinds of work they desired to do and what kinds they thought themselves best fitted for. The parents' approval was

obtained. High-school records were examined to determine each girl's preparation and aptitude and her attitude toward rules and regulations. The girls were then divided into three groups, care being taken to distribute abilities as evenly as possible. These groups served in rotation for periods of 3 weeks each. The first group began work a week in advance of the opening of school and helped to prepare for that strenuous period. They served as if regularly employed. The school did everything possible to secure other work for them and released them whenever it succeeded. Notices were sent to the papers and to patrons of the P. T. A. to the effect that girls could be secured through the school for various kinds of work.

This plan of "apprenticeship" training was originated by a teacher in the junior high school, with the assistance of the principal. Unemployed girls were reached by letters. Twelve girls came to the first meeting, and 10 of them signed an agreement and began work. Of these, five secured regular employment during the year, and others found temporary work. Plans for similar opportunities for unemployed boys are under consideration; work will be offered in connection with school shops, athletics, and other school activities.

New York City Experiment.—An extensive plan of employing young persons as helpers to the staff of the public schools has been carried out in New York City. The beneficiaries were orphan boys from 17 to 21 released from the child-care institutions of the State. To be eligible, a boy had to have no home or relatives to go to, be referred by a social agency, and live in a boarding house under the supervision of the agency. Boys were registered by the junior division of the State employment service and were given vocational tests by a junior consultation service in connection with Fordham University.

Jobs were apportioned according to ability and mental capacity. Almost every type of work was available—positions as typists, filing clerks, general office help, monitors, assistants to teachers, librarians, engineers and janitors, tool boys in trade schools, stock boys in supply depositories, and messengers. So far as possible, the work was planned to help fit the boys for life. They were paid $12 a week, which enabled them to be self-supporting.

They were encouraged to enter courses in evening schools to supplement the practical experience with special business or mechanical training. While the boys were at work in the schools trained fieldworkers visited establishments in trade and industry and tried to obtain permanent jobs for them. The group was formed in 1933, and originally numbered some 300. By July 1935 two-thirds had been placed in higher positions or outside jobs at salaries varying from $17 to $26. This activity was begun by the Welfare Council of New York City and later turned over to the works division of the city department of public welfare. The city gave funds for 25 percent of the pay roll; the Federal Government supplied the rest.

AGRICULTURAL

A Farm Camp

AN experiment in training boys in agriculture has been tried by the Rochester, N. Y., Society for the Prevention of Cruelty to Children. In 1933 the society opened a farm camp for the benefit of a group of older boys who ordinarily would have gone from its foster homes into self-supporting industrial or farm jobs. An unused farm with a large house was found, and vegetables, milk, and eggs were successfully produced. The camp has accommodated as many as 35 boys at a time; in all, 102 have attended it, of whom 63 were over 16 and stayed for a period of from 6 weeks to 6 months, helping to operate the farm.

As a result of this experiment, the society is able to point out certain limitations to which such ventures are subject, chief among them the fact that it is difficult for a group of boys living on a farm to be self-supporting. The cost of equipment and supervision is considerable, depending on the condition of the farm and the number of boys, and only part of the things needed can be produced. Fruit depends on the farm; stock can be raised, but it is not economical to butcher and cure meat; some wood can be used for fuel, but coal must be bought; clothing, flour, cereals, sugar, and some fruits must also be purchased. Apparently the only way for an activity of this kind to approach financial solvency is through the growth and sale of produce in competition with the farmer—a policy socially undesirable.

Despite these handicaps, the farm camp is thought to have achieved its main purpose. All the boys felt that the work was itself an opportunity; food and shelter being provided, they asked no other reward but pocket money. Organizations which are able to support a similar undertaking may feel confident that it will serve a useful end.

DOMESTIC SERVICE AND TRAINING

YOUNG people's organizations can often arrange training opportunities without undertaking anything so elaborate as a farm camp. There are usually activities which can be undertaken without much expansion on the part of the sponsoring agency. As an example, the Emanu-El Sisterhood House in San Francisco, Calif., teaches switchboard operation and housekeeping to girls in exchange for service on an hourly basis. Unemployed students are engaged as waitresses and paid $2.50 a week while learning the occupation at the Sisterhood dinner table; for serving teas in the Sisterhood House they receive 25 cents an hour. In this way approximately 20 girls have been trained during the past year; practically all of them are now at work on regular jobs.

Oakland, Calif., Emergency Cooperative

Members of the Girls' Emergency Cooperative, of Oakland, Calif., a group of girls from 18 to 25 years of age formed under the auspices of the Y. W. C. A., obtained training in waitress service and simple cooking in the studio-workshop maintained by the cooperative. Both theory and practice were given, the latter through serving in the Y. W. C. A. cafeteria and at special Y. W. C. A. dinners. As they developed skill in this line of work, the girls were sent out on calls received through the Women's Free Employment Bureau. Several girls built up a clientele of their own. Others benefited through an arrangement with the Y. W. C. A. by which they might exchange their services as household helpers for swimming and sun baths at the "Y" and for milk and oranges. The food was particularly valuable, as it was evident that the girls were not being properly nourished at home. After the cooperative had been in existence a year, the

group numbered 57; 35 had found employment, of whom 2: were in domestic service or were waitresses in restaurants. Subsequently all but three or four girls obtained work, and the organization ceased to be a cooperative group.

Training in Homes

At Liberty, Utah, unemployed girls who have completed the course in domestic service given at an experimental school camp are placed in homes where they may obtain experience and further training, through the combined efforts of the women's clubs of Salt Lake City and Ogden and with the cooperation of various employment agencies. In arrangements of this kind, of which a good many exist, a certain control over the conditions of work should be exercised. The Big Sister Organization of Scranton, Pa., recommends that the following code be observed in all households that receive girls on an "apprenticeship" basis:

(1) A clear understanding between the employer and employee of the requirements of the position, before the position is accepted.

(2) A written copy of the day's program, with duties clearly defined and provision for emergencies.

(3) Total actual working hours not to exceed 66 a week; a 24-hour leave to be granted weekly, including Sunday afternoon and evening and one or two other evenings; an hour's free time to be provided every afternoon.

(4) Four out of the eight holidays, and 1 week of annual leave with pay.

(5) Overtime to be compensated for by extra time off within a month.

(6) Minimum wage of $6 a week, with board and room, payment to be weekly or monthly.

(7) Opportunity to attend the church of the employee's choice.

(8) One week's notice of termination of services, or a week's pay.

(9) Living accommodations to include a room of the employee's own, furnished simply but attractively; access to bath facilities; a room where she may entertain her guests; adequate heat, light, and food.

(10) The question of compensation for injury to be dealt with by accident insurance carried by the employer, preferably a blanket policy covering the holder of the position rather than the individual.

PROFESSIONS AND PUBLIC SERVICE

SOME efforts have been made to extend learning-working opportunities into professional fields. Certain of these posts, sometimes spoken of as "interneships", are to be found now in museums, libraries, and governmental departments—municipal, county, and State. For instance, every county clerk to whom his work is more than a mere routine can think of a number of things he would like to do with his records, had he the necessary assistance. If one or two high-school graduates were put into his office and allowed to work under his direction, the county administration would benefit and the young workers would acquire experience which might be valuable to them in securing subsequent employment. During their period of service the high school might pay them small sums to cover carfare and lunch.

Los Angeles County has established four such opportunities for college graduates in the Hall of Records, under the direction of the county bureau of efficiency.

Interneships in Washington

The National Institute of Public Affairs, in Washington, D. C., a private, nonpartisan organization, arranges each year an "interneship" program for a carefully selected group of young persons interested in training for public service. The "internes" come to Washington from all parts of the country, and may include women as well as men. They must be university graduates and are chosen on a basis of education, character, and a proved interest in public affairs. These young people are placed in various departments of the Federal Government, where they serve without pay for a period of 9 months. They are under the immediate supervision of some high official, who, together with the educational director of the institute, prepares for them a month-by-month program. The particular department chosen and the nature of the work depend largely upon the wishes of the "interne." Most appointments have been in the executive

branches of the Government; some have been to offices of Senators and Representatives. The whole group of "internes" meets weekly for round-table discussions led by prominent Government officials; and more frequent meetings of special-interest groups are held. There is no obligation on the part of the various agencies to provide work when the period of "interneship" is over; in practice, however, "internes" who do good work are frequently retained by their own supervising officers or by other Government officials. Full-time credit toward graduate degrees may usually be received if desired.

The number of "internes" is at present limited to 30. No fees are charged. A grant from a private foundation enables the institute to meet its operating expenses.

Archeological Opportunities

University of Nebraska Museum.—The natural history museum of the University of Nebraska, at Lincoln, made use of four young men between 18 and 20 who worked in the field under the supervision of a member of the museum staff from May to August 1935. Their only material compensation was food and shelter, but as students of archeology they will profit from the practical experience which they gained.

Athens, Pa., Museum.—Four years ago the Tioga Point Museum of Athens, Pa., employed a group of high-school graduates as laborers in a special archeological investigation from which the boys received training in technique. Two years later they were again organized into a party and sent out to excavate for the museum. Twenty-three Indian graves were uncovered, and some important scientific information was obtained. The site was opened to the public for 2 months, the boys serving as guides. In August of the same year, another group of boys was put to work excavating a site which the curator of the museum was able to identify as the spot where Etienne Brulé, the first white explorer of the region, had found a palisaded town of 800 warriors in 1615. The first "effigy" fireplace in the State was uncovered there.

These activities were undertaken at the request of the boys, who asked the director, a woman, if there were not something they could do for the museum rather than remain unemployed

and idle. She took the responsibility of engaging them, contrary to the advice of certain professional archeologists. In one instance a trained field worker was brought in as supervisor; in another, the curator of archeology gave up his vacation to conduct the investigation. The cooperation of the consulting archeologist was also obtained. Property owners permitted excavating to be done on their premises and admitted visitors. The museum is a private foundation with a small endowment. In addition to membership fees and gifts from the public, it receives small grants from the local chapter of the D.A.R., and was enabled to undertake one of the special investigations by a grant-in-aid from the National Research Council. Little money was required for the others.

Radcliffe College Student Apprentices

Radcliffe College for women, Cambridge, Mass., offers to arrange "interneships" or "apprenticeships" in certain vocations for its students and graduates. No academic credit is given for the work, the nature and length of which depend largely on the age and experience of the student. The vocations which may be tried include teaching or tutoring, library work, museum work, social work, secretarial and clerical work, and hospital work (doctor's assistant, laboratory technician, photographer, etc.). All positions are with philanthropic or educational institutions, and particular care is taken that the students shall not displace paid employees.

If the student is a graduate and desires to secure a permanent position requiring experience, teaching, for example, she may take an "apprenticeship" for a full year. Other positions last for several months or until permanent paid employment is available. Undergraduates are able to work 2 months in the summer and from 6 to 10 hours a week through the school year. As student-apprentices they are seldom paid for their services. Occasionally they receive money for transportation, and lunches may be provided. The cooperation of local agencies in the program is secured by a part-time field worker and by the contacts of a director. In almost all instances employers welcome the plan and are very cooperative.

In connection with opportunities in teaching, a county superintendent of schools writes:

> We have in the county a number of large rural schools. We can very easily use two teachers in these schools—one as a clerk or assistant, not to do the teaching, but to do the thousand and one other things that a rural school teacher must do.

Academic Programs

The practice of establishing "interneships" in government administration, though capable of wide expansion, is not at present so generally accepted as are some other learn-on-the-job arrangements. Schools and colleges are helping by making certain adjustments in their curriculums which enable students to fit more readily into government work upon graduation. Colgate University offers a course in government administration with "laboratory" work in Washington. American University, Washington, D. C., established in 1934 a graduate school of public affairs, a feature of which is round-table discussion led by prominent experts in and out of Government circles. Princeton has its school of public and international affairs, and Syracuse a school of citizenship and public affairs. A brief description of some other steps which have been taken may be useful. Although designed wholly for the in-school group, the following activities are of a more immediately practical nature than the courses which usually compose the curriculum in liberal arts; and it is possible that they may influence the employability of young men and women who otherwise might soon find themselves not only out of school but without jobs.

A Blended Curriculum.—Fenn College, a Y. M. C. A. institution in Cleveland, Ohio, offers students of liberal arts a "blended curriculum" which combines economics, history, fine arts, English, and sociology with the study of a series of problems of city administration. This course of study is based on the theory that more benefit will result from bringing the students into direct contact with the problems of the city than by beginning with the study of textbook material.

The first problem, which occupied the students for 3 months, was "The City of Cleveland as a Laboratory for Citizenship." As an

introduction to the course the group was taken to the top of a skyscraper, from which point they could see a living map of the territory that was to serve as the basis of the course. A series of field trips to public institutions was then made, including the police court, the juvenile court, the jail, the poor farm, an elementary school in a slum district; a model elementary school, the public library, and the municipal art museum. An expert on housing and trends of population supervised the trips and pointed out the progress and decay of the city and the human problems involved. The students were sufficiently interested in the places visited to return on their own initiative to secure additional information. They interviewed many persons in connection with the study, including industrialists, labor leaders, inmates of the institutions, etc.

After the cursory survey of the city had been made, the students followed their own plans of approach to the problem. In group meetings the following topics were considered: (1) The improvement of the downtown section and lake front, including the layout of buildings, streets, parkways, etc.; (2) a study of the Federal housing project in the city, including a survey of slums to be eliminated and the drawing up of plans for three buildings to take care of specific types of people; (3) a study of the city's educational system from the point of view of prevention of crime among children. At the end of the quarter a thesis, "How Can I Improve Cleveland?" was presented by each student.

In addition to field trips, the methods of instruction used in the "blended curriculum" include discussion groups on matters connected with the major problem and classes of the usual kind in other subjects. While the students were making a study of the campaign for the community fund, conferences were held at which the director of the fund, or of the crippled children's bureau, or of some other fund agency, spoke informally and answered questions. A report was given by a student who had attended a meeting of the fund workers. Themes were assigned on the various agencies supported by the fund. Other discussions and reports traced the history of the community's relations with its indigent members from the present day back through the history of this country and other countries.

Sciences and foreign languages are considered tool subjects and are taught in the traditional way. However, when a major problem calls for the class time of these subjects, they become part of the "blended curriculum." For instance, the mathematics class has concerned itself with the study of budgets, statistics, and the correlation of taxes to expenditures. Science classes contributed to the discussion of the problem: "The provision for hygiene and sanitation in the city."

Thirty students enrolled in the "blended curriculum." They are reported to have experienced a great development of interest in public service. Prior to the elections of November 1934, many of them, although too young to vote, campaigned for candidates in whose policies they believed. Several have volunteered their services as teachers in settlement-house classes and leaders in clubs. Others are working for the County Welfare Federation, investigating applicants for old-age pensions. Still others have solicited pledges for the community fund. In one way or another nearly all of the students have entered, practically as well as theoretically, into some phase of community life.

Other Colleges.—It will not usually be necessary to design a new curriculum in order to enable students to acquire practical experience of local governmental problems; arrangements can often be made without disturbing the established framework of instruction. At Vassar, a group of 28 students enrolled in the course "The Community", assisted in promoting the better-housing program of the Federal Housing Administration in Poughkeepsie, N. Y. They made a house-to-house canvass, explaining to home owners the details of the plan by which money could be borrowed for improvements to property. It should often be possible to effect similar arrangements whereby students of political science and sociology could do "laboratory" work which would be useful to the community and at the same time instructive for themselves.

The department of government of Harvard University offers a special course of study to a few selected graduate students interested in a career of public service not based on technical knowledge—whether as administrators, legislators, or in other capacities. The course covers 3 years, the second year's work consisting of in-service training. "Interneships" for this period will be

arranged with some department of the Federal, State, or municipal administrations, according to the needs of the student.

An Extracurricular Experiment.—At the University of Illinois an experiment in city planning was conducted by the department of landscape architecture of the College of Fine and Applied Arts. It was intended primarily for the benefit of the advanced students in that subject, but students from other departments were asked to cooperate, and they also profited by the experiment. The problem was to plan on paper a city of about 100,000 inhabitants, situated near a seacoast. The metropolitan area of about 20 or 30 miles had to be laid out, the major lines of communication designated, the areas for general use determined, and a proper selection made of land for particular purposes. An actual map was provided, and conditions assumed to be representative of American cities were established.

Sixteen superior and advanced students in landscape architecture were selected and each was given one of three plans to work out:

(1) The metropolitan region (1″=1 mile), showing railways, highways, waterways, airways, and centers of population.

(2) The city limits (1″=800 feet), showing parks, recreational areas, zoning, and enough of the street system to explain the plan.

(3) The civic center, showing major buildings, plazas, parks, monuments, water-front development, etc.

When drafts of all plans had been completed, students from other departments and colleges in the university were invited to a conference. These departments included agriculture, architecture, economics, engineering, journalism, political science, and sociology. Their representatives, corresponding to interests which would normally be consulted in working out a plan for an actual city, met with the drafters of the plans in an assembly called the city-planning commission. This meeting split up into four groups of about 12 persons each, and in private sessions the preliminary plans which had been drawn up were criticized by the various "specialists", each from the point of view of his own subject. The students of landscape architecture then spent

some days altering their plans in the light of the suggestions offered. When revision was complete, a second general assembly, known as the town meeting, was called. Four alternate plans were presented at this assembly, each defended by its own group, and the winning design was selected by a jury of authorities professionally interested in city planning.

This experiment gave the participating students an idea of the intricacy and complexity of the planning of modern cities and emphasized the need for cooperative study by experts in a wide variety of technical fields. Although no college credit was offered (unless the departments separately provided for it), practically all members of the groups took a keen interest in the work. The attendance at the two assemblies of students from the cooperating divisions was secured by addressing a general letter to them before each meeting, explaining the nature of the assistance desired.

ODD JOBS

UNSKILLED WORK

THERE are many kinds of light work around homes which might be delegated to young persons. For example, there are such jobs as raking yards, constructing rock gardens, caring for vegetable gardens, minding children, running errands, and washing cars. This work is usually performed by members of the household, or goes undone. In hard times there is not much money available for these jobs, but a determined publicity program coupled with personal solicitation should disclose unexpected opportunities for employment. The work likely to be made available in this way is work which people do not greatly feel the need of having done, but which, when called to their attention, they are willing to have performed if the cost is small, especially if they feel they are cooperating with a community program.

Capitalizing Ingenuity

In one town an attempt was made to organize household service on the "man-a-block" plan. By this arrangement 30 or more families agreed to find 1 hour's work a week for a man assigned to their particular district. In practice, the success of the plan has been found to depend largely upon the individual. Thus a man scheduled to do an hour's work a week for each of 20 families found only four jobs ready when he reported for duty. After finishing these he revisited each of the remaining 16 houses and by a little pointed inquiry was able to discover needs which the householders had overlooked. At one house he found the doorbell not working; at another he looked around before knocking and discovered that the rain troughs were choked with leaves. At a

third he persuaded the housewife to have the basement whitewashed. In the end he got work at nearly every place.[1]

In Martinsburg, W. Va., two enterprising young women have established a rummage shop in a vacant storeroom, where they receive used clothing to be sold on a commission basis. They will call for wearing apparel in any quarter of the city. The prices asked are very low, and a charge of 30 cents on the dollar is made if the goods are sold. The popularity of this service has obliged them to remain open 2 evenings a week.

Among uncommon occupations of an odd-job nature may be mentioned that of a young man who is hired by advertisers to examine billboards and see that they are in good condition; another young man puts in window screens, fits awnings, and cleans attics on a contract basis; others have found such varied opportunities as cleaning tombstones in cemetery lots and boarding and caring for pet animals. An established public employment bureau might well attempt to direct the search for jobs. If it is possible to add to its staff a specialist in this field, numerous little-thought-of needs could certainly be uncovered and catered to. The publicity department might arouse the requisite public interest by distributing cards or circulars listing jobs which householders might wish done, and a division could be established to register young persons available for this type of work. All solicitation could be made by the applicants.[2]

Scranton, Pa., Work Exchange.—Scranton has had a well-organized "work exchange" since 1928, and other communities are known to contemplate such a bureau. In Scranton, the local branches of the Boys' Club and the Big Brother Organization have united, and during the summer months they conduct, with the assistance of the Rotary Club, an employment bureau specializing in odd jobs. The kinds of work solicited are: Caddying, cleaning

[1] Unemployed? Opportunities. Bulletin of the University of Wisconsin 1932. p. 22–23.

[2] In this bulletin emphasis has been laid on the results which may be obtained by organized effort, rather than on what individuals have been able to do for themselves. The few accounts of individual effort are given merely as suggestions of what resourceful young persons may hope to accomplish. An extensive literature on this subject has grown up during the depression; some of the most useful items are cited in the list of books for further reading.

yards, delivering messages and packages, driving cars, factory work, farm work, gardening, housework, mowing lawns, office boy, picking berries, running errands, washing cars, and other odd jobs. The minimum price asked for a job is 25 cents. The bureau checks up on the work and insures satisfaction. The methods used in discovering odd jobs are:

(1) Distribution of circulars through the city. Some of the circulars have post cards attached for reply.

(2) A house-to-house canvass, the secretary of the bureau going to the residential sections of the city and calling at homes where he feels there might be small jobs for boys. (This method proved moderately successful.)

(3) Visiting mills and plants and requesting employers to get in touch with the bureau whenever they need a boy.

(4) Approaching all the people who have employed boys in previous years and asking them to renew their patronage.

(5) Talks before service clubs.

(6) Newspaper publicity, at least one item a week appearing in one or another of the three local papers.

(7) Radio talks.

Last year the employment office was crowded with boys on the opening day; by the close of the season there were 240 registrations on file, and many boys had been turned away. The results for the summer of 1934 were: 88 odd jobs secured, 62 summer jobs (lasting until cold weather), and 6 permanent jobs. The more numerous types of work were caddying, tending lawns, distributing circulars, and gardening. Some unusual jobs were broadcasting on trucks, counselor at camp, case worker, and surveyor's assistant. The total sum earned during the summer by the boys was $1,958.81. Six hundred dollars more had been received the previous year, but in 1934 the failure of the berry crop depressed the odd-job market.

Norris, Tenn., Youth Labor Cooperative.—In Norris, the town built by the Tennessee Valley Authority, an odd-job business is conducted by eight high-school boys who find work for themselves during vacations and after school. The Norris Youth Labor Cooperative is a central employment agency where any interested

person can quickly get a boy to wax and wash cars, clean windows, mow lawns, and run errands.

The members worked out their own organization and obtained office space and the use of a telephone. Each of the boys invested 50 cents to buy supplies. Each spends a day in the office taking calls and assigning workers. On completing a job, the workman reports at the office and turns in his wages. He is given a receipt for the time he has worked, and at the end of the week the money is distributed at the rate of 30 cents for each hour's work. Members earn an average of $3 a week. The cooperative has evolved a system to distribute the work equitably. If one member works more hours in a week than the others, perhaps through a customer's asking for a specific boy for a long job, he retires from active participation until the rest have caught up with him. On the other hand, if a member takes time out on his own accord, he agrees not to expect his fellow-workers to pass up opportunities for work simply to enable him to regain the hours he has voluntarily lost.

The cooperative has been a success in Norris. It began in July 1934, and the town officials have asked the boys to continue it. The chairman of the enterprise writes: "I think our plan would work in any city or town. There is not much money to be made, but it has taught us how to work, what employers expect, how to deal with other boys, and how to contract for jobs to make a profit."

EXCHANGE FOR SKILLED WORKERS

WHEN young people with special skills are unable to earn money by their abilities, they may still find a use for their talents by employing one another on a service-bartering basis. In Chicago, a special exchange for effecting arrangements of this kind was worked out. The Service Exchange Bureau was a non-profit-making enterprise designed to bring together skilled persons who, because of prevailing economic conditions, could not turn their talents into money, but who had something to offer one another in services.

Applicants state what services they are skilled in and which service they wish to receive. They are required to furnish references, so that the authenticity of their talents can be checked.

A file of application cards is kept in the office, and by referring to it the exchange is arranged. Only services are dealt with, commodities are not listed. There is no age limit. The bureau was established by a public-spirited woman, who pays all expenses; a group of prominent citizens lend their names as sponsors. An office and a stenographer are all the equipment required.

The bureau is made known by distributing copies of a leaflet describing it to other philanthropic organizations, civic groups, art and music schools, and any additional place where it is thought that persons with specialized talents might be reached. The bureau makes no charge to either party in the transaction, and the only difficulty has been getting people to realize that there is no "catch" to the idea. Newspaper publicity dispelled this suspicion. Some very helpful arrangements have been made through the bureau. One applicant was a young artist who desired tonsillectomies for his two small children. He was unable to pay for them, but the bureau found a surgeon who performed the operations in return for some of the artist's water colors. Other unusual exchanges are those of a landscape gardener who wanted to trade his services for lessons in contract bridge, and a stenographer who offered to do typing in return for a permanent wave.

SERVICES TO COMMUNITIES

IN nearly every community the retrenchments of the last 6 years have postponed repairs and renovations to public property. In many instances the accumulated needs are assuming serious proportions, and although the activities of the CWA and the WPA have done something to alleviate the situation, much still remains to be done. At least a part of these needs could be taken care of by unskilled or semiskilled labor recruited from unemployed youth. An example is repairing school buildings and furniture in districts where adequate funds are not available. The performing of such work by young persons is no injury to established labor, since the work would not otherwise be done. The cooperation of municipal and county authorities should be obtained by the employment bureau in discovering work of this type. Among jobs which have been awarded are: Painting and repairing assembly rooms, renovating lunchrooms, repairing

equipment. The grounds around many rural schools are treeless, unsodded, eroded, muddy, and dirty; contain no walks and no water; and have inadequate toilets. These defects might well be remedied by young persons, working under supervision. A list of repairs and renovations needed for the school properties could be drawn up and submitted to the school board by the city or county engineer. Simple playground equipment, which is often too expensive for small schools, could be made by boys. Among municipal works at which young men might be employed, the following have been suggested:

Cleaning and grading vacant lots and open fields for play and recreation purposes.
Constructing swimming pools.
Doing landscape work under supervision, in streets, parks, and along roadsides.
Developing library service in villages and rural areas (portable libraries for the latter).
Improving picnic areas, repairing stoves, clearing timber, removing fire hazards, creating hiking trails with nature-lore markings.

In one city the bureau of recreation put through a program of construction which included:

Carpentry repairs to all centers.
New flooring in several centers.
Painting the inside and outside of 18 buildings.
Painting and repairing the roofs of the majority of buildings.
Painting brick work.
Painting all flag poles and approximately 9 miles of fencing.
Repairing plumbing.
Repairing damaged plaster.
Regrading and resurfacing 10 playgrounds.
Grubbing playgrounds.
Removing worn apparatus.
Pruning 1,500 trees and removing dead ones.

The majority of these tasks could be performed by older boys trained in the high-school shops. In Iron County, Mich., two hockey rinks were constructed by boys from the trade education classes of the emergency welfare relief commission. They were sponsored by the American Legion and were so successful that a fund of $600 has been raised to provide for the construction of a

log cabin to be used as a field house. In many communities NYA funds have been used to finance activities in municipal service. At Ann Arbor a recreation field was constructed; at Alberta, Mich., tennis courts are being resurfaced and the school property generally improved. At Santa Barbara, Calif., repairs have been made to recreation centers.

SELF-HELP PROJECTS

ARTS AND CRAFTS

BOYS with the knack of using their hands and with access to a simple workshop can keep themselves busy and often earn a little money. There are a number of minor jobs requiring a certain amount of skill that sometimes may be had for the asking. Broken furniture and pottery can be collected and mended, tools and equipment repaired. Scrap material in leather or sheet metal can be fashioned into small objects, rustic furniture made, and simple printing jobs performed.[1]

There are many things that interested persons have done to help young people in work of this type. Thrift shops have been established, where the products of the workroom are displayed for sale and where people may leave things to be mended. High schools have allowed free access to the equipment of their manual training departments to boys who can get small orders in woodworking, sheet metal, or printing. Clubs have been organized to promote interest in certain lines of craftmanship.

Types of Sponsorship

Some competent person can usually be found to lead craft groups. In many places the relief administration has supplied qualified instructors. At Savannah, Ga., the county relief administration conducts a cooperative shop, offering for sale the products of the classes in basketry, wood carving, rug weaving,

[1] Specifications and instructions for making more than a hundred articles with very simple tools and native lumber are given in a bulletin, You Can Make It for Profit, by H. C. Hoover, U. S. Department of Commerce. Washington, Government Printing Office, 1931.

net making, and chair caning. Kingsley House, a settlement in New Orleans, maintained a thrift shop for its group of boys until they were able to find permanent employment. It also allows a number of boys who have been in its manual training classes to use its shop when they can get small jobs to do. Haarlem House, a community house in New York City, maintains a handicraft shop where articles of fine needlework are made and sold. Needy, handicapped women supply the labor and share equally in the proceeds. Orders from a dress house for wool crocheted accessories have given 55 women employment, and during a 3-month period the pay roll for this activity exceeded $2,000. The Kiwanis Club maintains a shoe-repair department at the New Britain (Conn.) Boys' Club. Members assist the boys in repairing hundreds of pairs of shoes, which are then distributed to children in need.

Nassau County, N. Y.—The 4-H Club conducts activities in craft training for boys 10–21 years of age. Shop clubs are organized and meet from two to four times a month. Demonstrations are given in the use of the various tools and in the methods of constructing articles. In particular, the principles of woodworking are taught, including the use of the saw, square, plane, marking gage, miter box, coping saw, drill, brace and bit, and other tools that would be useful to the average boy in carrying out minor repairs around the home or in making ornamental or useful articles. The boys also learn how to use and care for a great many other hand tools, and some power tools such as the lathe, the jointer, the circular saw, the jig saw, and the grinder. A yearly exhibition of the work of the clubs is held. Attendance at a club generally averages from 8 to 22 weekly. Lack of equipment necessitates keeping the numbers low; but the shops have indirectly influenced some 300 boys. Girls, too, use them for making articles for home furnishing and decoration.

This program has been operating in Nassau County for several years. A local leader, either a man or a woman, is in charge of each club, and the assistant county agent gives demonstrations in the use of tools and the construction of articles. Some of the shop clubs meet in schools, some in private homes, barns, or any other available place. The 4–H Club has invested $150 in tools

and benches and secured the use of a basement for training leaders. A special training class is organized for this purpose and taught by a former manual training instructor.

Old Crafts Revived

Minnesota Craft Groups.—In Minnesota the problem of adult leadership was solved in an unusual way: A group of girls showed an interest in the Old-Country crafts of their grandmothers. These elder women were readily persuaded to teach them knitting, crocheting, and various techniques of embroidery and applique work, thus reviving and preserving forms of handicraft which otherwise might have languished. The young women repaid their grandmothers by teaching them new styles of home decoration and management. The finding of the necessary materials, sometimes an obstacle in craft clubs, was overcome by making articles in which old or discarded materials could be utilized. Hooked rugs were made from muslin and monk's cloth. Dresses and blouses were made from flour-sack material, and old sweaters were raveled and reknitted into attractive collars, befets, mittens, and scarfs.[2]

New Hampshire League.—The work of the New Hampshire League of Arts and Crafts in promoting the development of self-help industries of an artistic kind throughout the State is notable. It has the double purpose of raising esthetic standards and supplementing income, and aims (1) to give people an opportunity to acquire a general knowledge of the crafts or to receive definite training in some one of them, and (2) to work with persons who are particularly talented in order to develop special skills.

The program is confined to handicraft, and includes instruction in iron, leather, metal, needle, and wood work; jewelry making; pottery making; and weaving. The league consists of organized community groups, and of isolated individuals where groups cannot be formed. Groups have been found the most satisfactory means of conveying instruction. Their frequency of meeting varies from weekly to monthly; between meetings members work in their own homes. Training is given during the

[2] Murchie, R. W. Minnesota State-wide Recreation Program. University of Minnesota.

winter months. The hand-made articles are sold, principally to summer visitors, through community shops which have been established throughout the State. All goods are on consignment, and a 20-percent commission is deducted from each sale to operate the shops. Exhibitions are held, but they are for educational purposes rather than for selling.

There are 35 community groups and 25 shops. The members of the league, some 400 of whom are thought to be under 24, number about 2,000. The young people came in only when the educational and economic advantages of membership became apparent. A plan is being developed to reach more of them.

Each year a considerable increase is noted in the volume of sales. Many people have been helped to increase their incomes substantially. An expert basket maker could obtain no market for his product except by peddling it from house to hotel; he thus had to spend at least half of his time in selling. Since the organization of the league he has been able to devote his whole time to producing, and disposes of all the baskets he can make.

The league is sponsored by the commission of arts and crafts, appointed by the Governor in 1931. It receives an appropriation from the State, and its activities, whether for adults or for young people, are financed under the Smith-Hughes and George-Ellzey Acts. It also has received contributions from Federal relief funds and from private sources.

Several unusually successful efforts to conduct self-help ventures in particular crafts may be described in some detail.

A West Virginia Cooperative Industry

At the winter camp of the State 4-H club at Jackson's Mill, Weston, W. Va., older boys are given instruction in making leather articles and simple furniture of wood. Among the objects produced are stools, wastepaper baskets, medicine cabinets, shelves, key cases, pocketbooks, boys' belts, archery equipment, etc. Particular emphasis is laid upon a type of rope-bottomed stool. Through their work in the camp shops, the boys are able to pay their board and earn a little pocket money. A skillful boy can do five stool bottoms a day, for each of which

he is paid 80 cents. The stools sell for $4 and $7 each. The timber used in the stools is waste walnut, left over from cutting gunstocks.

In order to develop a self-help industry which would bring revenue into many homes, this craftsmanship activity was extended beyond the camp. Practically all the cutting work is carried on at Jackson's Mill, but the finishing can be done anywhere and is suitable for handicraft work in the county camps or for a spare-time occupation in the home. The more difficult parts are obtained cut with precision from the woodworking trade and are sent out in knocked-down form, with all the glue, nails, screws, or bolts required to enable them to be put together according to directions. Club members who get started on the work and wish to maintain shops at their homes are, upon request, lent blueprints or patterns with instructions for cutting the more simple articles. Members who do this work, either in the county camps or in their homes, are assisted to find a market for all the well-made and finished articles they produce.

A cooperative association, the Stonewall Crafts Shops, offers for sale the products made at the camp. Illustrated pamphlets and order blanks are distributed, and objects are displayed at a roadside market at Jackson's Mill. The extension division of the College of Agriculture of West Virginia University cooperates in sponsoring the woodworking activity.

An Artists' Market in Detroit

A particularly successful experiment in distribution has been operated in Detroit on behalf of young artists. It is the Young Artists' Market, a non-profit-making, unincorporated organization, formed to maintain a room where the work of young artists might be exhibited and offered for sale.

The artists must be under 30 and live within a 50-mile radius of the city. When submitting their work for exhibition, they sign a contract and set a price on their contributions. A lay jury of 12 decides whether the work shall be admitted and whether the price is fair. If it rejects the work, a professional jury of seven gives it further consideration and prepares a short constructive criticism for the artist's benefit. This jury consists of artists,

instructors in the plastic arts, and a member of the lay jury. If the price is judged to be excessive, the artist is asked to accept the jury's appraisal. If a satisfactory adjustment cannot be reached, he withdraws the work in question. It is the duty of the jury to prevent exploitation both of the artist and of the public.

The Young Artists' Market is now in its fifth successful season. Its premises are open from October to June. An event is being made each fall of the annual opening. At the end of each season a mark-down sale is held, exhibitors usually having certain articles which they are willing to reduce. In 1933, 221 artists submitted 2,307 pieces of work. The juries and other competent judges believe that the work submitted is steadily increasing in merit. The first year two-thirds of the entries were rejected; the third year less than one-half had to be so treated. During the first year, 265 articles were sold; during the second year, 790; the third year, 1,442. Of the last number, some 600 were low-priced objects made by young people in one of the settlements; the regular standards, however, were applied to them.

The plan for the Young Artists' Market was formulated by the chairman of the art school committee of the Detroit Society of Arts and Crafts; the cooperation of prominent State and local persons professionally interested in such an enterprise was secured. There is a board of directors and the usual officers. Standing committees exist for finance, sales and management, space and equipment, exhibition programs, publicity, clerical work, membership, display, volunteers, and for the two juries. The manager, bookkeeper, and the display chairman are paid; there are also volunteer workers.

The cash value of the sales, save for the small articles from the settlements, is divided about equally between the fine arts and the crafts. The most expensive item ever sold in the market brought [illegible]50; sketches, prints, and other small articles sell for as little as $1.50. Individual artists have received from $5 to $636 for a year's sales. Several of the older contributors have sold more than a thousand dollars worth of goods through the market. There are advantages other than pecuniary ones: Artists have made many new contacts; scholarships and opportunities to study abroad have

been obtained; and commissions and permanent positions are frequently secured. Requests from individuals and firms for free-lance work are a daily occurrence at the market. Artists who have submitted work have the opportunity of attending the meeting of the professional jury and hearing well-known artists and critics discuss rejections; for the successful exhibitor there is the publicity of the press comments on his work; and for all contributors the gallery serves as a meeting place. Sales made at the market are for cash, and the artist is paid within a month. A commission of from 10 to 25 percent is deducted.

Any man or woman interested in the artists' market may become a member of the organization by paying the dues of $1. A voting membership costs $2. Members (there are now 187) are entitled to attend all private showings and a course of lectures at the Detroit Museum of Art on the appreciation of painting. During the first 2 years the market was supported by the contributions of patrons. In all, about $1,300 in cash has been contributed during the three seasons. The market is situated in a good shopping district and occupies a spacious ground-floor gallery, supplied rent-free by local merchants. A private contribution of $300 has enabled the gallery to be decorated, so that it now provides a satisfactory background for the display of objects of art.

Other Craft Experiments

Ely, Minn., Metal Work.—Six students, 16–25 years old, in the evening school vocational classes of the Independent School District No. 12, of St. Louis County, Ely, Minn., design and execute salable objects in metal. Through a study of occupational problems, conducted in a series of round-table discussions with the students, it was determined that the unemployed technician's best means of securing work was to design an article of his own that had commercial value. This aim was accordingly adopted. The objects produced were of a type which could be handled through a department store or sold by the maker in his own community. Among them was a pair of fire-irons constructed as a group activity. They involved designing, pattern-making, acetylene welding, polishing, and foundry, forge, and lathe work. Thirty hours were spent on them, and $6 for materials. When completed, they were sent to a department store which appraised them at a

high value and agreed to handle them. Two sets of candlesticks also were valued at a high figure.

It is estimated that the cost of the equipment necessary to make articles of this kind would not exceed $100. Some of the materials are quite cheap; the candlesticks were made of scrap bronze. The project is sponsored by the school district in its regular evening vocational class. It was made possible by the presence in the class of two boys of unusual ability; one of them had been trained as a mechanical engineer and was expert in sketching, the other had had experience as a blacksmith's helper. Plans are being made to have the school lend or sell at cost to students small woodworking machinery made by the classes in the high school and the junior college.[3]

St. Louis, Mo., Indian Crafts Project.—In a slum area in St. Louis a group of problem boys and girls, for whom a recreational program had been found inadequate, was provided with the instruction and facilities necessary to manufacture Indian tom-toms. The instruments were constructed by stretching moist cowhide over a wooden frame and lacing the heads together with thongs. The boys did the work of assembling; the girls applied the paint. Feather head-dresses were also made. When completed, these articles were offered for sale, and the proceeds supplied the young people with pocket money. Most sales were effected by word of mouth and by exhibitions in educational institutions. More than 175 drums were purchased by the public schools, to be used in rhythm work. Some were sold through a local department store.

This activity was originated by a social worker who had spent his vacation the previous year studying Indian crafts in New Mexico. It was carried out by a neighborhood association. A settlement house gave $15 to buy the necessary tools. The leader of the group was furnished by the FERA; otherwise the activity was self-supporting. Leadership was the only considerable problem. There was no need of promotional work; the boys and girls were immediately interested, and a waiting list soon developed. The group consisted of approximately 25. The boys were

[3] For further discussion of this project, see U. S. Department of the Interior, Office of Education, Bulletin 1936, No. 18–III, YOUTH: Education for Those Out of School.

paid from 25 to 50 cents for each drum made, depending upon its size; the girls received a like sum for applying the decoration. A youth could make as much as $3 a week in this way. During the first 6 weeks $65 was received from the sale of drums, all of which went to the workers.

Cambria County, Pa.—Young people in the emergency education classes are producing pieces of salt-glaze pottery that will be useful around the home, such as jars and kitchen crocks. The decorations follow those of the old Colonial salt-glaze, with cobalt oxide free-brush decoration. Clay is furnished by a local ceramics studio. A part of the emergency education program in this county is the attempt to establish weaving as a home industry. When someone is found who wishes to own a loom, the leader of the classes visits his home and helps him obtain it and set it up. Other crafts which are being introduced into Cambria County are bookbinding (especially as applied to magazines) and basket weaving.

Junior Achievement Clubs.—Perhaps the most fully developed activity promoting self-help craftsmanship among young persons is the Junior Achievement Foundation. This is a national organization with headquarters in Springfield, Mass., and includes groups in Boston, Denver, Holyoke, New Britain, New York, Providence, Springfield, and Worcester. In each locality groups of boys and girls form Junior Achievement associations, "companies" organized along the lines of regular manufacturing concerns, miniature in size but complete in detail. They maintain shops and manufacture salable articles in leather, metal, decorative arts, needlework, and wood. Working capital is raised by selling shares of "stock" to members, and the profits are shared through "dividends." Adult supervision and sponsorship are provided.[4]

Madison, Wis.—A craft shop, established by the vocational high school for unemployed men of all ages, is now in its third year. It provides an opportunity for the men to exercise their skills, to learn new ones, and to acquire an appreciation of design, color,

[4] This activity is more fully described in U. S. Department of the Interior, Office of Education, Bulletin 1936, No. 18–I, YOUTH: How Communities Can Help, and II, YOUTH: Leisure for Living.

and technique in woodworking, metalworking, and weaving. Each man sells his own finished articles and keeps any money he receives above the actual cost of the material. Men who have been trained in numerous occupations attend the shop. There have been laborers, salesmen, musicians, and insurance workers, besides men who had formerly engaged in some form of shop work. Through such work many of them have not only improved their financial condition but have been helped to retain their self-respect and to support their morale.

In New Bedford, Mass., a group in woodcraft makes tables, shoe racks, cocktail trays, miniature windmills, name plates, ping-pong paddles, window screens, picture frames, and games. In Wakefield, Mich., a club for the construction of radio sets has 28 members. It is not difficult to interest boys in practical activities of this kind, and few promotional measures are ordinarily required. The Bronx Union Y. M. C. A., of New York City, found that a simple way to attract members to its practical arts and crafts groups was to open a workshop in the lobby of the boys' department. Similarly, the instructor of the class in painting at Hartford House, a relief shelter in New York City, sets up his easel in the lobby on afternoons when the attendance has fallen off; an interested group soon gathers around him, and when it is so large that it causes congestion in the lobby he suggests that they go upstairs to one of the classrooms. Through making and selling cookbooks at $2.50 a copy, girls at the Emanu-El Sisterhood House, San Francisco, earn $1.75 a day on a shift basis. More than 2,000 copies of these books have been sold, the proceeds going into an unemployment fund to support the Sisterhood's "learn-and-earn" activities.

PROJECTS FOR RURAL YOUTH

Agricultural Business Programs

A VOCATIONAL agriculture teacher in Mississippi carries on extensive activities on behalf of unemployed, out-of-school boys in his rural community. They comprise programs of producing and marketing cotton, corn, soy beans, purebred hogs, etc., which are worked out for individual boys. One returned CCC

boy has 5 acres of cotton, 4 acres of corn, and made a cowhide tanning vat from instructions furnished him. He also repairs harness for farmers. Another returned CCC boy has 4 acres of cotton, 2 acres of corn, and serves as barber at odd times.

Two boys have agreed to purchase purebred hogs and, by breeding them at a reasonable rate, work toward displacement of all scrub hogs in the community within the next few years. (The teacher follows up these arrangements, and if he finds that the boys are making money, he assists them to invest it wisely in ventures of a kind best suited to their individual needs.)

A program of group jobs is maintained, and committees are elected to see that each job is carried out. Last year there were 14 group-projects. Ten boys bought fertilizers and pure seed, with the intention of ginning on a certain day and offering the seed for sale to farmers and other boys in the community. It is hoped that the community will gradually turn into a one- or two-variety cotton community, with the boys as leaders in the movement. A four-wheel trailer to serve their needs was made by the boys out of an old Model-T Ford at an expenditure of $12. The entire group agreed to "put over" the next community fair and make it self-supporting.

The teacher keeps field notebooks in which he records all information relative to his activities with the youths. He is thus able to keep up with each boy's program. He tries at all times to gain the confidence of the boys and to get them to tell him their personal, everyday problems, so that he may be in possession of all the facts before attempting to work out a program of business for them.[8]

This program requires the cooperation of boys, their fathers, landlords, and the local banker. Fifty-six boys, from 16 to 26 years old, have been enrolled in the community of Catchings, an area of 55 square miles. In two adjoining communities 10 additional boys were enrolled. Business programs have been worked out for 27 boys. The 10 who bought fertilizer and pure seed borrowed the money from the local bank. The cost was

[8] For further discussion of this project, see U. S. Department of the Interior, Office of Education, Bulletin 1936, No. 18–III, Youth: Education for Those Out of School.

$35, and the sum was to be paid back when the crops were gathered in the fall. One CCC boy with 4 acres of cotton was advanced a dollar an acre by his landlord (his father is a sharecropper).

Kiwanis Sponsored Activities

Kiwanis clubs have been active in promoting self-help activities for rural youth. In Asheville, N. C., the local club purchased five registered pigs and gave them to the 4–H club boys and girls. In Berwick, Pa., prizes were awarded to a potato club. In Clearfield, Pa., Kiwanians enrolled 44 boys and girls in a potato club. In Deer Lodge, Mont., they maintained an egg-grading school, attended by 100 poultry producers, of whom 17 obtained grading licenses.

GARDEN-MAKING

A Connecticut Garden Club

IN THE little community of North Mianus, Conn., a lively interest in landscape gardening has been fostered among a group of unemployed young men by the formation of a garden club. This club enables its members to produce and sell goods for the decoration of home and garden, gives them instruction and training in the vocation of artistic gardening, and endeavors to find them permanent work in this field. The club also has community service aims, which include stimulating interest in cooperative gardening and protecting wild flowers and birds. Each member spends an allotted time improving the grounds of the community center, where the club has its headquarters.

At the weekly meetings, problems of practical gardening and all aspects of gardening as an art are studied. Lectures, blackboard demonstrations, and written quizzes are part of the instruction, and lantern slides of flowers and planting operations are shown. A series of lectures is given by a well-known landscape architect. The lectures as planned were on estate designing, but it developed that the boys were interested in more practical and easily understood subjects, and they are now given information about trees, shrubs, and flowers which will help them to find jobs and to work at their garden problems more

effectively. The lectures have been on such topics as: Construction and use of hotbeds and coldframes; propagation of plants, transplanting shrubs, etc. The fundamentals of design were then presented. The practical side of the course has included preparation of 2 acres of land for use as a bird sanctuary.

Training is also given in making decorative wooden birds for the garden. This involves operations in jigsaw work, sandpapering, filing, and painting. During the Christmas season experts gave demonstrations in designing wreaths, and members made and sold several hundreds. White pine, hemlock, and spruce were obtained from foliage that had been cleared in a State highway project.

An employment service has been set up to help the young men secure work on some of the large estates in southern Connecticut and northeastern New York, and there is a department for procuring home and community jobs to be done under the supervision of the State College of Agriculture.

There are now 36 members in the club, all of them American-born of foreign parents. In order to be received in good standing, a member must read a gardening book and present a written report, with a practical demonstration, at one of the regular meetings. The club is affiliated with the Federated Garden Clubs of Connecticut.

The Garden Club of North Mianus is sponsored by the library established by the Greenwich branch of the New York Junior League in the community center of North Mianus, which is in the township of Greenwich. The club was organized in November 1934 as the result of efforts of a worker in the library to direct the reading of a group of young men along vocational lines. These young men developed a keen interest in gardening. Junior League young women were made associate members of the club, and their dues guarantee support for any project that the young men may undertake. The sale of wreaths and wooden birds helps finance the club. Materials and equipment for the community planting work are provided by the Junior League and the State highway commission.

Other Garden Projects

In many cases small gardens may become useful self-help projects. If planted with vegetables, they can be made to contribute to the gardener's sustenance; and, as the products are usually consumed in his home, no organization for sale or distribution is ordinarily necessary. Where there is a surplus, a small business can sometimes be started.

A successful experiment of this kind is conducted by a young man who lost his father at the age of 15 and since then has been the support of his family. He canned the produce of his garden, opened a small store, and sold it over the counter. Last year he did enough business to keep his family off relief. This year he will widen his efforts. Most of his trade is in the village of 2,000 where he lives. He puts up a fine quality of goods, using the slogan "One Hour from the Vine to the Can." A small unit-pressure cooker and a can sealer at present suffice for his requirements.

The West Dallas (Texas) Social Center has subdivided a plot 150 feet square, which is given over to the Boy Scouts and the Camp Fire Girls. The boys experiment with vegetables and tree budding and grafting; the girls plant flowers and shrubs. Hardy vegetables, such as beans, peas, tomatoes, okra, potatoes, corn, cabbage, and turnips are cultivated; the flowers are roses, tulips, zinnias, periwinkles, etc. Every common shrub that can be grown in that soil and climate will be planted, and special attention will be given to the budding of peaches and paper-shelled pecans.

The Red Shield Boys' Club, of Charlotte, N. C., has a vegetable garden which, though within the city limits, is almost the size of a farm. They are beginning with 8 acres and plan to add as much more land as they can handle. Seeds, fertilizer, and the land are furnished by the Salvation Army and the Civitan Club—the sponsors of the Red Shield group—and the FERA supplied instructors. The boys themselves do only the work of cultivation. The products are turned over to them for use in their families; any surplus is sold, and the proceeds distributed among the boys according to the number of hours worked. There

are at least 15 varieties of vegetables planted and production is planned so as to continue into the late fall. The possibility of operating a poultry farm in connection with the vegetable garden is being considered; the poultry could be fed with the produce from the garden, together with screenings and sweepings from some large flour mills nearby. There are 665 members of the Red Shield Boys' Club; their ages range from 8 to 20, and they are largely of the underprivileged group.

MADE WORK

THE jobs in this category are manufactured, for the most part, out of whole cloth. They may often be of considerable utility, but the primary object is to get young people out of the ranks of the unemployed and off the relief rolls, rather than to fill really necessary posts. These "stop-gap" jobs should satisfy the following requirements:

They should offer experience along a variety of occupational lines which youths might wish to follow beyond the emergency period.

They should, if possible, be of some use to the community.

They should not conflict with private industry.

The general feeling is that relief work should be given to heads of families. Notwithstanding the reasonableness of this contention, communities should keep in mind another very important need—that of youth for a job. Can we afford to deprive young people of the educative, therapeutic, social, and character-making values inherent in almost any kind of work as long as it is possible to supply them? Since the moral effects of unemployment upon young people, who frequently have never worked, are apt to be even worse than upon adults, who usually have worked, it would seem that the former should be kept in mind when allotting "stop-gap" jobs.

SURVEYS AND STUDIES

LOCAL government agencies are sources of the majority of "paid-work" positions, and their cooperation should be obtained by employment bureaus. There is a great variety of emergency work activities which may be devised, limited only by the amount

of money to be spent. County milk- and water-testing can be provided free of charge; through the services of qualified college students, clerical assistance may be made available for scoring and checking standard achievement tests in the schools. Surveys, often an indispensable preliminary to initiating action, lend themselves particularly well to this type of sponsorship. Some popular suggestions are: Statistical studies of delinquency areas, activities of character-building agencies, the wages received by working girls in comparison with the prices paid for room and board, fire hazards, public nuisances and the means of eradicating them.

Two work-relief surveys which have employed a large number of youths, 18 to 25 years of age, in Lansing, Mich., are "Research on Living Costs" and "Studies Looking Toward a Reorganization of Michigan School Districts." In Ohio a university student made a study of public utility regulation in that State. A survey of young people who have been graduated from suburban high schools in Philadelphia in recent years is to be made by students who are attending the University of Pennsylvania on NYA scholarships. The purpose will be to find out who they are and how many there are, how many are in college, how many are employed, and what their special needs are. In Washington, D. C., a survey was undertaken, resulting in an inventory of the specific jobs available to college students in that city. Three hundred and twenty-four were discovered. In a number of communities surveys have been made by young people to secure and record on county highway maps all available information concerning early history in the area.

OTHER PUBLIC SERVICES

IN EVERY city there are many organizations which desire to undertake useful tasks but are handicapped because their staffs are otherwise occupied and cannot spare the time—such tasks as making investigations, surveys, preparing studies, and other work essential to initiating or completing programs. By making use of the many unemployed young people competent to carry on investigations, these organizations would often be greatly helped.

August Vollmer, professor of police administration at the University of California, writes:

> We might profitably employ a quarter of a million young people who are graduating from colleges each year in the study of the cost of crime and of dependency. If the figures given by the *Manufacturers' Record* are accurate, crime is costing this country approximately 13 billion dollars each year. The country could well afford to spend a few billions discovering the remedies for this evil.

Aid to Libraries and Museums

A number of young persons on relief have been employed in libraries to catalog various collections of pamphlets and circulars which have accumulated over a period of years. Others mend and rebind worn books. Museums have been able to use many young men and women in the capacities of typist, cataloger, artist, cabinetmaker, modelmaker, modeler, letterer, painter, wax-worker, etc., and very extensive plans for expanding museum services throughout the country, with a corresponding increase in the personnel required, have been suggested. A museum director writes:

> The great misfortune of the public-school students is that they are taught so many things as accomplishments and find no place to use them as soon as they graduate. Our museum offers a place for students to sketch, to paint, to design building interiors, to mount and label insects, arrange things with artistic taste, to sew, to construct models, to do all sorts of glorified housekeeping which any young woman would be glad to have the chance at, in handling bric-a-brac such as porcelains, gems, and jewels; and when the work is done, if it is well done, they have the satisfaction of the public's appreciation and their own pay, even though it be a small dole. Why shouldn't the museums furnish art outlets and science outlets for young graduates just as the trade schools do for business?

Work for College Students

Colleges and universities have been able to find many ways of giving extracurricular employment to students on NYA scholarships. In one State college the proportion of the total fund which

was paid to students for various classes of work during the first semester of the 1934–35 academic year was:

	Percent		Percent
Clerical	44	Reader	8
Laboratory assistant	9	All others	31
Research	8		

"All others" included reclaiming college furniture and equipment, making signs and posters as requisitioned by various departments of the college, and constructing furniture and educational equipment. Typical small jobs were putting up towel racks, making bulletin boards, constructing folding cots for the emergency nursery school. Women students did chair caning, minor furniture repairing, and refurnishing.

Springfield, Mass., Plan of Emergency Work

The American Youth Council, of Springfield, Mass., a local organization of young people under adult direction and guidance, has met the emergency needs of unemployed youth in Springfield with considerable effectiveness.[1]

It has included the following activities, among others:

(1) *Construction and repairs:* Young persons repair shoes, clothing, and furniture for welfare use; they make new clothes. A group of girls make baby layettes, and leggings, caps, and mittens for children.

(2) *Food production:* A garden is operated, and the products from it are turned over for disposition to welfare workers.

(3) *Supplying leaders:* Leaders in various group activities are made available to existing social service agencies in the city which do not already have enough leaders, especially for the older and unemployed youths.

(4) *Investigation:* Contacts were made with large numbers of unemployed young persons, and they were urged to take

[1] For further information on the organization and activities of the American Youth Council, see U. S. Department of the Interior, Office of Education, Bulletin 1936, No. 18–I, YOUTH: How Communities Can Help.

part in certain leisure-time activities which had been made available to them by the various agencies in the city, especially the educational, social, vocational, and recreational opportunities of the FERA (now WPA).

(5) *Home service:* Girls go to homes of the needy to assist mothers, shut-ins, and elderly persons who are unable to take advantage of outside activities. Children are cared for in homes not reached by the nursery schools. Convalescents are attended in homes or hospitals.

(6) *Surveys:* A register was made of all young persons between the ages of 16 and 30. An occupational survey was made which included all local employment possibilities.

NEWLY CREATED JOBS OF SOCIAL SIGNIFICANCE

A DEMAND for workers in certain fields has actually been created by the general unemployment in the majority of others and by changing social conditions. This demand has arisen partly from an increasingly general awareness of social responsibility and may be expected to continue. There is a greater need for recreation workers, for personnel in the relief agencies, for leaders in arts and crafts and emergency education. In rural districts particularly, there are openings for recreation leaders. There are opportunities for playground leaders in school yards, vacant lots, and even in the streets of congested areas.

The need for workers in social fields will not disappear when prosperity returns. If there are to be shorter hours of work, trained leaders will be needed in all branches of recreation. At present many such positions are unpaid but afford possibilities for public service or informal apprenticeships. From Durham, N. H., comes a report:

> Throughout the State we are using young leaders on recreation committees, in the planning of community nights, in making the surveys of recreational facilities and activities in the various communities, and in making plans for year-round programs of recreation in their communities. We are encouraging participation in leadership in winter sports and outing clubs, in dramatics, in music, and in social recreation, and are finding that these young people are most ready for guidance and help.

A Girl Scout leader in Los Angeles writes:

> From personal observation of the out-of-school young woman I feel that one of her big needs is to be faced with challenging situations which need her attention for solution

and which give her an outlet for leadership. She usually benefits greatly from an apprentice situation such as organizations of our sort are able to provide.

The fact that NYA funds permit the employment of college students in community projects means that many young people who would otherwise be out of school are able to continue their education, and at the same time, can be gaining practical experience in social work. A number of University of Pennsylvania students on NYA scholarships are sent to suburban schools and communities to take charge of recreational and vocational activities for unemployed young people between the ages of 16 and 25. At another university a community recreation program for nearby mining settlements has been launched. Eleven centers have been organized and playgrounds have been established in 10 villages.

Throughout the country a large proportion of the teachers and maids in the nursery schools maintained under the emergency education program are young women. In the 20 units in Idaho, for example, most of the 40 to 60 persons who have been so employed are between 20 and 25 years old; all of them have had at least 2 years of normal-school training. Six received offers of other positions during the year and were promptly released to accept them.

As conditions improve and the demand for relief service of an emergency nature slackens, it will be possible to direct attention to social problems which have always existed but which have been long neglected. There is the matter of speech defects. One correspondent writes:

> There are approximately a million children in the United States with speech defects. If you live in a town of 2,000, therefore, 16 of these handicapped children may live in your city. The sad part is that most of these defects are remediable if proper treatment is given. Few facilities exist for their correction at the present time. One of the foremost speech authorities in the country, Mrs. Elizabeth McDowell, of New York City, said recently: "There is an appalling lack of persons properly trained and qualified to do the work which needs to be done. If we were to try to remedy the speech defects for all the children in the United States we would not be equal to the task. We have not scratched the surface."

Then there is the problem of the mentally deficient child, of whom there are estimated to be 6,500,000 in the country. Competent workers in this field are few, and the need is great. On the other side of the picture are the mentally gifted children, who should have special classes and opportunities provided for them. These are jobs that require highly specialized training and the spending of considerable time in preparation, but young people who are able to plan ahead would do well to consider them.

This new emphasis on old social problems must open up many additional employment opportunities. Competition for new jobs puts no one out of work; and qualified young persons therefore may be considered on the same footing as adults for such openings. The field staff of the employment bureau should endeavor to locate opportunities of this nature.

In connection with the rehabilitation of rural life which the next decade is likely to witness, many new occupations must develop. The organization of terracing clubs among farmers in districts where soil erosion is severe may offer opportunities. So may the decentralization of industries such as refrigeration, which can profitably be operated on a community basis. There is a need for young people who will settle in wooded areas and look after tracts of land under the supervision of trained foresters; a new civil service classification for workers of this type has recently been created. Those interested in new occupations for rural youth should read an article by that title in *Occupations—The Vocational Guidance Magazine* for January 1935, by Dr. A. E. Morgan, who makes these suggestions and many others.

UTILIZING COMMUNITY RESOURCES

THE point of view reflected in this bulletin is that the validity of youth's claim to employment is based not primarily upon the necessity for earning money, though that is naturally a major consideration, but rather upon the need to acquire occupational skills, to develop sound habits of work, and to obtain experience which will prepare the way for future development. Add to this the argument that work tends to keep youth out of difficulties and to develop desirable moral characteristics, and we have considerations which should lead communities to do all in their power to provide work for their young people.

The accounts which have been given show that it is possible to find opportunities where they are not superficially apparent. And the examples of made work indicate how much can be accomplished by the exercise of initiative, imagination, and ingenuity.

In closing this narrative of accomplishment, it is fitting to remind the reader that some assistance may be obtained beyond the immediate confines of the community. The United States Employment Service, through its cooperation with State employment services and through its reemployment offices, supplements community effort and furnishes a logical rallying point for it. Information regarding the facilities which the Service offers will be supplied, upon request, by the United States Department of Labor, Washington, D. C.

Another governmental aid which should be utilized to the fullest extent by community leaders of youth is the Civilian Conservation Corps. This enterprise is so well known through newspaper accounts of its work that its aims need not be restated

here. Young persons desiring to attend a CCC camp should write to the United States Department of Labor, Washington, D. C., for the address of the agency in their community which handles the work of enrollment.

Many youths will find the remedy for idleness in returning to school. When a young person is inclined to this alternative but needs financial aid, the National Youth Administration may be applied to. Beneficiaries of NYA scholarships are selected on a basis of need, character, and academic ability. They may receive $6 a month if in high school, and sums ranging from $15 upwards (depending upon the degree of their academic advancement) if attending college or university. For information, the reader should apply to the State or local office of the NYA.

Through the Federal Committee on Apprentice Training, acting as a coordinating body for State committees, the Federal Government is sponsoring a national movement to encourage employers to contract with young people for a definite period of time, and at a progressively increasing wage, to learn a specific occupation or trade.

During the course of an approved apprentice-training program young men and women are given broad and comprehensive experience in all branches of skilled occupations. The graduate apprentice has proficiency, not in a narrow portion of a trade, craft, or business, but in all of it. The apprentice learns while he works and is paid for the work he does. In addition to learning "how" to perform each phase of the occupation which he has chosen for his life work, he also learns the "why", by taking related school training, in most cases, under public instruction.

Little has been done during the past 4 or 5 years in the way of training thoroughly skilled workmen; consequently industry is facing a shortage of skilled help, through deaths, promotions, retirements, new developments, etc., and youth has been deprived of the opportunity to learn the skilled trades. The apprentice-training program is intended to assist materially in correcting both of these problems.

Young people who are interested in obtaining additional information regarding apprentice training should get in touch with the nearest State vocational education representative, an office

of the United States Employment Service, or the State department of labor, or should write to the Federal Committee on Apprentice Training, Washington, D. C.

Leaders in clubs and social agencies organized on a national basis will have access to valuable assistance through their headquarters, which are usually equipped to act as clearing houses for ideas. The Y. M. C. A.'s, Y. W. C. A.'s, the corresponding Hebrew organizations, Catholic young people's organizations have active employment programs. Kiwanis, Rotary, Lions, and similar bodies have a wide range of activities for young people. Four-H Clubs and Future Farmers of America, both national organizations of young people, are supervised by Government agencies—the Department of Agriculture and the Department of the Interior, respectively.

Community endeavor to promote the welfare of youth requires concentration of the efforts of many agencies. Organization, however simple, is the keynote. Community leaders, who have the well-being of youth particularly at heart, may find among the accounts here given a stimulus to set in motion the types of activities that will best answer youth's plea for work.

SUGGESTED READING

AMERICAN COUNCIL ON EDUCATION. *Federal Student Aid.* Washington, D. C., the Council, 744 Jackson Place, 1935. 52 p.

Lists 324 specific jobs which a local committee discovered to be available for college students in the District of Columbia.

BERKWITZ, WILLIAM LEONARD. *One Hundred and One Golden Opportunities, a Book of Inspirational Suggestions for Making Money and Gaining Independence.* Saddle River, N. J., the author, 1934. 67 p.

CRUIKSHANK, JOHN TUCKEY. *Money-making Plans for Farmers.* Shamokin, Pa., the author, 1934. 14 p.

Fifty ideas, briefly suggested.

JESSEN, CARL A. The Federal Government and Youth. *Educational Outlook*, 9: 193–201, May 1935.

Brief descriptions of Government agencies and projects that serve youth, including: Permanent Federal Government agencies, the Federal program in apprenticeship training, transient service centers, Federal aid for college students, other activities of the relief agencies, the emergency conservation work, the project of the U. S. Office of Education in the interest of youth.

PACKARD, ZAIDA. *One Hundred and One Ways to Make More Money in Spare Time at Home, Compiled from Actual Instances and Giving Costs and Profits.* New York, Blue-Star Publishing Co., 57 E. 11th Street, 1932. 140 p.

RYDER, VIOLET *and* DOUST, H. B. *Make Your Own Job, Opportunities in Unusual Vocations.* New York, H. B. Wilson Co., 1933. 217 p.

A book of self-help jobs, including: Articles to Make and Sell, Services to Render, and Miscellaneous. Each idea is presented in the form of a little story.

U. S. DEPARTMENT OF LABOR. *Employment for Graduates of Educational Institutions.* (S. Doc. No. 45, 74th Cong., 1st sess.) Washington, U. S. Government Printing Office, 1935.

A brief survey of the situation of youth, an analysis of the facilities offered by branches of the Federal Government, and recommendations for further Government action.

U. S. Federal Board for Vocational Education. [Now U. S. Department of the Interior, Office of Education] *Part-time Cooperative Courses. Suggestions for the Information of Administrators and Teachers Interested in the Organization of Cooperative Courses, the Duties and Responsibilities of the Coordinator, and the Organization of a Curriculum.* Washington, D. C., the Board, Bulletin 78, 1922. 29 p.

——— *Apprentice Education. A Survey of Part-time Education and Other Forms of Extension Training in their Relation to Apprenticeship in the United States.* Washington, D. C., the Board, Bulletin 87, 1923. 518 p.

——— *Trade Preparatory Training for Small Cities and Rural Communities. A Discussion of Practical Lines of Development Which Have Been Found Effective in Meeting the Training Needs of Such Communities.* Washington, D. C., the Board, Bulletin 157, 1931. 81 p.

Wisconsin University. Extension Division, Bureau of Economics and Sociology. *Unemployed? Opportunities.* Madison, University of Wisconsin, 1932. 47 p.

A pamphlet of self-help jobs for men and women. It includes a number of ideas especially applicable in small towns and rural communities.

ACTIVITIES, LISTED BY PLACE AND KIND

Arts and crafts groups (including shops)

Cambria County, Pa., weaving, pottery making, bookbinding, 38
Detroit, Mich., Young Artists' Market, 34–36
Ely, Minn., metalworking classes, 36, 37
Madison, Wis., craft groups, 38, 39
Minnesota, girls' craft groups, 32
Nassau County, N. Y., woodworking groups, 31, 32
New Britain, Conn., shoe repairing, 31
New Hampshire, League of Arts and Crafts, 32, 33
New Orleans, La., thrift shop, 31
New York City, handicraft shop, 31; arts and crafts groups, 39; painting class, 39
Savannah, Ga., cooperative shop, 30, 31
St. Louis, Mo., Indian crafts, 37
San Francisco, Calif., cookbook making, 39
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