

AN EVALUATION OF THE EFFECTIVENESS OF THE NATIONAL
YOUTH ADMINISTRATION PROGRAM, NORTH TEXAS
STATE TEACHERS COLLEGE, 1937-1938

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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is to determine the effectiveness of the National Youth Administration Program at the North Texas State Teachers College, by seeing how nearly it realizes the major objectives set up by the N.Y.A.¹ Executive Committee at Washington, D.C. These objectives, as set up by the Executive Committee, are as follows:

1. To provide funds for the part-time employment of needy school, college, and graduate students between 16 and 25 years of age so that they can continue their education.
2. To provide funds for the part-time employment on work projects of young persons, chiefly from relief families, between 18 and 25 years of age, the projects being designed not only to provide valuable work experiences but to benefit youth generally and the communities in which they live.
3. To encourage the establishment of job training, counseling, and placement services for youth.
4. To encourage the development and extension of constructive, leisure-time activities.²

¹Hereafter "N.Y.A." will be used to denote the term National Youth Administration.

²Facing the Problems of Youth, The Work and Objectives of the National Youth Administration, December 1936, p. 8.

Of the above objectives, the second does not apply to the N.Y.A. Student Aid Program, and, therefore, will not be taken into consideration by the writer when drawing his conclusions.

Significance of the Problem

There has been considerable uncertainty among those interested in the N.Y.A. Program as to whether or not it was accomplishing the purpose for which it was created. Some critics think that the wrong type of student is being selected to receive N.Y.A. assistance, while others think the students are assigned to the wrong type of work. It is hoped that data collected in this study will put to rest these uncertainties, and at the same time, give the local N.Y.A. Committee some definite information concerning the N.Y.A. Program and its accomplishments.

Methods of Investigation

As indicated by the title of this report, this study concerns itself with the nature and efficiency of the National Youth Administration Program of the North Texas State Teachers College, 1937-1938. Since the inception of the program no study of this sort has been attempted, and, in order to align the program more definitely with the objectives set up by the National Executive Committee, this study is attempted. The problem resolves itself into the following specific questions:

1. What are the characteristics of the students who receive N.Y.A. Student Aid?
2. To what sort of projects are N.Y.A. students assigned?
3. What values accrue to students from their N.Y.A. experience?
4. What values accrue to the North Texas State Teachers College and to society in general from the N.Y.A. Program?
5. How well are N.Y.A. projects selected and supervised?
6. What suggestions for the development and improvement of the N.Y.A. Program may be discovered from gathering and appraising the facts about the N.Y.A. at North Texas State Teachers College?

At the outset of this study it became obvious that several types of information would be necessary in order to answer these questions: *i. e.*, information from students, information from supervisors, and statistical data from various sources. To gather all these types of facts five methods of investigation have been employed.

1. A questionnaire for N.Y.A. students.---Every student on the N.Y.A. lists of the North Texas State Teachers College on May 1, 1938, received a questionnaire upon which to report anonymously his activities, his judgments, and other data pertinent to N.Y.A. This questionnaire, a copy of which is included in this report (Appendix A), consisted of thirty-seven questions relating to all phases of the N.Y.A. Program.

Each student classified the type of work to which he was assigned, discussed the supervision under which he worked, indicated the social and the educational values which were coming to him from his N.Y.A. employment, and discussed other considerations of importance. This questionnaire was given to 213 students of whom 203 made returns.

2. A questionnaire for project supervisors.--Each college supervisor and each supervisor of a community project received a second questionnaire of thirty-three questions, a copy of which is included in this report (Appendix B). Seventy-six of the one hundred twenty-five supervisors returned questionnaires in which they submitted information upon the effectiveness of the N.Y.A. Program from their points of view.

3. Interviews with students and supervisors.--When both types of questionnaires were returned, the graduate student assistants working upon this investigation began a systematic series of interviews with students and supervisors. The investigator responsible for a project visited the supervisor and interviewed him. At the same time he observed the student at work so that he might have a clear understanding of the project in actual operation. The interviewer took notes on the comments made by the students and the supervisors during the interview. From these notes and from his observations the investigator made his report. A copy of the interviewing schedule will be found elsewhere in this report ((Appendix C)).

4. Tabulation.--With the questionnaires in hand and with the interviewing schedule completed, the task of tabulation began. All objective data were collected and converted into the tables used in this report.

5. Subjective data.--In addition to the objective data which could be gathered into statistical tables, a large amount of subjective data came into the hands of the investigators. Some of these data are used in this report to supplement the statistical facts collected.

With the objective and subjective data from these five sources collected, the writer has been able to summarize and evaluate the findings of the study.

CHAPTER II

STUDENTS RECEIVING N.Y.A. ASSISTANCE

In this chapter are brought together the quantitative data concerning the students appointed to N.Y.A. work at the North Texas State Teachers College during the academic year 1937-38. Including the 203 students whose questionnaires were returned, 246 different individuals received N.Y.A. appointments during the year. Of this number thirty-three were, for one reason or another, dropped. On the date the student questionnaires were set out, 213 students were actually at work, and as already observed, 203 of them returned questionnaires. The data presented in this chapter relate to these 203 students.

Before these data are presented, the reasons for the thirty-three cancellations should be explained. The N.Y.A. Committee attempts, through its Administrative Assistant, to follow up the needs of the students. They discover now and then an N.Y.A. student who does not need the aid he is receiving. Upon the discovery of such cases, the less needy student is replaced by one who is more needy. Other students are dropped because they find other and more lucrative forms of employment. A third group is dropped because of low scholarship. This group probably constitutes the largest number

of cancellations. While there is no set scholastic average required of those students who receive N.Y.A. aid, the N.Y.A. Committee has established the principle that no student can continue upon the N.Y.A. rolls unless his scholastic work is equal to graduation requirements. Thus, at the end of each semester, a check is made on the scholastic performance of every student receiving N.Y.A. assistance, and all students with scholastic records less than graduation requirements are dropped. In every case they have been replaced by students doing work of an acceptable standard.

Description of Academic Status of N.Y.A. Students

In order to see how N.Y.A. students were distributed by classes, the data composing TABLE 1 were collected.

TABLE 1
CLASSIFICATION OF N.Y.A. STUDENTS

Classification	Number of Students			Per Cent
	Male	Female	Total	
Freshmen	21	59	80	39.4
Sophomores.....	23	32	55	27.1
Juniors.....	22	22	44	21.7
Seniors.....	12	11	23	11.3
Master's Candidates	1	0	1	00.5
Total	79	124	203	100.0

Major Departments of N.Y.A. Students

The 203 students included in the study were distributed by registration in different departments as indicated in TABLE 2.

TABLE 2
DEPARTMENTS IN WHICH N.Y.A. STUDENTS MAJOR

Department	Number	Per Cent
Chemistry.....	5	2.5
Home Economics.....	20	10.0
Elementary Education.....	19	9.5
Business Administration....	35	17.5
Music.....	8	4.0
Science*.....	1	0.5
Speech.....	6	3.0
Spanish.....	5	2.5
Journalism.....	2	1.0
Art.....	5	2.5
Biology.....	6	3.0
English.....	10	5.0
Physical Education.....	23	11.5
Mathematics.....	7	3.5
Education.....	1	0.5
History.....	6	3.0
Administrative Education...	2	1.0
Industrial Education.....	3	1.5
Government.....	5	2.5
Economics.....	2	1.0
Physics.....	1	2.0
Major not selected.....	29	14.0
Total	203	100.0

*No specific field of science was indicated by this student.

Scholastic Performance of N.Y.A. Students

The North Texas State Teachers College grades students on a six point scale. Upon the completion of a course the student is graded in accordance with the type of work he has done in the course in the following manner: A-excellent; B-good; C-fair; D-passing; E-condition; and F-failure. A system of grade points is used to indicate the quality of work done by the student as follows:

Grade A, 3 grade points for each semester hour;
 Grade B, 2 grade points for each semester hour;
 Grade C, 1 grade point for each semester hour.

No grade points are allowed for grade D,E,F, or for any grade on required physical education. In order to graduate, an average of at least one grade point is required for each semester hour on the total number of hours offered for a certificate or for a degree.¹

For example, a student carrying a regular load of five courses and who makes five C's would have 15 grade points; five B's, thirty grade points; five A's, forty-five grade points. Therefore, in order to graduate, a student must earn an average of at least 15 grade points during each of eight regulation eighteen-week semesters. TABLE 3 indicates the type of scholastic work done by N.Y.A. students in terms of grade points.

By referring to TABLE 3, it will be observed that North Texas State Teachers College N.Y.A. students are, as a group, good students. Only twenty-eight, or 16.7 per cent, of the 203 students used in this study are scholastically below the average required for graduation. The remaining 175 students are above the average required for graduation.

¹ Bulletin of the North Texas State Teachers College,
 April 1936.

TABLE 3

THE SCHOLASTIC PERFORMANCE OF N.Y.A. STUDENTS

Grade Points	Number of Students
50-54.....	2
45-50.....	5
40-44.....	11
35-39.....	19
30-34.....	37
25-29.....	17
20-24.....	43
15-19.....	22
10-14.....	11
5- 9.....	14
0- 4.....	3
No data.....	19*
Total.....	203

*No data were available concerning 19 students because their grades had not been tabulated or were, for some reason, held up by the Registrar at the time these data were tabulated.

Sex of N.Y.A. Students

Of the 203 students included in this study, seventy-nine, or 38.9 per cent, were men, and 124, or 61.1 per cent were women.

Age of N.Y.A. Students

The Federal Government restricts those who receive N.Y.A. College and Graduate Aid to the ages of 16 years to 25 years, inclusive. Therefore, all students who received this aid necessarily fall in this age grouping. The following table, TABLE 4, will show how N.Y.A. students were grouped according to age.

TABLE 4

THE AGE OF N.Y.A STUDENTS

Age	Number
16.....	14
17.....	42
18.....	44
19.....	34
20.....	32
21.....	19
22.....	9
23.....	5
24.....	4
Total.....	203

It is interesting to note that 134, or 66 per cent, of the N.Y.A. students used in this study are not yet twenty years of age. Only thirty-seven, or 18.3 per cent, have reached or passed the age of twenty-one years.

CHAPTER III

CLASSIFICATION AND DESCRIPTION OF PROJECTS

N.Y.A. students have been assigned to work upon projects of a number of varieties. These projects may be classified in several different ways. In the first place, they may be classified in terms of whether the work is done upon the campus under the supervision of a member of the College staff or whether it is done in some community agency under the direction of one of the staff members of the agency. Following this method of classification, 206 students, or 96.7 per cent, of the total, worked on the campus, and 7, or 3.3 per cent, worked in community agencies. These community agencies and the number of students assigned to each are shown in TABLE 5.

TABLE 5

SUMMARY OF OFF-CAMPUS PROJECTS AND OF STUDENTS ASSIGNED TO THEM

Name of Organization	Number of Students
W.P.A. Recreation Project.....	4
Denton High School Recreation Park.....	2
County Boy Scout Executive.....	1
Total.....	7

A second manner of classification and the method employed in making the following tabulations, is one based upon functional types. Six such functional types have been segregated: research, clerical, instructional, recreational, mechanical,

and maintenance. The first three of these classifications have each been subdivided several times. A summary of the number of projects of each of these types and the number of students assigned to them is presented in TABLE 6.

TABLE 6
SUMMARY OF PROJECTS AND OF STUDENTS
ASSIGNED TO THEM

Type of Project	Number of Projects	Number of Students
Research		
Library.....	1	2
Laboratory.....	5	10
Statistical.....	4	8
Museum.....	1	1
Clerical		
Stenography.....	5	8
Typing.....	15	21
General clerical.....	50	60
Instructional		
Grading papers.....	7	7
Preparing class material.....	4	10
Actual teaching.....	1	3
Recreational.....	4	18
Mechanical.....	1	4
Maintenance.....	14	50
Total	112	202

It will be observed from this table that 112 projects and 202 students are accounted for. Actually fewer projects were in operation and, at the time of this study, 213 students

were employed. These discrepancies are accounted for by the fact that some projects were listed under more than one classification. Due to the students being assigned more to the supervisor than to any definite project, it is difficult to classify the work done in the project manner.

These six types of classifications are, of course, arbitrary. They serve, however, to indicate the general varieties of work which the North Texas State Teachers College students do under the N.Y.A. Program. Further to illustrate the work being done, interviewer's reports upon three types of projects are contained in Appendix G. These reports give examples not only of the sort of things North Texas State Teachers College students do, but they also indicate the kinds of information gathered by the interviewers. Perhaps no better method could be devised to inform interested individuals of the nature of the N.Y.A. Program in North Texas State Teachers College. These particular reports have been selected at random and are typical of similar reports for all projects investigated in making this study.

CHAPTER IV

SUPERVISION OF N.Y.A. PROJECTS

Whether or not a project has high educational value and significant social utility depends essentially upon two considerations: (1) the selection of the right projects, and (2) adequate supervision of the projects when they are put into operation. In turn, supervision has two sides-- direct handling of the project by the project supervisor, and general oversight by the N.Y.A. Committee through its Administrative Assistant.

This chapter is divided into three sections as follows: selection of projects and supervisory work of the N.Y.A. Committee, quality of the supervision of the project supervisor, and general observation concerning supervision.

Selection of Projects and Supervisory Work of the N.Y.A. Committee

A committee of five members is appointed by the president of the college each year. It is their duty and responsibility to select students to receive N.Y.A. assistance and to determine the policies by which the N.Y.A. Program is governed. This study is not concerned with the method in which the students are selected for N.Y.A., but is concerned only with the program after its inception.

There is no set method of selection of projects to which N.Y.A. students are assigned. Students are assigned more directly to faculty members rather than to definite projects. Some faculty members solicit the services of certain students who are to receive N.Y.A. assistance, while other students are assigned arbitrarily to faculty or staff members, regardless of the capabilities of the student, so that the faculty members may find the student something to do. Should any one of the students fail to do satisfactory work, the supervisor requests the Administrative Assistant to transfer him to another assignment. In an attempt to determine the effectiveness of this rather haphazard method of making work assignments, a number of questions were asked students upon their questionnaires bearing upon this problem. These questions, and the replies to them, are found in TABLE 7. While the results tabulated here indicate that the N.Y.A. Committee is placing students with a high degree of success, it could in future years (if the N.Y.A. Program is continued) use these findings to guide them to even a higher level of efficiency.

At this point it is perhaps desirable also to submit student responses to two other questions asked them. Both of these questions bear upon the problem of morale and are, therefore, directly related to placement efficiency. These

TABLE 7

STUDENT OPINION OF WORK ASSIGNMENTS

Question	Response							
	No Answer		Yes		No		Doubtful	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
"Do you like the work to which you are assigned?".....	2	1.0	196	96.5	0	0.0	5	2.5
"If you could change to another type of work would you wish to do so?".....	4	2.0	20	10.0	159	78.0	20	10.0
"If you could change to another supervisor would you wish to do so?".....	1	0.1	4	2.0	181	89.3	17	8.2

questions and responses are found in TABLE 8.

TABLE 8
STUDENT RESPONSES TO QUESTIONS BEARING
UPON THE PROBLEM OF MORALE

Question	Response							
	No answer		Yes		No		Doubtful	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
"Have you become better acquainted with members of the faculty because of your N.Y.A. work?"...	2	1.0	178	87.7	16	7.9	7	3.4
"Are you doing work which in your judgment the faculty member to whom you are assigned should be doing himself?"	3	1.5	3	1.5	194	95.5	3	1.5

It will be observed from the responses to these two questions (TABLE 8) that students are not only coming into closer relationship with their supervisors because of N.Y.A. work, but the great majority of them do not hold to the opinion that N.Y.A. work merely presents an opportunity for faculty members to avoid doing their own work and to shift it to the shoulders of students. Not infrequently critics

of the colleges express the opinion that because faculty members teach only from twelve to fifteen hours a week they have light responsibilities. These critics fail to recognize that for every hour of class instruction, at least two hours of preparation are necessary and that, in addition to instruction, faculty members are responsible for carrying out research and for undertaking various types of administrative services. These several activities make it necessary for the average faculty member to work many more hours per week than the conventional forty hour schedule of most industrial workers and most professional men. Anyone familiar with colleges and universities knows this to be a fact, and it is significant that 95.5 per cent of the N.Y.A. students at work on the campus have expressed the opinion that faculty members do not put students to work upon activities which they should be properly undertaking themselves. Even more significant is the fact that only three, or 1.5 per cent, of the 203 students included in this study expressed the opinion that faculty members were shirking their responsibilities because of N.Y.A. work. This is a very small number and, as the overseeing of the N.Y.A. Committee becomes more efficient, this number will undoubtedly be reduced even lower.

Quality of the Supervision of Projects

In order to determine the quality of supervision given to

N.Y.A. students by project supervisors, two types of data have been collected: judgment of the interviewers and student opinion. The judgments of the interviewers concerning the types of supervision and of N.Y.A. projects are shown in TABLE 9.

TABLE 9
INTERVIEWERS OPINION OF SUPERVISION
OF N.Y.A. PROJECTS

Rating	Number	Per Cent
Very good	37	41.1
Good	29	32.2
Medium	13	14.6
Poor	8	8.8
Very poor	3	3.3
Total	90	100.0

Students on their anonymous questionnaires were asked several questions bearing upon supervision. These questions and students' responses are found in TABLE 10.

Thus, according to the judgments of the interviewers, seventy-nine projects have from passable to excellent supervision. On the other hand, eleven, or 12.1 per cent, of the ninety projects visited are either poorly supervised or have no supervision at all.

The following facts stand out from TABLE 10:

TABLE 10

STUDENT-TEACHER RELATION IN SUPERVISION

Question	Response							
	No Answer		Yes		No		Doubtful	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
"Does your supervisor give you enough help and instruction in your work?".....	0	0.0	199	98.0	1	0.5	3	1.5
"Does your supervisor make your duties perfectly clear to you?".....	0	0.0	199	98.0	3	1.5	1	0.5
"Has your supervisor ever explained to you the value of the work you are doing?"....	3	1.5	163	80.0	37	18.5		
"Are you idle because your supervisor has not adequately organized your work?".....	1	0.5	0	0.0	195	96.0	7	3.5
"Is your supervisor lax about checking your time sheet accurately?".....	1	0.5	6	3.0	159	78.5	37	18.2

Ninety-seven and one-half per cent of the students report that their supervisors make their duties perfectly clear to them.

Ninety-seven and one-half per cent of the students respond that the supervisors give them enough help and instruction in their work.

Eighty per cent reply that the value of the work they do is explained to them.

Ninety-six per cent report that they are never idle because the supervisor does not organize their work.

The data in TABLE 11 bring out the fact that the majority, or 89.2 per cent, of the students consult with their supervisors about their work regularly enough, while 10.8 per cent of them consult with their supervisors only once a month or never.

TABLE 11

FREQUENCY OF CONFERENCES BETWEEN
SUPERVISORS AND STUDENT

Frequency	Number	Per Cent
No answer	8	4.0
Daily.....	68	33.5
Twice weekly.....	24	11.8
Thrice weekly.....	27	13.3
Weekly.....	47	23.1
Every two weeks....	7	3.5
Monthly.....	14	6.8
Never.....	8	4.0
Total	203	100.0

An effort was made to determine the standard of work done by students in their N.Y.A. work. The following table, TABLE 12, shows how the student rated his work as compared with the standard of work required by private employers.

TABLE 12

STANDARD OF WORK REQUIRED OF THE STUDENT AS
COMPARED WITH THAT REQUIRED BY
A PRIVATE EMPLOYER

Standard of Work	Number	Per Cent
No answer.....	6	3.0
The same.....	172	84.5
Higher.....	13	6.5
Not as high.....	12	6.0
Total	203	100.0

Likewise, the opinion of the faculty supervisors was sought concerning the standard of work required of the students doing N.Y.A. work. This information is found in TABLE 13.

TABLE 13

FACULTY OPINION OF STANDARD OF WORK
REQUIRED OF STUDENTS

Standard of Work	Number	Per Cent
No answer.....	0	0.0
The same.....	56	76.1
Higher.....	6	7.8
Not as high.....	14	16.0
Total.....	76	100.0

Eighty-four and five tenths per cent (TABLE 12) of the students contend that the standards of work required of them are the same or higher than the standards required by a private employer. Only twelve students rated their work below standards required by private employers. In keeping with the student opinions (TABLE 13), 83.9 per cent of the supervisors stated that the standards were the same or higher than those required by private employers. Only fourteen supervisors rated standards of work done by N.Y.A. students to be lower than those required by private employers.

These facts seem to mean that students are of the opinion that their supervision is of high order. But the N.Y.A. Committee should not be satisfied with the present quality of supervision. It will be observed that 18.5 per cent (TABLE 10) of the students reported they had not been told the value of the work they were doing. This constitutes a serious criticism of supervision, and the N.Y.A. Committee in the future must make it clear to all supervisors that students cannot develop educationally as fully as they should unless they are better informed about their N.Y.A. activities.

It will be observed that 18.2 per cent (TABLE 10) of the students expressed confusion as to whether or not their supervisors are lax about checking their time sheets accurately. On the other hand six, or three per cent, of the students definitely expressed themselves to the effect that their supervisors were lax in checking their time sheets accurately. The N.Y.A. Com-

TABLE 14
STATEMENTS FROM INTERVIEWS DEPICTING
POOR SUPERVISION

Type of Project	Supervisor	Student Assigned	Interviewer's Comment
Maintenance	F	D.J.	Supervision: <u>Poor</u> . Instructions were given at the beginning of the project, but check-ups are not made regularly.
Bibliography	S	L.H.	Supervision: <u>Very poor</u> . He has definite things to do but has supervision while work is being done. Supervisor does not know where he worked.
Home Economics	A	L.H.	Supervision: <u>Very poor</u> . Many times the student is working on worthless projects
Recreational	H	L.W. D.R.	Supervision: <u>Poor</u> . Two students work on this project, and, for lack of proper instruction, both may be there on the same day and neither on the following day. They work on the day they prefer and are absent when they please. Work very spotty.
Jornitorial	W	D.B.	Supervision: <u>Poor</u> . Definite instructions but no check-ups.

mittee must, if the N.Y.A. Student Aid Program continues, take steps to see that every supervisor accurately keeps and accurately checks the time sheets of the students working for him.

It is not desirable in this place to identify those poorly supervised projects, but as examples of poor supervision several reports from the interviewers are submitted herewith. These statements (TABLE 14) are brought together in this place so that the N.Y.A. Committee may understand some of the limitations of poor supervision in order to correct them.

CHAPTER V

EDUCATIONAL VALUES OF THE N.Y.A. STUDENT-AID PROGRAM

From the beginning, the Federal authorities have insisted that the Student Aid Program should in no sense be considered merely a means to give employment to college students. They have stressed the policy that the Student Aid Program should be both an employment and an educational enterprise. In all the literature which has come out of the Washington Office of the N.Y.A., colleges and universities have been urged to make sure that students are placed upon projects with high educational values.

The authorities of the North Texas State Teachers College apparently, have not taken this federal policy seriously. TABLE 12, made up from reports made by the interviewers, shows how ninety projects visited are rated as to educational value. While the Committee has sought to help students earn money toward their college expenses, no provision has been made whereby the student might be assigned to the project which best suits his ability and his individual educational needs. If the student is employed upon a project which has proved educationally valuable to him, his assignment is purely by chance.

TABLE 15
 INTERVIEWERS' OPINIONS OF EDUCATIONAL
 VALUE OF N.Y.A. PROJECTS

Rating	Number	Per Cent
Very high.....	34	37.7
High.....	21	23.3
Medium.....	18	20.0
Low.....	4	4.4
Very low.....	13	14.6
Total	90	100.0

One of the major objectives of this study has been to investigate the educational values accruing to the student from his N.Y.A. work. By referring to the questionnaires filled out by the students it will be discovered that a large number of the questions related to educational values. Moreover, by referring to the interviewing schedule it will similarly be observed that the interviewers were continuously on the look-out for facts concerning the educational significance of the projects. With the questionnaire in hand and tabulated, and with the interviewers' reports available, it is now possible to bring together facts concerning three types of educational values other than academic. The remaining pages of this chapter are devoted to a presentation of the data bearing upon these three types of values.

Educational Values

From experience and from contacts with numerous N.Y.A. and non-N.Y.A. students, the writer has found that probably N.Y.A. part-time positions are much superior to part-time jobs obtainable in the City of Denton. In the first place, N.Y.A. jobs can be much better correlated with the study programs of the students. Too many students are employed as dish-washers, waiters, filling station attendants, and yardmen. While such work does have some value, it cannot be compared to the types of work a student undertakes in a well administered N.Y.A. Program. Outside employers are not essentially interested in the student's personal development. They have a job to be done, and they pay the student to do that particular job. On the other hand, a majority of the N.Y.A. students do obtain personal development through the educational values of the work done under the N.Y.A. Program.

In the second place, the emphasis in the selection of N.Y.A. students is put upon need rather than upon ability. It is possible, therefore, by means of the Student Aid Program to give employment to a large number of students who have no particular abilities and who, therefore, cannot find employment in the City of Denton. Lacking specific skills these students are constantly on the look-out for room and board or unskilled jobs. But even in the best of times too few of these jobs are available. Thus, it has been possible for hundreds of these students at North Texas State Teachers

College to secure employment and to develop skills while at work. These skills often prove educationally of considerable importance.

The third consideration has to do with the location of the work students do. Except for 3.5 per cent of the total included in this study, all N.Y.A. students were this last year at work upon projects located on the campus. This means that those students who lived near the College did not have to spend money and time going to their places of employment. Of course a great many of the miscellaneous, part-time jobs available to students of the College are in the College neighborhood and within easy walking distance. Scores of non-N.Y.A. students who must work to earn all or part of their college expenses must, however, go to their jobs in all parts of the City. From an educational viewpoint this is not a particularly desirable situation. Students who work part-time, in general, carry academic loads as heavy as students who are not employed. Thus, time is important to them. While many of them study on a bus or on the job, it is probably true that time spent in traveling back and forth from part-time jobs, and time spent on the jobs, cannot be academically well-invested.

Educational Returns - Academic

On the student questionnaire a number of questions were asked bearing upon student judgments concerning the educational value of N.Y.A. work. Five of these questions and responses are shown in the table below.

TABLE 16
STUDENT OPINION OF EDUCATIONAL VALUE OF N.Y.A.

Question	Response									
	No Answer		Yes		No		Doubtful			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
"Every N.Y.A. project is expected to be educationally valuable to the student assigned to it. Does your project have such value to you?"	1	0.5	188	92.5	2	1.0	12	6.0		
"Has your academic work helped your N.Y.A. work?"	2	1.0	121	59.6	79	19.0	41	20.7		
"Is your N.Y.A. work in any way related to your courses?"	4	2.0	140	69.5	49	24.0	9	4.5		
"Some students say that N.Y.A. work is as valuable as taking a college course. Judging from your experience, do you agree?"	2	1.0	150	74.0	21	10.3	30	14.7		
"Has your college work suffered because of your N.Y.A. work?"	0	0.0	4	2.0	181	89.5	17	8.5		

It will be observed from these summaries that 92.5 per cent of the two hundred three students included in this study expressed the opinion that N.Y.A. work is educationally valuable to them. Sixty per cent reported that their academic work had been helped by their N.Y.A. activities. Sixty-nine and five tenths per cent reported that their N.Y.A. work was directly related to the courses they were taking. Seventy-four per cent expressed the opinion that N.Y.A. work seemed to them to be as valuable as the taking of a college course. Eighty-nine and five tenths per cent reported that their college work had not suffered because of the time put in on their N.Y.A. work. These statistics clearly support the conclusion that in the opinion of North Texas Teachers College students the N.Y.A. Program has high educational values.

The faculty sponsors were likewise asked to express themselves upon the educational value of projects in operation under the National Youth Administration. By consulting TABLE 17 we find that these supervisors responded that, in their opinion, the work did have educational values to the students. Ninety-four and seven tenths per cent reported that the work had educational value to the student assigned to it; forty-seven per cent replied that the work was as valuable to the student as taking a college course; sixty-six per cent stated that the student's academic work was helped by his N.Y.A. work; and , eighty-five percent contended that the student's college

TABLE 17

FACULTY OPINION OF EDUCATIONAL VALUE OF NYA.

Question	Response							
	No Answer		Yes		No		Doubtful	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
"Does your NYA work have educational value to the student assigned to it?".....	1	1.3	70	94.1	1	1.3	2	2.6
"Some students say that NYA work is as valuable educationally as taking a college course. Do you agree with this statement?."	5	6.5	35	47.0	14	18.4	20	26.3
"Has the student's academic work helped his NYA work?".....	6	7.8	50	66.0	7	9.1	12	15.6
"In your opinion, has your student's college work suffered because of his NYA work?"....	3	3.9	1	1.3	63	85.0	7	9.1

work had not suffered from his taking time in which to do his N.Y.A. work.

Educational Returns other than Academic

The educational value of N.Y.A. projects has not been confined to formal knowledge. The students were given a check-list of knowledges, skills, and techniques, and asked to check these which they had acquired from doing their work. The check-list and the students' responses are in TABLE 18.

TABLE 18

EDUCATIONAL RETURNS TO STUDENTS OTHER THAN ACADEMIC

Educational Values Acquired	Number	Per Cent
Fundamentals of office work.....	72	35.5
Improved or new office skills.....	58	28.5
Improved or new laboratory skills.....	17	8.3
Improved or new research technique.....	28	13.8
How to think more clearly.....	110	54.1
How to follow instructions accurately.....	177	87.1
How to supervise the work of others.....	80	39.4
How to organize work.....	129	63.5
More about your abilities.....	121	59.6
More self-confidence.....	159	78.3
How to get on with other people better.....	158	77.8
New information.....	141	69.4
New and broader interests.....	114	56.1
First hand knowledge of a college activity..	84	41.3
Insight into the scope of college activities..	88	43.4

The returns in the above table indicate that the N.Y.A. student in addition to being helped academically by his N.Y.A.

work is also helped socially, personally, and has benefited by the expansion of his general knowledge. He has learned to think more clearly, learned more about his abilities, has gained more self-confidence, and has learned to get along with other people better.

More than one-half, or 59 per cent, of the N.Y.A. students state that N.Y.A. work had a distinct commercial value to them as it has definitely contributed to their preparation for a job outside the college.

CHAPTER VI

THE SOCIAL UTILITY OF THE N.Y.A. STUDENT-AID PROGRAM

The Federal authorities responsible for the N.Y.A. Program have from the beginning not only insisted that the N.Y.A. Program should have high educational value to students, but they have also required that the enterprise have social utility. They have emphasized that the student-aid venture should in no sense be a "made work" program. Only such projects should be undertaken, they have pointed out, as need to be done and which, at the same time, are worth doing.

Colleges and universities have been asked to put their students upon projects which can easily be demonstrated to be significant in either one of two directions: to the educational institution or to society in general.

In making this study no method was discovered by which the N.Y.A. Committee selects projects on the basis of social utility. However, the data collected show that again the Committee has been fairly successful in the selection of projects. It is not an easy matter to set up criteria to determine social utility. There are projects in operation however, which seem to the investigator to have little or no social value. Questions were devised and placed in the student questionnaire so that definite information concerning these social considerations might be

obtained.

In this chapter data are presented under four divisions: (1) general observations concerning social utility; (2) social value of the N.Y.A. work to the North Texas State Teachers College; (3) social value of the N.Y.A. work to society in general; and, (4) student opinion concerning social utility.

General Observations

On their anonymous questionnaires students were asked several questions concerning the social utility of N.Y.A. employment. Two of these questions and the student's responses to them are found in TABLE 19.

TABLE 19

STUDENT OPINION OF THE SOCIAL UTILITY OF N.Y.A. PROJECTS

Question	Response							
	No answer		Yes		No		Doubtful	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
"In your judgment is the project upon which you are working important enough to justify the government money being spent on it?".....	1	0.5	192	94.5	2	1.0	8	4.0
"Is your N.Y.A. work in any sense 'boondoggling?' ...	0	0.0	0	0.0	198	97.5	5	2.5

The interviewers, after inspecting at least one of all types of projects in operation, and after talking to the students assigned to them and to the supervisors in charge, came to the following conclusions concerning the social utility of the N.Y.A. projects. In the first place they rated projects on a five-point scale relative to social utility. Their judgments are summarized in TABLE 20.

TABLE 20

INTERVIEWERS' JUDGMENTS OF THE SOCIAL
UTILITY OF N.Y.A. PROJECTS

Rating	Number of Projects	Per Cent
Very high social utility.....	25	27.7
High social utility.....	25	27.7
Medium social utility.....	23	25.5
Low social utility.....	0	00.0
Very low social utility.....	17	19.1
Total	90	100.0

It will be observed that all but seventeen of the ninety projects investigated are considered to be desirable. It is now the responsibility of the N.Y.A. Committee, should the N.Y.A. Program be continued next year, to see that no one of these projects is continued, and that no project similar to them is approved.

In the second place, the interviewers rated the projects in terms of their general desirability. This included not

only social utility, but educational value, quality of supervision, value to the college, etc. Their judgments are set forth in TABLE 21.

TABLE 21
INTERVIEWERS' JUDGMENTS CONCERNING THE GENERAL
DESIRABILITY OF THE N.Y.A. PROJECTS

Rating	Number of Projects	Per Cent
Very high desirability.....	25	27.7
High desirability.....	25	27.7
Medium desirability.....	23	25.5
Low desirability.....	0	00.0
Very low desirability.....	17	19.1
Total.....	90	100.0

It will be observed, and it is very interesting to note, that, as in the case of social utility, seventeen of the ninety projects investigated have been rated very low in desirability. Incidentally, the same seventeen projects were rated in both cases. These projects should not be continued next year. Had the findings of this study been available before the close of the 1937-1938 academic year, the writer would have recommended their discontinuance immediately upon discovering their low desirability. The twenty-five projects rated as medium in both social utility and desirability should all be carefully checked if put into operation again.

Values of N.Y.A. Work to North Texas
State Teachers College

The N.Y.A. Committee has from the outset taken the position that it could best employ N.Y.A. students upon work of the College. Thus all but 3.5 per cent of the N.Y.A. students were assigned to campus activities. These students undertook all types of work from clerical activities to assistance upon research problems. Because the operating budget for the employment of students does not provide for an adequate amount of assistance of this sort, the N.Y.A. program has made a large contribution not only to student employment, but also to the carrying forward of the College program. Had N.Y.A. funds not been available hundreds of students would have been unable to attend the College, and, at the same time, many College enterprises would have been dropped of necessity.

In this connection an attempt was made to discover just what would happen to the College program if N.Y.A. assistance were withdrawn. To secure these data each interviewer asked each project supervisor he interviewed to express an opinion concerning the future of his project in the event N.Y.A. students were withdrawn. Twenty-nine supervisors asserted that their projects would have to be discontinued; ten supervisors said continuance of their projects would be doubtful without N.Y.A. assistance; twenty-seven stated work would continue regardless of N.Y.A. funds; while twenty-four reported that the work would continue but would be greatly delayed or hampered,

and such continuance would be entirely dependent upon other funds from the College.

The opinions of the N.Y.A. students were sought as to the importance to the College of the work they do in general. This question was included in the student questionnaire: "From the point of view of its worth to the department to which you are assigned, which of the following descriptions, in your judgment, best describes your work?" They responded as shown in TABLE 22.

TABLE 22
IMPORTANCE OF N.Y.A. WORK TO NORTH TEXAS
STATE TEACHERS COLLEGE

Rating	Number of Students	Per Cent
Very important.....	39	19.2
Important.....	141	69.5
Only fairly important.....	23	11.3
Unimportant.....	0	00.0
Very unimportant.....	0	00.0
Total	203	100.0

In TABLE 22 we find that no N.Y.A. student considered the work he was doing to be unimportant to the department in which he worked. On the other hand, 19.2 per cent classed their work as "very important", 69.5 per cent gave the opinion that the work was "important", and only 11.3 per cent judged the work to be "fairly important".

Social Value of N.Y.A. Work to Society in General

It would be impossible to enumerate the ways and in what degrees society in general is being benefited by the N.Y.A. Student Aid Program. Certainly it is being benefited by the fact that thousands of youths who otherwise would have no opportunity of attending college are now finding it possible through the N.Y.A. Student Aid Program. They are being taught, and will in turn teach others, how to become better citizens. Through their N.Y.A. work they learn how to do better those things which they will probably do after their college days are over. They learn to accept and enjoy responsibility, thereby building up a morale essential to a happy, purposeful life.

Student Opinions Concerning Social Utility

On the anonymous questionnaires a large number of students voluntarily expressed opinion concerning the social value of the N.Y.A. Program. Some of these statements follow:

"I favor N.Y.A. If there was no such program, many of the students (including myself) would not be able to stay in school. It is a wonderful project to better education. It is a great help in aiding students to go through college who might otherwise never attend any institution of higher learning."

"The N.Y.A. enables me to go to college and I am very thankful for it."

"I think every N.Y.A. student should feel honored that the government elected to help him get a college education, and should show his appreciation by performing his tasks to the best of his ability."

"N.Y.A. has certainly been a great help as well as enjoyment to me. The work gives one the feeling of responsibility, therefore we do our best to satisfy."

"I think that most of the work gives the pupils valuable experience."

"The N.Y.A. Program is helping many students to attend college. The duties assigned an N.Y.A. worker aids the worker in furthering his abilities and opportunities."

"I think our National Government is carrying out a very worthwhile project in promoting and making higher education possible for America's youth."

"Regardless of which set of political groups made N.Y.A. assistance possible, it is indeed a fine, sane plan of spending the public's money. There is no better way in which to spend money than that of making a college education possible for the less fortunate youth who is desirous of such higher training. Should N.Y.A. be discontinued by the present administration, or any other administration in the near future, it would indeed be a misfortune for the citizens of the U.S. as well as for the ambitious youths. KEEP N.Y.A. intact!"

"I think that the N.Y.A. is one of the most beneficial

programs that has ever been offered. Through it a large per cent of the youth of today, who will be the adults of tomorrow, are able to become educated who otherwise could go no further than high school. The N.Y.A. provides an education for those students who are eager to learn and are willing to work. Through the N.Y.A. the Government is "helping those who help themselves rather than just giving something away."

CHAPTER VII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study has been to evaluate the effectiveness of the National Youth Administration Student Aid Program of the North Texas State Teachers College, 1937-1938, using as a measuring stick the four major objectives set up by the National Executive Committee of the N.Y.A. These four objectives are set forth in CHAPTER I. The purpose of this chapter is to summarize the data from the study made, and to offer recommendations which, in the opinion of the writer, will make the program more efficient and more effective in the long-session of 1938-1939.

Findings Concerning N.Y.A. Students

1. Students who received N.Y.A. assistance were divided by classes as follows: Freshmen--39.4 per cent; Sophomores--27.1 per cent; Seniors--11.3 per cent; and, Master's Candidates--0.5 per cent.
2. N.Y.A. students are enrolled in every department of the college.
3. Only twenty-eight, or 16.7 per cent, of the students reporting were below the scholastic average required for graduation.

4. The students selected for N.Y.A. work were all well within the age limit perscribed for N.Y.A. students.

Findings Concerning Classifications and
Descriptions of Projects

1. Seven of the 203 students working at the time this study was made were working at jobs off the campus of North Texas State Teachers College.
2. Students were employed in the following thirteen major types of activities: library, laboratory, statistical, museum, stenography, typing, general clerical, grading papers, preparing class material, actual teaching, recreational, mechanical, and maintenance.

Findings Concerning Supervision of
N.Y.A. Projects

1. The responsibility of selecting students to receive N.Y.A. assistance rests upon a committee appointed by the President of the College.
2. No formal method was found by which projects are selected, nor by which students are assigned to work.
3. Students seem to feel that assignments are made with a high degree of efficiency.
4. Data gathered bears out the fact that supervision of a high order is afforded the students while they work.
5. There is some doubt on the part of both students and

teachers as to the accuracy of the time sheets turned in by the students.

Findings Concerning the Educational Values of the N.Y.A.

1. No evidence was found that lead to the belief that special emphasis was used to select projects which had educational value.
2. The investigators found that all but seventeen, or 19 per cent of the projects did have definite educational value.
3. Ninety-two and five tenths per cent of the students returning questionnaires asserted that their work had a definite educational value to them.
4. Ninety-four and seven tenths per cent of the supervisors reported that the work done by their N.Y.A. student had definite educational value to the student.
5. More than one-half of the students contended that the work they did had commercial value to them as it would help them in securing a job later.

Findings Concerning the Social Utility of the N.Y.A. Student Aid Program

1. N.Y.A. work is in no sense "boondoggling" according to the student.
2. The interviewer's report showed that all projects in

operation were desirable in regard to social utility with the exception of seventeen, or 19.1 per cent.

3. N.Y.A. work has a definite social value to the North Texas State Teachers College.

Conclusion Concerning Students
Receiving N.Y.A. Assistance

1. In keeping with the first major objective listed in the first chapter needy undergraduate and graduate students are being offered part-time employment under the National Youth Administration at North Texas State Teachers College.

Conclusions Concerning Projects Upon Which
Students Do Their N.Y.A. Work

1. No effort is made to place students to work in accordance with their abilities.
2. The N.Y.A. Committee makes no effort to counsel with the student about his work, his interests, or his capabilities.
3. While the N.Y.A. Committee does not attempt any placement services for youth other than selecting them to receive N.Y.A. assistance, the College does maintain a placement service for students who care to teach.
4. Through his work the student is using his time constructively. He extends the benefits of his

constructive activities to the school and to the community.

Conclusions Concerning Supervision of N.Y.A. Projects

1. While the supervision afforded students who work on N.Y.A. is of a high order, the supervisors could do much to encourage the student to recognize the educational and vocational values of the work he does.
2. The student should be made to see the importance of his work to the school and to the community.

Conclusion Concerning the Educational Value of N.Y.A.

1. The N.Y.A. Committee should demand that each project have educational value to the student assigned to it. It might be well to insist that projects also have certain commercial or vocational values.

Conclusions Concerning the Social Utility of the N.Y.A. Program

1. In no sense can the N.Y.A. attain the objectives set up if any type of "boondoggling" is tolerated.
2. With the exception of 19.1 per cent, all projects were found to have definite social values to the students employed, and to the College in general.

Recommendations

In view of the findings and conclusions previously set forth in this chapter, the writer makes the following recommendations:

1. That N.Y.A. students enrolling in the College for the first time be given some expert educational guidance in the selection of a major field.
2. That a definite scholastic attainment be required of students receiving N.Y.A. assistance.
3. That students be assigned to work in a field in which they are interested, and, if possible, in a field in which they are skilled. The writer submits a placement card (Appendix D) for the reader's attention.
4. That the prospective supervisors be required to set forth the type of work they have to be done on a project requisition (Appendix E), and that the N.Y.A. Committee grant or refuse this requisition on a basis of educational value, social utility, worth to the College and to the individual assigned, and commercial value to the student.
5. That more attention be given to the supervision of projects both by the N.Y.A. Committee and by the immediate supervisor.
6. That the N.Y.A. Committee adopt the suggested new "Time Record" form (Appendix F), and require both

students and supervisors to be more careful about checking and reporting work done.

7. That the National Youth Administration Program be accepted by the student body and the faculty of North Texas State Teachers College, and treated as an opportunity to help college youths become more useful, better educated, social-civic minded citizens.

QUESTIONNAIRE

Instructions

1. Do NOT sign this questionnaire.
2. Be completely frank in your replies.
3. Where a question is followed by alternate choices, underline your selection.
4. Be as specific as possible in any statements of opinions you give.
5. Every question must be answered.
6. By "supervisor" the person is meant who is immediately in charge of your work.

1. Without using any names of supervisors or other people, describe just what work you do on the project to which you are assigned:
2. Check below the word or phrase which best describes the work you do:

Typing	Research assistant
Stenographic	Bibliographic
Statistical	Library
Other clerical work	Reading and marking papers
Laboratory assistant	List any other work
3. Do you like the work to which you are assigned?

Yes	No	Doubtful
-----	----	----------
4. Explain your answer:
5. If you could change to another type of work, would you wish to do so?

Yes	No	Doubtful
-----	----	----------
6. If you answered "Yes" to Question 5, explain your answer.

7. If you answered "Yes" to Question 5, what other work would you prefer?

8. Are you doing work which, in your judgment, the faculty member to whom you are assigned should be doing himself?

Yes No Doubtful

9. Does your supervisor make your duties perfectly clear to you?

Yes No Doubtful

10. Does your supervisor give you enough help and instruction in your work?

Yes No Doubtful

11. Are you idle because your supervisor has not adequately organized your work?

Yes No Doubtful

12. Has your supervisor ever explained to you the value of the work you are doing?

Yes No Doubtful

13. Are the same standards of work required of you as a private employer would expect?

Yes No Doubtful

14. How often do you discuss your work with your supervisor?

Daily Thrice weekly Twice weekly Weekly
Every two weeks Monthly Never

15. Have you become better acquainted with members of the faculty because of your N.Y.A. work?

Yes No Doubtful

16. How well do you get on with your supervisor? Well Badly

17. If not well, why not?

18. Is your supervisor lax about checking your work sheet accurately?

Yes No Doubtful

19. If you could change to another supervisor, would you wish to do so?

Yes No Doubtful

20. If you answered "Yes" to Question 19, why would you wish to change?

21. Every N.Y.A. project is expected to be educationally valuable to the student assigned to it. Does your project have such value to you?

Yes No Doubtful

22. Check below what you have learned from your N.Y.A. work. Add others.

Fundamentals of office work
 Improved or new office skills
 Improved or new laboratory skills
 Improved or new research technique
 How to think more clearly
 How to follow instructions accurately
 How to supervise the work of others
 How to organize work
 More about your abilities
 More self-confidence
 How to get on with other people better
 New information
 New and broader interests
 Insight into the scope of college activities
 First hand knowledge of a college activity

23. Some students say that N.Y.A. work is as valuable educationally as taking a college course. Judging from your own experience, do you agree?

Yes No Doubtful

24. Is your N.Y.A. work in any way related to your courses?

Yes No Doubtful

25. Underline the adjectives or phrases which best describe your work:

too easy intellectually stimulating
 boring will help in getting a job later
 routine suited to your ability
 interesting requires initiative and judgment
 too difficult

26. Has your academic work been helped by your N.Y.A. work?

Yes No Doubtful

27. If your answer is "Yes", describe how:

28. Has your college work suffered because of N.Y.A. work?

Yes No Doubtful

29. If your answer is "Yes", describe how:

30. Some time ago someone invented the word "boondoggling" to mean worthless work on which government funds are being spent. Is your N.Y.A. work in any sense "boondoggling"?

Yes No Doubtful

31. From the point of view of its worth to the department to which you are assigned, which of the following descriptions, in your judgment, best describes your work?

Very important Important Only fairly important
Unimportant Very unimportant

32. In your judgment is the project on which you are working important and valuable enough to justify the government money being spent on it?

Yes No Doubtful

33. How do you feel about your hourly rate of pay?

Too high About right Too low

34. If you feel your hourly rate of pay is too low, what is your reason?

35. Do you feel that you have an adequate amount of N.Y.A. assistance?

Yes No

36. How could the N.Y.A. Program, in your judgment, be improved?

37. Use the space below to write any comments you care to make-- favorable or unfavorable-- about N.Y.A. Do not hesitate to offer suggestions about the improvement of the N.Y.A. Program.

REREAD THIS QUESTIONNAIRE TO SEE THAT EVERY QUESTION IS ANSWERED

APPENDIX B

QUESTIONNAIRE

Name of the Department _____

1. Describe briefly the work which your N.Y.A. students do for you.

2. Check below the words or phrases which best describe the work students do on your project. Add others.

Typing	Research assistant
Stenographic	Bibliographic
Statistical	Library
Other clerical work	Reading and marking papers
Laboratory assistant	List any other work

3. Does your student seem to like the work to which he is assigned?

Yes No Doubtful

4. Explain your answer.

5. Has your N.Y.A. student in any way indicated that he would like to change to another type of work?

Yes No Doubtful

6. If your answer is "Yes", what types of work would he prefer?

7. Is your student doing work which you should be doing yourself?

Yes No Doubtful

8. Do you make the duties of the student perfectly clear to him?

Yes No Doubtful

9. Do you give him assistance and instruction in his work?

Yes No Doubtful

10. Is your student ever idle because you have not adequate-

ly organized his assignments?

Yes No Doubtful

11. Do you explain to the student the value of the work he is doing?

Yes No

12. Do you require the same standard of work as would a private employer?

The same Higher Not as High

13. How often do you discuss with your student the work assigned to him?

Daily Twice Weekly Thrice Weekly
Every two Weeks Monthly Never

14. Have you become better acquainted with your students because of N.Y.A. work?

Yes No Doubtful

15. How well do you get on with your N.Y.A. student?

Well Badly

16. If not well, why not?

17. Are you lax about checking your student's work sheet accurately?

Yes No I don't know

18. If you could change N.Y.A. students, would you wish to do so ?

Yes No Doubtful

19. If your answer to Question 18 is "Yes", Why would you?

20. Every N.Y.A. project is expected to be educationally

valuable to the student assigned to it. Does your work have such value to the student?

Yes

No

Doubtful

21. Check below what your N.Y.A. student may learn from the work he does for you. Add others:

Fundamentals of office work
 Improved or new office skills
 Improved or new laboratory skills
 Improved or new research technique
 How to think clearly
 How to follow instructions accurately
 How to supervise the work of others
 How to organize work
 More about his abilities
 More self-confidence
 How to get on with other people better
 New information
 New and broader interests
 First hand knowledge of a College activity
 Insight into the scope of College activities

22. Some students say that N.Y.A. work is as valuable educationally as taking a college course. Do you agree with this statement?

Yes

No

Doubtful

23. Are your work assignments to the student in any way related to his college courses?

Yes

No

Doubtful

24. Underline the adjectives or phrases which best describes the work your student does:

too easy	suited to his ability
boring	interesting
routine	requires initiative and
intellectually stimulating	judgment
will help in getting a job	too difficult
later	

25. Has the student's academic work helped his N.Y.A. work?

Yes

No

Doubtful

26. If your answer to Question 25 is "Yes", describe how:

APPENDIX C

INTERVIEWING GUIDE

1. Description of project: Brief, to the point, but sufficient to make clear to the reader exactly what work is being done.
2. Classification of project:
 1. Research
 - Library
 - Laboratory
 - Statistical
 2. Clerical
 - Tabulation
 - Stenography
 - Typing
 - Library
 - General clerical
 3. Instructional
 - Grading papers
 - Preparing class material
 - Assisting teacher
 - Actual teaching
 4. Recreational
 5. Mechanical
 6. Maintenance
3. Supervision: In terms of all supervision questions which have been asked in the questionnaire, the interviewer is to summarize his judgments of the supervision of the project according to the following scale:
 1. Very good The interviewer is to write
 2. Good briefly the considerations
 3. Medium which lead him to give the
 4. Poor rating which he gives.
 5. Very poor
4. Educational value: Educational values may be one or more of the following:

1. New knowledges not available in courses taken
2. Knowledge further developing curricular instruction
3. Knowledge of value avocationally
4. Broader knowledge of the College and its methods of operation
5. Development of new skills
6. Improved abilities in social relations
7. Training in leadership
8. Improved attitudes

For every one of the educational items the investigator lists, he will make a brief statement of his reasons. He may add new items of educational value if he sees fit.

5. Social utility: Each interviewer will rate each project which he inspects as follows in terms of social utility:
 1. Very good
 2. Good
 3. Medium
 4. Poor
 5. Very poor

As in number 3, the interviewer is to write briefly why he gives the rating he does.
6. Permanence of project: Each interviewer will classify each project on this factor according to the following scale:
 1. Would have to be discontinued without N.Y.A. aid
 2. Doubtful continuance without N.Y.A. aid
 3. Would continue without N.Y.A. aid
 4. Would continue without N.Y.A. aid, but greatly delayed or hampered.
7. Desirability of project in general: With all facts about a project in mind, the interviewer will rate each project for general desirability on the following scale:
 1. Very high
 2. High
 3. Medium
 4. Low
 5. Very low
8. Recommendations: The interviewer is to recommend changes or improvements that seem desirable to him for each project. These recommendations may relate to the project itself or to students assigned to the project. He may recommend its discontinuance, its continuance, in its present form, or its continuance with reorganization. He may recommend the dropping of students from the N.Y.A., their transfer to other assignments, or other adjustments which seem desirable. Reasons must be given for all recommendations made.

NYA Student Placement Card

To Be Filled Out COMPLETELY by Applicant

Name (last name first) _____ Sex _____ Age _____

Home address (street and city) _____ NYA last year? _____

Denton address (if known) _____ Phone number _____

Department or major (if no major yet declared, indicate preference) _____

After each type of work listed below which you are able to do, grade yourself as follows: A-excellent; B-good; C-average.

Bibliography _____ Filing _____ Drafting _____

Child care _____ Proofreading _____ Library _____

Game leader _____ Grading papers _____ Mimeograph _____

Statistics _____ Typing _____ Musician _____

Manual labor _____ Stenography _____ Poster lettering _____

Clerical work _____ Housekeeping _____ Janitorial _____

Mechanical _____ Serving _____ Hectographing _____

Assistants in:

Chemistry _____ Biology _____ Physics _____

Physical Education _____ Social Science _____ Language _____

If you were an NYA employee last year, list below the professors (with their departments) under whom you worked:

List below any departments in which you would like to work, giving if possible the names of the professors.

Comments: Write here any comments that will help the Committee to place you.

Student MUST NOT Fill Out This Portion of Page

Name _____ Allowed to earn _____ per month

Assignment: Professor _____ Department _____

Type of work _____ Hours per day _____

Place of employment: Building _____ Room _____

APPENDIX E

(Each Project Must Be Filled Out on Separate Requisition)

N. Y. A. STUDENT PROJECT REQUISITION, 1938-39

Project No. _____

Department _____ Date _____

Total number of students requested for this project _____

Project Supervisor _____ Building _____

Description of Project: (Make as complete as possible.)

Students Requested

No.	Sex	Grad.	Under-Grad.	Hourly Rate	Student Preferred if Known
				30¢	
				30¢	

Students Assigned
(To be filled in by NYA Committee)

Name	Hourly Rate	Remarks

Head of Department _____

TIME SHEET

NORTH TEXAS STATE TEACHERS COLLEGE
N.Y.A. Work Projects

Dep't _____ Name of Student _____

Month _____

DATE	IN		OUT		IN		OUT		TOTAL HRS.	TOTAL DTHS.
	IN	OUT	IN	OUT	IN	OUT				
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
TOTAL TIME WORKED IN MONTH										

I hereby certify that I have performed services on the dates and during the hours indicated above.

Student's Signature _____

Time worked in Hr. & Tenths Rate Amount

I hereby certify that, to my personal knowledge, the above named student was employed on the dates and during the hours indicated on this sheet.

Signed _____

Project Supervisor

Instructions to Departments

1. This is a monthly time sheet. It should be kept in a convenient place so that each student may sign his time IN and OUT each day.
2. At the end of each NYA month, check this sheet carefully for "time worked"; "rate per hour"; and "amount to be paid".
3. Sign it properly and place it in the N.Y.A. box at the end of each N.Y.A. month.

Instructions to Students

1. No student will be permitted to work more than 8 hours per day, to work more than 30 hours per week, or to receive more than \$20.00 per month.
2. Each student will sign IN and OUT and compute hours and minutes worked each day.
3. On the last working day of each month the student will figure "total time worked", sign his name in place provided, and turn sheet to his supervisor.

INTERVIEWER REPORT

H.M.

L.W.

1. Description of project

Supervision of children

2. Classification of project

Recreational

3. Supervision

Poor. Two students work on this project and for lack of proper instruction both may be there one day and neither the following day. They work on the day they prefer and are absent when they please, as they have only a certain amount of hours to work.

4. Educational value

Knowledge further developing curricular instruction.

Knowledge of value avocationally.

Improved abilities in social relations.

Training in leadership.

Excellent experience in supervision.

5. Social Utility

Very high. Gives student first-hand experiences in handling pupils and the best ways of handling them. Then the pupils are greatly benefited by having supervision.

6. Permanence of project

Would have to be discontinued without N.Y.A. aid.

7. Desirability of project in general

Very high

8. Recommendations:

I recommend that this project be continued, but that better supervision be given, so that the best results may be obtained for the children supervised and the students supervising.

INTERVIEWER REPORT

H.M.

L.H.

1. Description of project:

Working out class material.

2. Classification of project

Clerical

3. Supervision

Very poor. He has definite things to do, but has no supervision while work is being done. Supervisor did not know where he worked.

4. Educational value

Knowledge further developing curricular instruction.
Knowledge of value avocationally.
Development of new skills.

5. Social Utility:

Medium. Very little to student, but gives the students better class materials.

6. Permanence of project

Would have to be discontinued without N.Y.A. aid.

7. Desirability of project in general

High

8. Recommendations

I recommend that the project be continued, because it is educational to student and gives college pupils better class materials. I recommend that closer supervision be given.

INTERVIEWER REPORT

H.M

J.G.

1. Description of project

Sweeping and dusting (general janitor work)

2. Classification of project

Maintenance

3. Supervision

Poor. Definite instructions but no check-up.

4. Educational value

There is no educational value.

5. Social Utility

To the student this project has no social value. It is of value to those who use the rooms but it probably would be done without N.Y.A. assistance, but not so well.

6. Permanence of project

Would be continued without N.Y.A. assistance, but greatly delayed or hampered.

7. Desirability of project in general

Medium

8. Recommendations

I recommend that closer supervision be given. It is probably a worthwhile project and should be continued but I fear that there is not enough work assigned to keep the student busy.

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