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# A Kentucky Emergency Relief Administration Educational Camp for Unemployed Girls

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A KENTUCKY EMERGENCY RELIEF ADMINISTRATION  
EDUCATIONAL CAMP FOR UNEMPLOYED GIRLS

BY

Mattie Augusta Nance

A THESIS

SUBMITTED IN PARTIAL FULLFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

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## CONTENT

	PAGE
PREFACE	v
CHAPTER	
I INTRODUCTION	1
Statement of problem - Scope of study - Sources of data - Method of treatment - Identification and definition of terms - Review of similar studies.	
II HISTORY AND PURPOSE OF THE KENTUCKY EMERGENCY RELIEF ADMINISTRATION EDUCATIONAL CAMP	6
Philosophy - History - Purposes - Camp Beula Villa.	
III BACKGROUND ANALYSIS AND CORRELATIONS	23
IV SUMMARY	37
V BIBLIOGRAPHY	41

## TABLES

TABLE	PAGE
I Master Table	22
II County Representation at Camp Beula Villa	23
III Classification of Girls' Ages	24
IV Ratings by Director of Testing	24
V Classification of Girls' Education	25
VI Education of Fathers and Mothers	26
VII Rooms in Home and Persons in Family	27
VIII Miscellaneous Table	28
IX Occupation of Fathers	29
X I Q's Taken from Terman Scores	29
XI I Q's Taken from National Intelligence Test Scores	30
XII Grades in Camp	30
XIII English Test Scores	31
XIV Socio-Economic Test Scores	31

PREFACE

This thesis is written with the intention of tracing the development of the youth problem in the United States and also to present the plan and work of the Kentucky Emergency Relief Administration Educational Camp at Sulphur Well, Kentucky.

The writer desires to express appreciation to Mrs. Alice Moore, of Louisville, Kentucky, Director of Camp Beula Villa for her assistance in securing the loan of the data used. I am also grateful to Dr. Bert R. Smith, my major professor for his assistance, guidance, and careful supervision of the work; to Dr. Gordon Wilson, my minor professor, I want to express my thanks for his careful reading, corrections, and suggestions.

A PHILOSOPHY OF OPPORTUNITY

"I have determined that we shall do something for the nation's unemployed youth because we can ill afford to lose the skill and energy of these young men and women. They must have their chance in school, their turn as apprentices, and their opportunity for jobs--a chance to earn for themselves."

President Franklin Delano Roosevelt

CHAPTER I  
INTRODUCTION

On June 26, 1935, President Roosevelt, by executive order number 7086, established the National Youth Administration as a division of the Works Progress Administration, through authority of the Emergency Relief Appropriation Act of 1935. Fifty millions of dollars have been earmarked for the National Youth Administration program.

The main objectives of such a program are:

1. To provide part-time employment for youths of certified relief families at work-relief projects suited to their abilities and needs.
2. To extend part-time employment to needy college students in relief families.
3. To offer vocational information, training, and placement service to youths.
4. To encourage the extension of constructive, educational, and job-qualifying leisure-time activities.

It is with the last objective that this study deals.

To meet the need of young people for increased leisure-time activities, the National Youth Administration encourages extension of present educational and recreational facilities. An effort is made to reach the groups most in need of such facilities through the promotion of leisure-time activities in camps, community centers, and forums.

In accordance with this belief, camps were located in various states within the United States. The number of camps in



this program was twenty-four, for about 1,945 women in fifteen states. Kentucky had two; one at Trail's End, near Lexington, about which data could not be secured; the other at Sulphur Well, Metcalfe County, Kentucky, which furnished data for this thesis. The camp enrolled fifty-seven young women for a period of six weeks, beginning August 20, 1935, and ending October 1, 1935.

The following topics will be treated in this chapter:

1. Statement of problem
2. Scope of the study
3. Source of data
4. Method of treatment
5. Definition of terms
6. Review of similar studies

Statement of problem.- To observe the conditions of the Sulphur Well Camp of the Kentucky Emergency Relief Administration with the aim of seeking answers to the following questions:

1. What is the history and the purpose of the Kentucky Emergency Relief Administration Educational Camp?
2. What type of girls compose the camp?
3. Is it worthwhile for a girl to spend her time and effort for a period of six weeks in such a camp?
4. What is the correlation between I Q and achievement in class work at camp?
5. What is the correlation between I Q and English tests given in the camp?
6. What is the correlation between I Q and ranking in socio-economic test?

7. What is the correlation between the I Q's determined from Terman's Intelligence Test and National Intelligence Test?
8. What is the girl's reaction to the benefit, value, or worthwhileness of the camp now since it is over.

Scope of the study.- This study is limited to the camp at Sulphur Well, Metcalfe County, Kentucky. It is so limited because it is the only camp of its kind in Kentucky that has available data.

Sources of data.- The data for this study has been secured from the following sources:

1. Printed material from National Youth Administration office at Ninth and Broadway in Louisville, Kentucky.
2. Printed material from Federal Emergency Relief Administration office at Washington, D. C.
3. Report of Kentucky Emergency Relief Administration Educational Camp at Sulphur Well, Kentucky, Mrs. Alice P. Moore, Director.
4. Magazine and newspaper articles from the library of Western Kentucky State Teachers College in Bowling Green, Kentucky.
5. Sulphur Well Camp records, consisting of background analysis, mental tests, achievement tests, English tests, social studies tests, and interview blanks sent to each girl early in the spring of 1936.

Method of treatment.-- The material herein is presented descriptively, comparatively, and statistically. The history and purpose of the camp will be given, which will contain all major points of interest. Then the statistical results of various tests will be used to make the comparisons. From these results a summary will be drawn.

Identifications and definition of terms.-- KERAEC means Kentucky Emergency Relief Administration Educational Camp. It was a camp for unemployed women at Sulphur Well, Kentucky, beginning August 20 and ending October 1, 1935.

1. Social studies test--Sims Score Card for Socio-Economic Status (Form C).
2. English test--The Clapp-Young English Test (Form A).
3. Intelligence test--National Intelligence Tests (Scale A, Form 1).
4. Mental test--Terman Group Test of Mental Ability (Examination: Form A).
5. Sulphur Well--A settlement in Metcalfe County, on the banks of Little Barren River.
6. Works Progress Administration--An executive order signed May 6, 1935, by which the President of the United States established a system of public works in the states to take workers off the dole.
7. Emergency Relief Appropriation Act--Funds to provide relief, work-relief, and to increase employment by providing useful projects, made available by the Federal Emergency Relief Act of April 8, 1935.

8. Work-relief--Assignment to jobs of one kind or another, paying small wages, which allowed about half of the twenty millions of people on relief to be self-supporting.

9. Aid--Assistance rendered to. On the other hand, the word relief means the removal wholly or in part from oppression.

Review of similar studies.-- So far as the writer of this work has information, there has been no previous study made of a Kentucky Emergency Relief Administration Educational Camp. Other camps have been planned for 1936. The fact that it is the first study makes it all the more interesting.

CHAPTER II  
HISTORY AND PURPOSE OF THE KENTUCKY EMERGENCY RELIEF  
ADMINISTRATION EDUCATIONAL CAMP

There is a desire upon the part of the writer of this thesis for the reader to become acquainted with the interest that has been shown in our youth for the last few years. In this chapter a brief history of the youth movement, terminating in the Sulphur Well camp, will indicate more clearly the importance of such a program since the future welfare of our country is determined by the training of its youth.

Philosophy.- It is gratifying to realize that those at the head of things in this country have the welfare of youth so in mind that this great program of renewed opportunity is being launched. Implicit in the idea, as expressed by the President, is the realization that the country needs a youth which is equipped, which has courage, and which is competent to carry on.<sup>1</sup> "We can ill afford to lose the skill and energy of these young men and women," says the President. It is with this appreciation of youth's contribution to the life of the country that the program has been worked out, and it is notable that under the central organization are forty-eight state youth divisions and that similar committees will be formed in numberless counties and communities. This is not something that is being done "to" or "for" youth but something in which youth is coöperating for the good of the whole.

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<sup>1</sup> Clara Savage Littledale, "Youth Shall Have Its Chance," Parents Magazine. X (August, 1935), 13.

George Zook, United States Commissioner of Education in 1933, became interested in the young people of the country and was convinced that they deserved a better chance than they were getting. He noted college enrollments were dropping off sharply, while high schools were being crowded by attendance not known before. Many students were returning to the high schools after graduation, and this made a situation which developed a new task for the high schools.

Meanwhile students who had prepared themselves for their chosen vocations could not find jobs. Their skills, through disuse, were declining. Their knowledge, whether of stenography, automobile mechanics, or medicine, was being forgotten. In short, they were losing their employability. Each day they became less fit for the job for which they had prepared themselves.<sup>2</sup>

Many youths could not stand long periods of inactivity, and they took to the highways to alleviate in some degree the sting of unemployment. As a result many crimes were committed by idle youths, and many more were laid at their feet for which they were not responsible.

History.- Knowing all these facts, the Commissioner of Education called into conference on June 1 and 2, 1934, about seventy-five people who knew about the youth problem. In this conference were included several youths themselves, one of whom was the president of the National Student Federation. This conference agreed that there should be in the federal government an agency

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<sup>2</sup> John W. Studebaker, Radio address, "Government Interest in Youth," Station WJSV, Washington, D.C., and associated NBC Stations, February, 1935. School Life, XX (April, 1935), 177-178.

which should give constant study to the youth problem. It was agreed that no country could afford to spend two and a half billions of dollars per year on a school system and then see the good which the school was intended to do nullified in large part by years of enforced idleness after school days had ended. National welfare as well as mere justice to the individual young people themselves demanded that something be done. The conference also agreed that this government agency which was needed to study and to help solve the many problems of youth should be a part of the United States Office of Education, because it was recognized that in any adequate program for youth the center should be that type of education and recreation designed to preserve morale, increase social insight, and enhance employability.

Following the recommendations of the conference, the National Student Federation took a prominent part in developing the proposal for establishing a division of Youth Service in the United States Office of Education. Many endorsements of the proposal have resulted from the work of the Student Federation and its president. When Mr. Studebaker became Commissioner of Education in 1934, he studied the proposal, recognized its soundness, and recommended its adoption.

Just what is the proposed Division of Youth Service supposed to do?

First, it is intended to conduct studies which will yield a clear and comprehensive picture of the situation which youth confronts. The United States census shows that more than two and one-fourth million young people leave the high school each year.

Of these, fewer than half have completed the high school course. We do not know how long these try before they find jobs; but we do know that these young people, while idle, drift backward rather than pull forward. The influences, both good and bad, which act upon their lives are not known. In the final analysis the vast problem is one of discovery of need, guidance, appropriate education, both general and vocational, and in many instances finally employment.

Secondly, the Division of Youth Service is to work with the many states and communities throughout the country in devising a constructive, broad program adequate to meet the situation revealed.

In the third place, the Division will foster the building up of a more comprehensive program of recreation for young people. This will involve cooperating with all the agencies now providing recreational activities to the end that they may be strengthened. It will involve also encouraging communities to supplement these activities so as to bring clean, wholesome recreation within the reach of all.

Fourth and finally, the Division as conceived would help a few communities to finance more adjustment centers and community programs for youth, as patterns for the nation to follow. The whole youth problem in its acute form is of such recent origin in this country that many of the practical ways in which it may be solved need demonstration. In this part of the program the Office of Education proposes to adopt what has long been the policy of other government agencies like the Department of Agriculture in



the support of experiment stations.<sup>3</sup>

National Youth Administration.— On June 26, 1935, President Roosevelt, by executive order, established the National Youth Administration as a division of the Works Progress Administration, through authority of the Emergency Relief Appropriation Act of 1935. Fifty millions of dollars of Works Progress Administration funds have been earmarked for the National Youth Administration program.<sup>4</sup>

Its main objectives are:

1. To provide part-time employment for youths of certified relief families at work-relief projects suited to their abilities and needs.

2. To extend part-time employment to needy college students and small cash assistance to high-school students in relief families.

3. To offer vocational information, training, and placement service to youths.

4. To encourage the extension of constructive educational and job-qualifying leisure-time activities.<sup>5</sup>

The scope of such a program includes:

A. Aid for college students.

A part-time employment program has been set up to enable needy youths to enter or remain in college. Youths financially unable to get through college without this assistance are given part-time work-relief projects.

<sup>3</sup> Ibid.

<sup>4</sup> Frank D. Peterson, "Information about the National Youth Administration", Kentucky School Journal, November, 1935, p. 18.

<sup>5</sup> General Information Bulletin. N. Y. A. -B-16, October, 1935.

A selected group of college graduates unable to find work, or to continue post-graduate studies without some earnings, will be given part-time employment on a work-relief basis; applications should be made directly to the college which the student desires to enter.

B. Aid for high school students.

Cash assistance not exceeding \$6.00 per month will be extended to a limited number of youths in relief families who are unable to attend high school for want of money for carfare, lunch, and other small but necessary incidentals. This program in Kentucky will give aid for 6,423 high school students.

C. Work-relief.

Work-relief employment especially adapted to young people will be provided for young men and women between the ages of sixteen and twenty-five in relief families. The wages will be paid at regular work-relief rates, but the hours of work will be limited. Preference will be given projects favored by the young people themselves, particularly such projects as recreation and social centers for young people. These projects are to be constructed principally by youth labor under the guidance of skilled adult workers. It is planned to employ competent youths in connection with a census to be taken throughout the United States.

D. Vocational information and job training.

Counselling, adjustment, and job-placement service are to be developed in cooperation with the United States Re-employment Service and its 2,000 offices and with other public and private agencies. Placement of youth of work-relief projects will be made through the Re-employment Service offices.

E. Leisure-time activities.

To meet the need of young people for increased leisure-time activities, the National Youth Administration will encourage the extension of present educational and recreational facilities. An effort will be made to reach the groups most in need of such facilities through the promotion of leisure-time activities in camps, community centers, and forums.<sup>6</sup>

National Youth Administration Set-up.- In accordance with Executive Order Number 7086, the National Youth Administration has been established within the Works Progress Administration under the general supervision of Harry L. Hopkins, Works Progress Administration administrator, and under the immediate direction of the executive director, Aubrey Williams. It is also under the general supervision of an executive committee composed of Miss Josephine Roche, assistant secretary of the treasury, chairman; Arthur J. Althmeyer, second assistant secretary of labor; John Studebaker, commissioner, office of education; M. L. Wilson, assistant secretary of agriculture; Lee Pressman, general counsel, Works Progress Administration; Chester H. MacCall, assistant to the secretary of commerce.

Kentucky's National Youth Administration Set-up.- In August, 1935, Frank D. Peterson was appointed director of the National Youth Administration for the state of Kentucky. He immediately set about the organization of the state office and the launching of the National Youth program. Robert K. Salyers was chosen Assistant Director; W. Arch Bennet, Director of Works Projects; and Otis C. Ames, Director of Community and Vocational activities.

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<sup>6</sup> Ibid.

District offices were established at Covington, Paducah, and Paintsville.

On August 26, 1935, the state office headquarters were opened in Louisville. Within less than six months the state organization had actually aided more than 90,000 high-school and college students in the state and was moving forward with a work program designed to give aid to a large number of out-of-school youths.

Actually, 7,060 high-school students from Kentucky's most metropolitan centers to the most remote sections in the state's rural territory have benefited through the National Youth Administration program. But that is only part of the story. College students attending the thirty colleges and universities in the state participation in the program have come in for their share of benefits, and on January 1, 1936, 2,019 college students were being aided in their educational efforts by the Youth Program. Then, too, there is a total of thirty-two college graduates who are being given opportunities to obtain higher degrees of education.<sup>7</sup>

The government, through the National Youth Administration program, is not aiding these students with hand-outs of funds for the sole purpose of keeping them in school. They are not paid to continue their school work. On the contrary, they are employed in worthwhile work projects on which they must spend their time, work their hours, and apply themselves as though they were

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<sup>7</sup> National Youth Administration of Kentucky, January, 1936,  
Bulletin Number 12236--A, page 2.

employed by any private individual or firm, thus making it possible for many youths to continue their progress toward the word of enlightenment and, at the same time, earn their way.

State youth directors and their offices are under the immediate supervision of Mr. Aubrey Williams and are directly responsible to him. They are, in most of their activities, independent of the Works Progress Administration except as otherwise specifically directed by Mr. Williams or Mr. Hopkins.

The National Education Association commends President Roosevelt for creating the National Youth Administration and for allocating 50,000,000 of dollars to assist needy youths but records its wish that the money be expended under the direction of the Commissioner of Education.<sup>8</sup>

Purposes of the Camp.- In initiating the plan for leisure-time activities for this purpose, the Federal Emergency Relief Administration has in mind not only meeting the urgent needs of unemployed girls and women, but also the desirability of establishing social and educational experiment stations or laboratories, where the teachers and students together may study the problems of this group and point out the next steps to be taken in a constructive program of action. Thus educational camps for unemployed young women from sixteen to twenty-five were organized by coöperation of the National Youth Administration and Federal Emergency Relief Administration.

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<sup>8</sup> "At Denver National Educational Administration Convention-- Resolutions from it," School Life, September, 1935, p. 21.

"We hope, while they are in camp, to restore them to a better physical condition, to a better mental attitude, and to help them to learn how to make the family home a place of more efficient buying and food preparation, a place of more comfortable living; to help them to analyze their own possibilities from a vocational standpoint, and to discuss with them possible constructive uses for long drawn out periods of unemployment. Discussions on the underlying causes of the present unemployment situation and its related economic factors are an important part in the camp program. The student should understand how the growing adult education movement can help them to take their places as responsible, well-informed citizens in their own community."

In planning the camp project, the educational needs of young, unemployed women were studied. A curriculum to meet these needs is here outlined:

- A. Opportunities for workers' education by instruction in social sciences, English, science, etc., using the discussion method and having the objective of increasing the student's knowledge of her economic and social problems and her community usefulness.
- B. Adjustment counselling (not vocational training).
- C. Training in household management in connection with the household routine of the camp.
- D. Health education.
- E. Recreation and cultural opportunities for work in creative art.

To be eligible for camp the girls had to be:

1. Unemployed and either an unattached person on relief or a member of a family on relief.

<sup>9</sup> "Educational Camps for Unemployed Women." Suggestions in Planning the Program," Bulletin No. 6357, Washington, D.C., 1935.

2. Eighteen to twenty years of age.
3. In good physical condition and mentally capable of benefiting from its work.
4. With a genuine interest in taking the classes offered and coming to camp of their own free will.<sup>10</sup>

The above standards were prepared by Miss Hilda W. Smith and were sent out to the social service staff members who are responsible for the selection of girls and women for the educational camps. The social worker was also to outline to the candidates the following points concerning the educational camps:

1. Education and recreational program.
2. Bearing of program on girls' future; i.e. although the camp will not give vocational training, it is hoped it will give knowledge of courses of the present situation; increase health and knowledge of home management; friends; resources during unemployment; knowledge in first steps in job seeking; and the resources of the community in this connection.
3. Equipment needed by students at camp.
4. Reasons for physical examination.

Camp Beula Villa.- Camp Beula Villa was located at Sulphur Well, Metcalfe County, Kentucky. Sulphur Well is a small town of eighty people. Its reason for existence is a very fine artesian well of white sulphur water located on the shores of Little Barren River. This well, because of its medicinal properties, attracts people from all over the state.

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<sup>10</sup> Federal Emergency Relief Administration Memorandum on the "Selection of Candidates for Educational Camps for Women," No. 6133, A-91.

The camp plant consists of the main hotel building with screened recreation hall with good dance floor, bowling alley, pool tables, and a 200-acre farm. There is a wide veranda across the entire front of the hotel, and many of the classes were held there. It formed the center of many of the camp activities.

Camp opened officially August 20 and closed October 10, 1935. The staff arrived the day before and had everything in readiness for the registration of the girls the next day. As each girl arrived, she was given her supplies, consisting of a blanket, two sheets, a pillow case, a face towel, a bath towel, a wash cloth, soap, tooth paste, individual drinking glass, and a tooth brush if she had none. Then she was assigned to her room. The first day was spent in getting acquainted with each other and familiarizing the girls with the physical set-up of the camp. The physical examination reports were checked by the trained nurse, and each girl was weighed and measured. In the evening games were played under the direction of the staff.

A period of one week during camp was devoted to the testing program under the supervision of the Western Kentucky State Teachers College at Bowling Green. President H. H. Cherry received a request from Mrs. Moore, the director, for a specialist to come to camp and take over that program. Because of his wide range of experience and familiarity with such work, Dr. Bert R. Smith, a member of his faculty and professor of education, was chosen. To his careful supervision we are indebted for much of the material used in this thesis.

On August 23, Dr. H.T. Carter, the Metcalfe County health officer, with Mrs. Gillespie, the county nurse, visited the girls



and checked over with their nurse all the physical examination records. They completed all physical examinations that were incomplete. They gave all of the girls their first typhoid shot. These services were free. The county doctor and the nurse, visited them once each week, sometimes oftener, and they urged the director to call upon them whenever she had need of their services. They never passed the camp without stopping to see if there were anything they could do. The coöperation of the health department could not have been better nor more graciously given.

The physical conditions of the girls were about average. The large majority of them were underweight. Only one girl in camp was overweight. Some few were on the border line. Practically all were emotionally unstable and highly nervous. One girl had very bad teeth because of neglect. One complained of her eyes, but tests showed that this was caused from general run-down condition, not from defective vision. One girl lost two pounds while in camp; two did not gain but remained the same for the six-weeks' period. The other fifty-four gained from three to twenty pounds each. Special diet tables were set up in the dining room for all girls who were very much underweight. These were under the direction of the two home economists and the trained nurse. Special attention was given to food habits and teaching the girls to eat the proper food. In the middle of the morning and middle of the afternoon underweights were served whole milk and crackers. At bedtime all girls were given a light lunch. This was in addition to the three square meals each day.

The curriculum consisted of social studies, English, household management, sewing, physical education, recreation, creative

arts, and health education. In addition the following interest groups were organized into clubs: nature study, hiking, nursing, charm and beauty culture, glee club, playground instruction, penmanship, knitting, and crocheting. These clubs were under the direction of various members of the staff and were open to all students in the camp but were not compulsory. All subjects taught were correlated with the objectives of making the whole of permanent educational value to the individual girl and helping her to meet intelligently her own personal economic and social problems. The teaching methods used were chiefly the discussion and lecture method. The groups were small enough for all to enter into and participate in the discussions, and they did. The response from the students was exceptionally good.

There were very few rules and regulations set up for camp. Only those which were necessary for the health and safety of the campers were made compulsory. The student government was organized during the first week and coöperated with the staff in every way. The girls, from the first, were treated as mature adults and were expected to govern themselves and make decisions on their own affairs. The leaders tried to create a harmonious community life and to establish a coöperative, interested student body in which each felt her own responsibility to the rest of the students and to the community in which she lived.

The camp program was correlated with the interests of the neighborhood. It had been the custom for the people for miles around to come to the hotel every Wednesday night for old-fashioned square dances. The girls were allowed to attend, and many of them learned figures in dancing which enabled them to

enter more wholeheartedly into the fun. From this beginning they developed the folk dances of other countries and wound up camp with a folk dance festival in costume, to which the neighbors were invited. The fiddlers, when they found interest was shown in their music, would come nearly any evening and play for them.

A public-spirited citizen of Glasgow invited the entire group to be his guests at the picture show. The girls chose the picture they wanted to see. Two others donated their trucks to transport the girls over and back. The guests at the hotel were interested in all that the girls did and coöperated in many ways. One, a salesman for a large packing house, held the home economic classes for them one day and gave an interesting and graphic talk on meats. Another, a leading musician and organist from Louisville, played for the group singing and recreation periods during the whole time she was a guest at the hotel. These incidents are told to emphasize the wonderful coöperation the camp received from the community.

The county relief office helped them in more ways than one could enumerate. Nothing seemed too much trouble to do if it were for the girls at Camp Beula Villa, and requests both great and small were attended to cheerfully and promptly. Matters that were to be handled through the Louisville office were just as efficiently done. No requests were refused. The success of the camp was due, to a large degree, to this wonderful coöperation and support which was everywhere evident from the start.

SUMMARY

Unemployed youth will deteriorate if it is left alone to solve its own problems. Youth cannot assume responsibilities of manhood and womanhood in a capable and efficient manner if it is handicapped when young. On June 26, 1935, President Roosevelt, by executive order, established the National Youth Administration. One of its objectives was to encourage constructive educational and job-qualifying leisure-time activities.

Camp Beula Villa was a camp located at Sulphur Well, Metcalfe County, Kentucky, which served as a social and educational experiment station or laboratory, where the teachers and students together could study the problems of the group and point out the next steps to be taken in a constructive program of action.

There were fifty-seven girls enrolled in this camp, which opened on August 20 and closed on October 10, 1935. Its curricula consisted of social studies, English, household management, sewing, physical education, recreation, creative arts, and health education. An objective of all subjects taught was to help the girl to solve intelligently her own personal economic and social problems.

The Sulphur Well camp was a splendidly organized and well planned camp, which set up ideals of the highest type and gave encouragement to girls who, because they were unemployed, were near despair but who here caught again a vision of what they could do if they did not give up.



TABLE I  
MASTER TABLE

Summers spent	Dental Work	servants in Family	Magazines in Home	Books in Home	Father's Occupation	Father own Business	Persons working for Father	
Home	when needed	None	2	125	RR Brakeman	no	None	
Home	when needed	None	2	125	Carpenter	no	None	
Home	when needed	None	3	125	Farmer	yes	1-5	
Home	when needed	None	0	25	Miller	yes	1-5	
Home	when needed	None	0	125	Farmer			
Home	when needed	None	0	25	Tobaccohouse Employee	no	no	
Away from home	when needed	None	2	125	Merchant	part	1	
Home	when needed	None	0	25	Miner	no	0	
Home	when needed	None	0	0	Farmer	part	0	
Home	Often 1 per yr.	None	3	125	Stock buyer	all	1-5	
Home	Never	None	1	25	Road Const. employee	no	0	
Home	when needed	None	0	25	Miner	no	0	
Home	Once per yr.	None	3	125	Greener	all	0	
Home	when needed	None	0	0	Steamboat fireman	no	0	
Home	when needed	None	0	25	Cobridge repairer	no	1-5	
Home	when needed	None	2	25	Farmer	no	0	
Home	when needed	None	3	125	Farmer	no	0	
Home	when needed	None	1	125	Ice dealer	all	1-5	
Home	when needed	None	0	25	Farmer	no	0	
Home	when needed	None	1	25	Mechanic helper	no	0	
Home	when needed	None	1	0	Farmer	no	0	
Away from home	Never	None	1	25	Factory Worker	no	0	
Home	when needed	None	0	25	Farmer	no	0	
Home	Never	None	1	25	Farmer	no	0	
Home	when needed	None	2	125	Merchant	all	1-5	
Home	when needed	None	2	125	Farmer	no	0	
Home	when needed	None	1	125	Farmer	all	0	
Home	Often 1 per yr.	None	3	125	Painter	all	0	
Home	when needed	None	2	25	Don't know	no	0	
Home	Never	None	1	0	Carpenter	no	0	
Home	when needed	None	1	25	Farmer	part	0	
Away from home	when needed	part	3	500	Undertaker	all	1-5	

IQ-Terman	IQ-National	Clapp Young English	Socio-Economic	Rating	Adjustment counselling	Home Management	Home Management	Social sciences	Health Education	Creative Arts	Physical Education Recreation Music	English	Social Science	Physical Education Recreation Music	English	Average
100	88	94	15	C	3.2	3.8	2.6	4	3.6	3.4	2.6	2.6		3.2	2	3.1
101	97	93	8	C	3.6	4	3.8	3.8	3	3.2	3.6	3.6		3.2	3.6	3.54
105	97	82	12	D	3.2	2.2	3.8	4	3	2.6	2.6	2.6		2.2	3	2.9
78	73	23	8	C	2.6	1.2	1	2.8	1.8	2	1.4	2		1.4	2	1.82
85	89	68	7	C	2.8	3.6	3.8	3	2.6	3	3	3	3.4	2.8	3.2	3.12
86	86	80	5	D+	3	2.8	2.8		3.2	2.8	3.2	3	3.4	2.8	2.6	2.96
104	103	92	13	B	3.6	4	4		3.8	3.4	3	3.6	4	2.8	3.4	3.46
97	100	96	4	D	3	3.8	3		3.4	3.2	3.4	3	4	2.8	3.4	3.3
75	81	74	4	D	3	2.6	3.2		3.6	3.4	3	2.8	3.6	3.2	3	3.14
99	109	96	22	A	2.6	3.2	2.8		2.6	3.2	2.6	2.8	3.8	2.2	2.4	2.82
106	92	93	7	C	2.8	3.2	3		4	3	3.4	3.4	3.6	3.8	3.8	3.4
98	95	83	3	C	3.2	2.2	2.6		2.2	2.2	1.8	3	3.6	2	2.4	2.52
108	109	93	17	A	3.2	3.2	2.4		2.6	2.2	2.4	2.8	3.2	2.2	3	2.72
82	76	69	5	C	4	3	3		2.8	2.6	2.6	3.2	3.4	2.2	3	2.98
96	100	83	6	C	3	2.4	3		3.2	2.4	2.4	3	4	1.6	2.6	2.76
116	108	93	10	B+	3	3	2.6	4	2.8	2.2	2.8	2.8		2.6	3.2	2.84
91	82	81	17	C	3	2	3.2		2.4	2	2.6	2.6	3.4	2	2.2	2.54
106	104	95	8	B+	3.6	4	3.8		3.8	3	3.6	3.4	4	2.8	3.8	3.58
82	83	74	4	C-	2.8	1.8	2.6		3.4	2	2.4	2.4	3.2	2	1.6	2.42
99	97	92	6	C	2.8	2.4	2.4		3.4	2	2.8	3	3.4	2	3.4	2.76
78	71	66	6	D	3	4	4		3.4	2	2.8	3	3.4	2.4	2.8	3.08
95	92	89	12	C	3	2.8	2.6	3.6	2.8	3.4	2.6	2.6		2.6	2.2	2.84
107	103	95	7	B	3	2.2		2.2	2	2.4		3.4	3.6	1.8	2.6	2.52
109	103	90	7	B-	3.6	3.6	3.4	4	3	3.4	3	3.2		3.4	3	2.72
99	103	89	10	C+	3	2.2	2.4		3.2	2.6	3.2	2.8	3.8	2	3.2	2.84
122	115	97	10	A	3	1.6	2.6	4	3.6	3.2	3.2	3.4		2.4	3.2	3.02
96	97	82	7	C	3.2	4	3.6	2	2.6	2.6	2.8	2.8	3.4	3	3.2	3.06
113	114	100	15	A	3.4	3.2	4	4	3.6	2.8	3.6	3.4		3	3.4	3.36
90	89	78	10	C-	3.4	4	2.6	3.4	3.6	2.2	2.2	2.6		3	2.2	2.92
71	65	49	4	D	2	3	2.8	3	2.6	2	2.6	2		2.4	2	2.44
94	92	77	6	C	2.8	1.6	2.2		2.4	3	2	2.2	3.8	1.6	1.8	2.34
88	87	69	21	C	2.6	2.2	3.4		3.2	2.8	3	3.8	3.4	2.4	3.2	3

TABLE I  
MASTER TABLE

Summers spent	Dental Work	servants in Family	Magazines in Home	Books in Home	Fathers Occupation	Father own Business	Persons working for Father
Home	when needed	None	2	125	RR Brakeman	no	None
Home	when needed	None	2	125	carpenter	no	None
Home	when needed	None	2	125	Farmer	yes	1-5
Home	when needed	None	0	25	Miller	yes	1-5
Home	when needed	None	0	125	Farmer		
Home	when needed	None	0	25	Tobaccohouse Employee	no	no
Away from home	when needed	None	2	125	Merchant	part	1
Home	when needed	None	0	25	Miner	no	0
Home	when needed	None	0	0	Farmer	part	0
Home	Offener 1 per yr.	None	3	125	Stock buyer	all	1-5
Home	Never	None	1	25	Road const' employee	no	0
Home	when needed	None	0	25	Miner	no	0
Home	Once per yr.	None	3	125	Greaser	all	0
Home	when needed	None	0	0	Steamboatt fireman	no	0
Home	when needed	None	0	25	Cubridge repairer	no	1-5
Home	when needed	None	2	25	Farmer	no	0
Home	when needed	None	3	125	Farmer	no	0
Home	when needed	None	1	125	Ice dealer	all	1-5
Home	when needed	None	0	25	Farmer	no	0
Home	when needed	None	1	25	Mechanic helper	no	0
Home	when needed	None	1	0	Farmer	no	0
Away from home	Never	None	1	25	Factory Worker	no	0
Home	when needed	None	0	25	Farmer	no	0
Home	Never	None	1	25	Farmer	no	0
Home	when needed	None	2	125	Merchant	all	1-5
Home	when needed	None	2	125	Farmer	no	0
Home	when needed	None	1	125	Farmer	all	0
Home	Offener 1 per yr.	None	3	125	Painter	all	0
Home	when needed	None	2	25	Don't know	no	0
Home	Never	None	1	0	Carpenter	no	0
Home	when needed	None	1	25	Farmer	part	0
Away from home	when needed	partime	3	500	Undertaker	all	1-5
Home	when needed	None	1	125	Farmer	all	1-5
Home	Never	None	0	25	Policeman	no	0
Home	when needed	None	3	25	Farmer	all	0
Home	Offener 1 per yr.	None	3	500	Merchant	all	0
Home	when needed	None	3	500	Merchant	all	0
Away from home	when needed	None	2	125	Farmer		0
Home	when needed	None	3	125	Farmer	all	0
Home	Never	None	2	125	Farmer	all	0
Home	Once per yr.	None	2	0	Farmer	part	0
Home	when needed	None	3	125	Farmer	all	1-5
Away from home	when needed	partime	1	125	Plumber	all	0
Home	when needed	None	2	25	Farmer	no	0
Home	when needed	None	2	25	Car inspector	no	0
Home	Never	None	0	25	Railroader	no	0
Home	when needed	None	0	25	Farmer	no	0
Home	when needed	None	1	25	Farmer	no	0
Home	when needed	partime	3	125	Mechanic	no	1-5
Away from home	when needed	None	0	125	Carpenter	no	0
Home	when needed	None	0	25	Farmer	no	0
Home	when needed	None	3	25	Farmer	part	1-5
Home	when needed	None	3	125	Farmer	no	0
Home	when needed	None	2	25	Painter	part	0
Home	when needed	None	0	125	Farmer	no	0
Home	when needed	None	0	25	Factory worker	no	0
Away from home	when needed	None	3	25	Farmer	no	0



IQ-Terman	IQ-National	Clapp Youngs English	Socio-Economic	Rating	Adjustment counselling	Home Management	Home Management	Social Science	Health Education	Creative Arts	Physical Education Recreation Music	English	Social Science	Physical Education Recreation Music	English	Average
100	88	94	15	C	3.2	3.8	2.6	4	3.6	3.4	2.6	3.6		3.2	2	3.1
101	97	93	8	C	3.6	4	3.8	3.8	3	3.2	3.6	3.6		3.2	3.6	3.54
105	97	82	12	D	3.2	2.2	3.8	4	3	2.6	2.6	2.6		2.2	3	2.9
78	73	23	8	C	2.6	1.2	1	2.8	1.8	2	1.4	2		1.4	2	1.82
85	89	68	7	C	2.8	3.6	3.8	3	2.6	3	3	3.4	2.8	3.2	3.2	3.12
86	86	80	5	D+	3	2.8	2.8		3.2	2.8	3.2	3	3.4	2.8	2.6	2.96
104	103	92	13	B	3.6	4	4		3.8	3.4	3	3.6	4	2.8	3.4	3.46
97	100	96	4	D	3	3.8	3		3.4	3.2	3.4	3	4	2.8	3.4	3.3
75	81	74	4	D	3	3.6	3.2		3.6	3.4	3	2.8	3.6	3.2	3	3.14
99	109	96	22	A	2.6	3.2	2.8		2.6	3.2	2.6	2.8	3.8	2.2	2.4	2.82
106	92	93	7	C	2.8	3.2	3		4	3	3.4	3.4	3.6	3.8	3.8	3.4
98	95	83	3	C	3.2	2.2	2.6		2.2	2.2	1.8	3	3.6	2	2.4	2.52
108	109	93	17	A	3.2	3.2	3.4		2.6	2.2	2.4	2.8	3.2	2.2	3	2.72
82	76	69	5	C	4	3	3		2.8	2.6	2.6	3.2	3.4	2.2	3	2.98
96	100	83	6	C	3	2.4	3		3.2	2.4	2.4	3	4	1.6	2.6	2.76
116	108	93	10	B+	3	3	2.6	4	2.8	2.2	2.8	2.8		2.6	3.2	2.84
91	82	81	17	C	3	2	3.2		2.4	2	2.6	2.6	3.4	2	2.2	2.54
106	104	95	8	B+	3.6	4	3.8		3.8	3	3.6	3.4	4	2.8	3.8	3.58
82	83	74	4	C-	2.8	1.8	2.6		3.4	2	2.4	2.4	3.2	2	1.6	2.42
99	97	92	6	C	2.8	2.4	2.4		3.4	2	2.8	3	3.4	2	3.4	2.76
78	71	66	6	D	3	4	4		3.4	2	2.8	3	3.4	2.4	2.8	3.08
95	92	89	12	C	3	2.8	2.6	3.6	2.8	3.4	2.6	2.6		2.6	2.2	2.84
107	103	95	7	B	3	2.2		2.2	2	2.4		3.4	3.6	1.8	2.6	2.52
109	103	90	7	B-	3.6	3.6	3.4	4	3	3.2	3	3.2		3.4	3	3.17
99	103	89	10	C+	3	2.2	2.4		3.2	2.6	3.2	2.8	3.8	2	3.2	2.84
122	115	97	10	A	3	1.6	2.6	4	3.6	3.2	3.2	3.4		2.4	3.2	3.02
96	97	82	7	C	3.2	4	3.6	2	2.6	2.8	2.8	2.8	3.4	3	3.2	3.06
113	114	100	15	A	3.4	3.2	4	4	3.6	2.8	3.6	3.4		3	3.4	3.36
90	89	78	10	C	3.4	4	2.6	3.4	3.6	2.2	2.2	2.6		3	2.2	2.92
71	65	49	4	D	2	3	2.8	3	2.6	2	2.6	2		2.4	2	2.44
94	92	77	6	C	2.8	1.6	2.2		2.4	3	2	2.2	3.8	1.6	1.8	2.34
88	83	69	21	C	3.6	2.2	3.4		3.2	2.8	3	3.8	3.4	2.4	3.2	3
85	95	88	14	C	3.4	4	4	4	2.8	3.4	2.6	3.4		2.6	3	3.22
103	108	94	9	B	2.6	2	2.2	3.8	2	2.8	2.6	2		2.6	2	2.46
103	107	94	13	B	3.4	3.4	3.6	4	3.6	3.8	3.8	3.8		2.2	3.4	3.42
104	103	97	18	B+	3.6	3	3.8		3.2	2.6	3	3.4	4	2	3	3.16
97	100	87	16	C	3.6	2.6	3.8		3.2	2.8	2.4	2.6	3.4	2	2.8	2.92
110	104	98	13	A	2.8	2.2	2.6		3	2	2.8	3.2	3	2.4	2.4	2.64
97	100	84	16	C	3	2.6	3.2	3.6	3.4	2.8	2.4	2.6		3	2.6	2.92
101	99	86	17	C+	3	2.8	3.6	3.6	2.8	2.2	2.4	2.8		2.4	2.4	2.82
108	111	85	9	B-	2.6	1.4	2.6	4	1.8	1.8	2	2.2		1.4	2	2.18
108	111	89	12	B	3.2	3	3.8	4	3.2	2.6	2.8	2.8		2	2.8	3.02
92	105	82	16	C	3.4	1.8	3	3.2	1.8	2.2	2.4	2.2		2.4	2.8	2.48
93	91	89	11	C	3.4	2.6	2.6		3.2	2.6	2.4	2.8	2.6	2.2	3.2	2.86
91	81	74	15		3.2	2.8	3.2	3.8	2.6	2	2.8	2		2	2.6	2.70
110	107	96	10	A	3.6	4	2.6	4	2	2	3	3.6		2.8	3.4	3.10
84	83	80	8	C	3.2	2.8	2.4	3.4	2.8	2.4	2.4	2.6		2.4	3	2.74
88	87	80	8	C	2.8	2	2.8		3.6	2.4	2	2.6	3.8	2.2	2.6	2.68
104	104	89	21	A	3.6	2	3.6	4	3.4	2	3	3		3.6	3.2	3.12
115	110	99	5	A	2.6	1.4	2.2		1.6	2.2	2.6	2		2.4	2.2	2.30
90	89	81	6	C	2.6	3	3.2	3.8	2.2	2	2.6	2.2		2.2	2.6	2.54
91	94	82	15	C	2.8	1.8	2.4		1.8	3.6	3.2	2.2		3	2.2	2.56
100	96	86	10	C	2.8	2.2	3	3.6	2.8	3.6	2.8	3		2.2	3	2.90
102	103	98	7	B	2	4	3.8		2.6	3	3	3.4		2	3.8	3.16
86	92	79	7	C	2.8	2	2.6	4	3.4	2	2.4	2.8		2	2.4	2.58
83	83	77	8	D	3.2	3.8	2.4		3.4	2	3	2.6		2.8	2.6	2.94
90	93	80	10	D	3	3.2	2.6	3.4	2.4	2	2.4	2.4		2	2.2	2.66

CHAPTER III  
BACKGROUND ANALYSIS AND CORRELATIONS

This chapter deals with each girl's background and opportunity as taken from the personal data sheets used in camp by the girls and shown on the big chart found in this chapter. In it also will be found the results of correlations between I Q and achievement, I Q and English tests, I Q and Socio-Economic test, and Terman Mental Ability Test and National Intelligence Test. It will also contain the girls' reaction to camp life as ascertained from a questionnaire sent to them early in the spring of 1936.

TABLE II  
COUNTY REPRESENTATION AT CAMP BEULA VILLA

Barren	4
Caldwell	3
Christian	4
Daviess	2
Graves	2
Green	1
Hardin	2
Henderson	2
Hopkins	2
Jefferson	3
McCracken	6
Metcalf	7
Pulaski	7
Warren	4
Webster	8
	<u>57</u>

Interpretation.-

From this table one sees that 15 counties were represented with an enrollment of 57 girls. Webster County had the highest enrollment, which was 8 girls, while Green County had the lowest enrollment, which was 1 girl.

TABLE III  
CLASSIFICATION OF GIRLS' AGES

<u>No.</u>	<u>Age</u>
2	25
5	24
6	23
5	22
10	21
10	20
6	19
9	18
4	17
<u>57</u>	

Interpretation.-

The range of age was from 17 to 25, while the median age was 20.95 years.

TABLE IV  
RATINGS BY DIRECTOR OF TESTING

<u>No.</u>	<u>Rating</u>
8	A
0	A-
3	B+
6	B
2	B-
2	C+
26	C
1	C-
0	D+
8	D
<u>56</u>	

Interpretation.-

Because she was sick and had not completed all of the tests one was not rated. Rating was made on bases of results from each test, achievement in class work, and individual conferences with pupils.

A represent superior; B, above average; C, average; D, below the average.

TABLE V  
CLASSIFICATION OF GIRLS' EDUCATION

<u>No.</u>	<u>Grade</u>
1	15
1	14
6	13
31	12
5	11
2	10
3	9
6	8
1	7
<hr style="width: 50%; margin: 0 auto;"/> 56	

Interpretation.-

In the above table 15 represents three years of college, 14 represents two years, and 13 represents one year. There was 1 who did not state her grade. The range was from 7 to 15 years of school, while the median was 12.15 years. There were 18 per cent who had only seventh grade education, 55.3 per cent who were high-school graduates, and 1.8 per cent who had as much as three years of college.

TABLE VI  
EDUCATION OF FATHERS AND MOTHERS

<u>No. of fathers</u>	<u>Grade</u>	<u>No. of mothers</u>
2	15	1
1	14	3
4	13	2
0	12	4
0	11	0
5	10	4
27	9	2
2	8	28
7	7	2
2	6	4
0	5	4
0	4	1
1	3	1
1	1	0
54	0	0
		<u>56</u>

Interpretation.-

There were two who did not state their fathers' education. One had "some" for father's education and for mother's education. The range of the fathers' education was from 0 to 14 years. The range of the mothers' education was from 3 to 15 years. The median for the fathers' education was 8.44 years of school. The median for the mothers' education was 8.5 years.

From this table one can see that the eighth grade has been an easy stopping place for boys and girls.

TABLE VII

<u>ROOMS IN HOME</u>		<u>PERSONS IN FAMILY</u>	
<u>No.</u>	<u>Rooms</u>	<u>No.</u>	<u>Persons</u>
1	9	1	12
4	8	1	11
6	7	0	10
10	6	4	9
17	5	5	8
15	4	6	7
2	3	5	6
2	2	11	5
57		16	4
		6	3
		2	2
		57	

Interpretation.-

The range in rooms per family was from 2 to 9, while the median was 5.50 rooms per family. The range of persons per family was from 2 to 12, while the median was 5.40 persons per family.

The median size of all families in the United States in 1930 was 3.40 persons; while for native white families it was 3.34.<sup>1</sup>

Thus the median size of families of the girls in the camp was 2 higher than the median size of all families in the United States and 2.06 higher than native white families.

<sup>1</sup>Fifteenth Census of United States, 1930, Population, VI, 6.

TABLE VIII  
MISCELLANEOUS TABLE

	Yes	No
Telephone	48	9
Furnace	2	55
Bath	18	39
Bank Account	5	52
Music lessons now	0	57
Clubs of mothers	22	35
Clubs of girl	6	51
Own room	42	15
Spent summers		
(a) Away	7	
(b) At home	50	
Dental services		
(a) When needed	44	
(b) Never	7	
(c) Once per year	2	
(d) Oftener than once per year	3	1 did not ans.
Servants in family		
(a) None	54	
(b) Part time	3	
Magazines in home		
(a) At least three	15	
(b) At least two	13	
(c) At least one	12	
(d) None	17	
Books in home		
(a) 500	3	
(b) 125	23	
(c) 25	26	
(d) 0	5	
Ownership of business by father		
(a) All	17	
(b) Part	6	
(c) None	32	2 did not ans.
Persons working for father		
(a) 1 to 5	12	
(b) None	44	1 did not ans.
Cars in family		
(a) Three	1	
(b) Two	2	
(c) One	12	
(d) None	42	

TABLE IX  
OCCUPATION OF FATHERS

Railroad Brakeman	1
Railroader	1
Carpenter	1
Miller	1
Tobacco factory worker	1
Factory worker	3
Miner	2
Farmer	28
Merchant	4
Stock buyer	1
Road contractor employee	1
Grocer	1
Ice dealer	1
Painter	2
Undertaker	1
Policeman	1
Machinist	1
Paper hanger	1
Plumber	1
Mechanic	1
Steamboat fireman	1
	<u>56</u>

Interpretation.-

There was 1 who did not know occupation of father, and 15 of the fathers were dead.

TABLE X  
I Q's TAKEN FROM TERMAN SCORE

<u>No.</u>	<u>Score</u>
1	120-124
2	115-119
3	110-114
8	105-109
10	100-104
10	95-99
8	90-94
6	85-89
4	80-84
3	75-79
2	70-74
<u>57</u>	

Interpretation.-

The range of I Q's was from 71 to 122, while the median I Q was 97.75



TABLE XI  
I Q'S TAKEN FROM NATIONAL INTELLIGENCE TEST

<u>No.</u>	<u>Score</u>
1	115-119
4	110-114
7	105-109
13	100-104
8	95-99
7	90-94
6	85-89
7	80-84
1	75-79
2	70-74
1	65-69
<u>57</u>	

Interpretation.-

The range was from 65 to 115, while the median I Q was 97.81.

TABLE XII  
GRADES IN CAMP

<u>No.</u>	<u>Average grades</u>
1	3.6 - 3.79
5	3.4 - 3.59
3	3.2 - 3.39
12	3 - 3.19
14	2.8 - 2.99
8	2.6 - 2.79
9	2.4 - 2.59
2	2.2 - 2.39
2	2 - 2.19
1	1.8 - 1.99
<u>57</u>	

Interpretation.-

A had a value of 4, B had value of 3, C of 2, and D of 1 point. The lowest average was 1.82, while the highest average was 3.72 points. The median grade was 2.89 points.

TABLE XIII  
ENGLISH TEST

<u>No.</u>	<u>Score</u>
1	100-104
10	95- 99
10	90- 94
13	80- 84
4	75- 79
3	70- 74
4	65- 69
0	60- 64
0	55- 59
0	50- 54
1	45- 49
0	40- 44
0	35- 39
0	30- 34
0	25- 29
1	20- 24
<u>57</u>	

Interpretation.-

The scores ranged from 23 to 100, while the median score was 86.25.

TABLE XIV  
SOCIO-ECONOMIC TEST

<u>No.</u>	<u>Score</u>
3	21- 22
0	19- 20
4	17- 18
7	15- 16
5	13- 14
4	11- 12
8	9- 10
13	7- 8
8	5- 6
5	3- 4
<u>57</u>	

Interpretation.-

The range of scores was from 3 to 22, while the median score was 9.62.

CORRELATIONS

The correlation between I Q and achievement in classwork in camp was  $r = .15 \pm .0873$ .

The correlation between I Q and English test given in camp was  $r = .26 \pm .0832$ .

The correlation between I Q and Socio-Economic test was  $r = .23 \pm .0846$ .

The correlation between I Q from Terman Mental Ability Test and I Q from National Intelligence Test was  $r = .96 \pm .007004$ .

The correlations in the first three cases are not high, but they are all positive, showing there is some correlation. The correlation between the two I Q's is high. The fifty-seven cases considered are not a sufficient number to show definitely that certain relations exist, but they do show a trend toward certain relations.

Results of questionnaire.- Early in the spring of 1936, the writer of this thesis sent a questionnaire to each of the fifty-seven girls to find out just what the girls were doing then, how they were using what they had learned in camp, and what was their idea of the camp now that it was over. Out of the fifty-seven questionnaires, fifty were returned with most of the questions answered in full. Some, however, were not.

Of those answering, 44 were living at home, 3 were boarding, and 3 were living with relatives; 34 were gainfully employed and 25 were taking part in some community activity. Although 24 were not enrolled in any kind of school, 15 were doing some kind of school work, ranging from two hours of typing per week to a full college course.

Their reports showed that they had been reading the best magazines and a variety of good books. A daily newspaper was mentioned on 34 papers. Only 1 said she did not read. Although 9 had gained in weight since they left camp, 21 said they had lost weight. Only 5 said they had no problems with which they were having difficulties. All the rest mentioned problems which consisted exclusively of financial matters with which they were having difficulty.

The most interesting part of the answers they made to the various questions was the answer to "comments on the camp." There were 42 who expressed the idea that the camp was the most wonderful thing that had come into their lives. Many spoke of the fine associations with the faculty and with the other girls. They seemed to appreciate the instructions they got in fancy work which enabled them to make pretty things for themselves. Not a one was disappointed, and every one expressed the desire to be allowed to attend another camp sometime.

One said, "This camp was one of the finest gifts the government could have given to girls. The best way of doing things was taught and a fine coöperative spirit instilled."

Another said, "The camp at Sulphur Well last fall was a benefit to fifty-seven girls. It was not only a vacation but it was an education. Camp life was grand!"

Another said, "The camp was a wonderful thing that the government did for us girls. It helped me to have a better outlook on life and to adjust myself to situations."

Thus some idea can be gained as to just how the girls estimate the training they received in such a camp.

## SUMMARY

There were 15 counties represented in the camp, which had an enrollment of 57 girls. Webster county had 8 girls, the highest enrollment of any county; while Green county had 1, the lowest enrollment. The range in education was from 7 to 15 years; while the range in age was from 17 to 25 years. The education of fathers ranged from 0 to 14 years of school, while that of the mothers ranged from 3 to 15 years.

The number of rooms in the home ranged from 2 to 9; the number of persons occupying these rooms ranged from 2 to 12. There were 47 who had telephones, 2 who had furnaces, and 18 who had baths in their home. At this time none were taking music lessons and only 1 was taking dancing lessons. There were 6 who belonged to some kind of club, but there were 22 of the mothers who belonged to a club. There were 42 of them who had their own room for study and 7 of them who spent their summers away from home.

There were 44 of them who had dental work done when needed, 3 had part-time servants in the home, 15 took as many as 3 magazines, and 3 had at least 500 books in the home. There were 17 of the fathers who owned all their business and 28 of the fathers were farmers. There was 1 family that had 3 cars.

The correlation between I Q and achievement in class work was  $r = .15 \pm .0873$ , I Q and English test was  $r = .26 \pm .0873$ , I Q and Socio-Economic test was  $r = .23 \pm .0846$  and I Q from Terman's Mental Ability Test and I Q from National Intelligence Test was  $r = .96 \pm .007004$ .

From a questionnaire sent by the writer to each girl in

the spring of 1936, it was learned that 34 girls were employed and all expressed an idea that the camp was a wonderful thing the government was doing for unemployed girls. They wanted to attend one again.

## CHAPTER IV

## SUMMARY

The future welfare of our country is determined by the training of its youth. The country needs youth equipped with courage and competent to carry on. Unemployed youth will lose their skill and forget the knowledge they have secured; whether it be in stenography, mechanics, or medicine. They cannot assume the responsibilities of manhood and womanhood in a capable and efficient manner if they are handicapped when young.

The conference on youth problems on June 1 and 2, 1934 recommended a division of Youth Service to be established in the United States Office of Education.

On June 26, 1935, President Franklin Delano Roosevelt, by executive order, established the National Youth Administration as a division of the Works Progress Administration, through authority of the Emergency Relief Appropriation Act of 1935. One of its objectives was to encourage constructive educational and job-qualifying leisure-time activities.

Camp Beula Villa was a camp located at Sulphur Well, Metcalfe County, Kentucky, which served as a social and educational experiment station or laboratory, where the teachers and students together could study the problems of the group and point out the next steps to be taken in a constructive program of action. Fifty-seven girls were enrolled in this camp, which opened on August 20 and closed on October 10, 1935.

Statement of problem.- To observe the conditions of the Sulphur Well Camp of the Kentucky Emergency Relief Administration

with the aim of seeking answers to the following questions:

1. What is the history and the purpose of the Kentucky Emergency Relief Administration Educational Camp:
2. What type of girls compose the camp:
3. Is it worthwhile for a girl to spend her time and effort for a period of six weeks in such a camp.
4. What is the correlation between I Q and achievement in class work at camp:
5. What is correlation between I Q and English tests given in the camp.
6. What is the correlation between I Q and ranking in socio-economic test.
7. What is the correlation between the I Q's determined from Terman's Intelligence Test and National Intelligence Test?
8. What is the girl's reaction to the benefit, value, or worthwhileness of the camp now since it is over?

One day of this camp was spent in making physical examinations; Dr. H. T. Carter, the Metcalfe county health officer, with Mrs. Gillespie, the county nurse, made all examinations and gave all the girls their first typhoid shot. A period of one week was devoted to the testing program under the supervision of the Western Kentucky State Teachers College at Bowling Green. All subjects taught were correlated with the objective of making the whole of permanent educational value to the individual girl and helping her to meet intelligently her own personal economic and social problems.

The Sulphur Well camp was a splendidly organized and well-planned camp, which set up ideals of the highest type and gave



training to girls who on account of unemployment were well on the road to despondency and despair, but who here again caught a vision of what they might accomplish if they would not give up.

There were 15 counties represented in the camp. Webster County had 8 girls, the highest enrollment from any county; while Green County had 1, the lowest enrollment. The range in education was from 7 to 15 years; while the range in age was from 17 to 25 years. The education of the fathers ranged from 0 to 14 years; while that of the mothers ranged from 3 to 15 years.

The number of rooms in the home ranged from 2 to 9; the number of persons occupying these rooms ranged from 2 to 12. There were 47 that had telephones, 2 had furnaces, and 18 had baths in their homes. At this time none were taking music lessons and only 1 was taking dancing lessons. There were 6 that belonged to some kind of club, but there were 22 of the mothers who belonged to some kind of club. There were 42 of the girls that had their own rooms for study, and 7 of them who spent their summers away from home.

There were 44 who had dental work done when needed, 3 of them had part-time servants in the home, 15 subscribed to as many as 3 magazines, and there were 3 who had at least 500 books in the home. There were 17 of the fathers who owned all their business, and 28 of the fathers were farmers. There was one family that had 3 cars.

The correlation between I Q and achievement in class work was  $r=.15\pm.0873$ , I Q and English tests was  $r=.26\pm.0832$ , I Q and Socio-Economic Test was  $r=.23\pm.0845$ , and I Q from Termans Mental

Ability Test and I Q from National Intelligence Test was  
 $r = .96 \pm .007004$ .

From a questionnaire sent by the writer to each girl in the spring of 1936 it was learned that thirty-four girls were employed, and all expressed an idea that the camp was a wonderful thing the government was going for the girls. All wanted to attend one again.

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