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ECONOMIC AID
OF
MONTANA HIGH SCHOOL STUDENTS

by

L. W. SEIBEL

Presented in partial fulfillment of the
requirement for the degree of
Master of Arts

State University of Montana

1940

Approved:

W. R. Ames
Chairman of Examining Committee

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

Much has been said in recent years concerning a nationwide economic youth problem. It is the aim of this paper to study the economic aid given Montana high school students by the National Youth Administration.

I. THE PROBLEM

Statement of the problem. This survey of the "Economic Aid of Montana High School Students" was undertaken:

1. To discover the number of Montana high school students receiving economic aid from the United States Government through the National Youth Administration, during the months of September, October, November and December, 1937;
2. To make a study of the social conditions of these students as to size of family, occupation of parents, yearly family income, location and distance from school of the homes, types of work activities in which the students engage in return for the aid they receive, and the average monthly payment received by each student for the first four months of the 1937-1938 school year;
3. To ascertain the influence of the National Youth

Administration work and aid on the students receiving the aid, the student body, the school, and the curricular changes in the school.

This study is confined to the aid, influence and effect of the National Youth Administration, insofar as it has dealt with the junior and senior high schools in Montana.

Importance of the study. It was generally recognized, by school men and government officials, that there was a major social youth problem, caused, largely, by unemployment. Hundreds of young people of high school age were not in school because of lack of funds, lack of clothes, shoes and other minor necessities. This lack hindered them from attending on an equal level with the other more fortunate students. Now, many of these boys and girls have been given assistance by the National Youth Administration, which furnished them part-time employment, and returned them to school to continue their education. In this study an attempt was made to discover how this work was furnished, if the students worked on projects that were educational in nature and, if possible, if any permanent benefits were derived by the students, the school and the community.

II. DEFINITIONS OF TERMS USED

National Youth Administration. The term National Youth Administration, or the more popular term NYA, as used in this study, unless otherwise stated, refers to the public aid system to boys and girls in high school.

NYA Students. By NYA students is meant the students who received aid from the National Youth Administration.

Types of work activities. Types of work activities refers to the kind of work the students did while working for the National Youth Administration.

Youth. Unless otherwise indicated, the term Youth as used in the report refers to persons who have reached their sixteenth birthday, but who have not yet arrived at the age of twenty-five years.

Worthy students. The term worthy students refers to the students qualified to receive NYA employment and aid.

School aid. By the school aid program is meant that part of the student aid program in which the recipients were elementary or high school students.

III. METHOD OF ORGANIZING DATA

Most of the data in this study were furnished by the National Youth Administration in the form of the original applications of the NYA students. These applications were sorted and placed in alphabetical order according to the names of the towns in which the schools were located. The information from these applications was transferred and organized on twelve-column double entry ledger paper. The name of the student was placed in the name space on the ledger paper with the other information following as it appeared in the applications, in numbered columns. This information was then tabulated and used as a basis of this study.

The data received from the officials of the different schools of Montana were organized and handled in much the same manner.

Method of preparing tables. In making the tables the names of the different schools and counties have purposely been omitted and numbers put in their places. In numbering the schools and counties they were purposely not alphabetically arranged. Readers of this report interested in a particular county or school should consult Walter R. Ames of the Education Department of the

Montana State University, or communicate with the writer of this thesis. The arrangement of the items on the tables has been modeled after arrangements of similar tables made by the Works Progress Administration.

CHAPTER II

FEDERAL PROVISIONS FOR SCHOOL AID

After the major economic depression of 1929, it became increasingly apparent that there were hundreds of thousands of boys and girls of high school age, who were neither working nor in school. Youth has always had problems. However, only during the past decade has the condition become a major social and economic problem. In this chapter are described the organization of the NYA, and the eligibility of the worthy students.

National Youth Administration created. The President of the United States established the National Youth Administration, on June 26, 1935, as an independent unit of the Works Progress Administration. He did this by virtue of the authority vested in him by the Emergency Relief Appropriations Act of 1935. After signing Executive Order No. 7086,¹ President Roosevelt said:

I have determined that we will 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 ap-

¹ Infra Appendix P. 187 Executive Order No. 7086

prentices, their opportunity for finding jobs, and a chance to work and earn their living for themselves. The yield from this investment should be high.²

Two months later, Executive Order No. 7164 was signed by the President, "Prescribing rules and regulations relating to the student aid projects and to employment of youth on other projects...."³

Administration and scope of the NYA. The purpose of the NYA is to:

1. Provide part-time jobs for worthy students to continue their education in high school and college.
2. Give the working students some much needed experience necessary in securing permanent employment.
3. "Initiate and administer a program of approved projects which shall provide relief... and employment for persons within the ages of 16-25 years...."⁴

Soon after the creation of the NYA, a National Advisory Committee and an Executive Committee were named to assist in carrying out this program. The program is under the supervision of an Executive Director, This director is appointed by the President and is responsible to him.

² The Student Aid Program at Work in Ohio Junior and Senior High Schools, Colleges and Universities, 1936 Columbus, Ohio, 1936) P. 1.

³ Infra Appendix p. 89; Executive Order No. 7164

⁴ Report on the Works Program, 1936 (Washington, D. C. United States Government Printing Office, 1936) p. 73

Each state or territory has a Youth Director, who is responsible to the Executive Director. Participating schools or institutions are in immediate charge of the actual operation of the NYA program. These schools are required to use the rules and regulations, as set down by the executive director. The superintendent of schools, in most cases, or the local officials, have freely discharged the duties of selecting students to receive aid, assigning the students to the work activities, supervising the work, timekeeping, and submitting monthly time reports to the state Youth Director or WPA Division of Finance.

Eligibility of schools and students. The heads of the different high schools are required to submit to the State Youth Director an affidavit to the effect that the school is operating on a nonprofit basis, and that the buildings and grounds are tax exempt.⁵

Each high school student desiring NYA aid must submit an application, certifying that the aid asked for is necessary for the applicant to enter and remain regularly enrolled in school. To support this certificate, the applicant gives a record of his or her social and

⁵ Infra Appendix P. 91: Affidavit of Elementary and High Schools.

economic status. The application is signed not only by the student applying for work, but his parent or guardian signs it as well. It must then be approved by the local official supervising the NYA aid program.⁶

An applicant to be a worthy student, must have these necessary qualifications:

1. The student must be in need of assistance to enter or remain in school.
2. He must come within the age limit of 16-24, inclusive.
3. He must be a citizen of the United States.
4. He must have character and ability to perform good scholastic work, carrying at least three-fourths of the normal schedule at his school with passing grades.

The high school student works not more than three hours on school days, and seven hours on Saturdays. For this service he is to receive a maximum of six dollars a month during the school year. The hourly wage is determined by the prevailing wage for similar work in the community.

⁶ Infra Appendix P. 192 f Student Applications-School Aid.

CHAPTER III

THE DATA

The sources and authenticity of the data used will be described in this chapter.

Source of Data. The National Youth Administration of Montana supplied much of the material from which the data for this study were compiled.

All applications¹ received by the Montana State Youth Director during the months of September, October, November and December 1937 were used as a basis for the statistics. In addition to these applications, a list of types of activities and the estimated student-month jobs for each type, as well as the total amount paid each school for this period, were furnished by the State Youth Director.

Two hundred questionnaires² were mailed to school officials in charge of local NYA work. Of this number, one hundred thirty-five, (67.7%) replied. Their answers were the most important factor considered when evaluating the social and economic effects of the school aid program.

The program was evaluated by the effects it had:

(a) on the students receiving the aid; (b) on the student

¹ Infra Appendix P. 92 f Student Applications

² Infra Appendix P. 93 Questionnaire to Schoolmen

body; (c) on the school; and, (d) on the curriculum.

Bulletins, pamphlets, and reports were obtained from the youth directors of the several states and territories of the United States.³ This material afforded first hand information on the school aid program in other states and territories.

The National Youth Administration at Washington, D. C., furnished a series of national student-aid tables which proved useful as bases for comparisons of the different states.

Authenticity and accuracy of data. All of the data and information used were obtained from the highest state and national authorities. In most cases original records were used for this study.

The accuracy of the figures appearing in the tables was insured by painstakingly checking and rechecking, and by the careful use of a calculating machine.

³ The following states furnished material for this study: Arizona, California, Florida, Idaho, Hawaii, Honolulu, Kentucky, Massachusetts, Michigan, Minnesota, Louisiana, New Mexico, New York, Ohio, Puerto Rico, Rhode Island, Vermont, Washington, Wyoming

CHAPTER IV

SOCIAL STATUS OF MONTANA NYA STUDENTS

In order to gain an adequate knowledge of the social status of the NYA students the following matters were considered: number of students receiving aid, sex, race, age, grade in school, size of family, occupation of the head of the family, location of the home, and distance traveled to school.

Number, race, sex, and age of NYA students. A total of 2781 high school boys and girls had applications on file at the state NYA office, at the end of the first four months of the 1937-1938 school year. Of this group 1232 or a little more than forty-five per cent, were male, and 1489, or nearly fifty-five per cent, were female.

Table I shows that out of a total of 2639 white students, 1205 were male and 1434 female. Of sixty-eight students representing all other races, twenty-one were male and forty-seven female. There were fourteen students, six boys and eight girls who failed to specify any race. These figures indicate that race is not a major part of Montana's youth problem.

There were 971 NYA students, 449 male and 522 female, who had passed their sixteenth birthday. There were 948 white students in this group, 443 boys and 505 girls.

TABLE I

STUDENTS RECEIVING NYA SCHOOL AID ARRANGED BY SEX, RACE AND AGE
 FOR THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

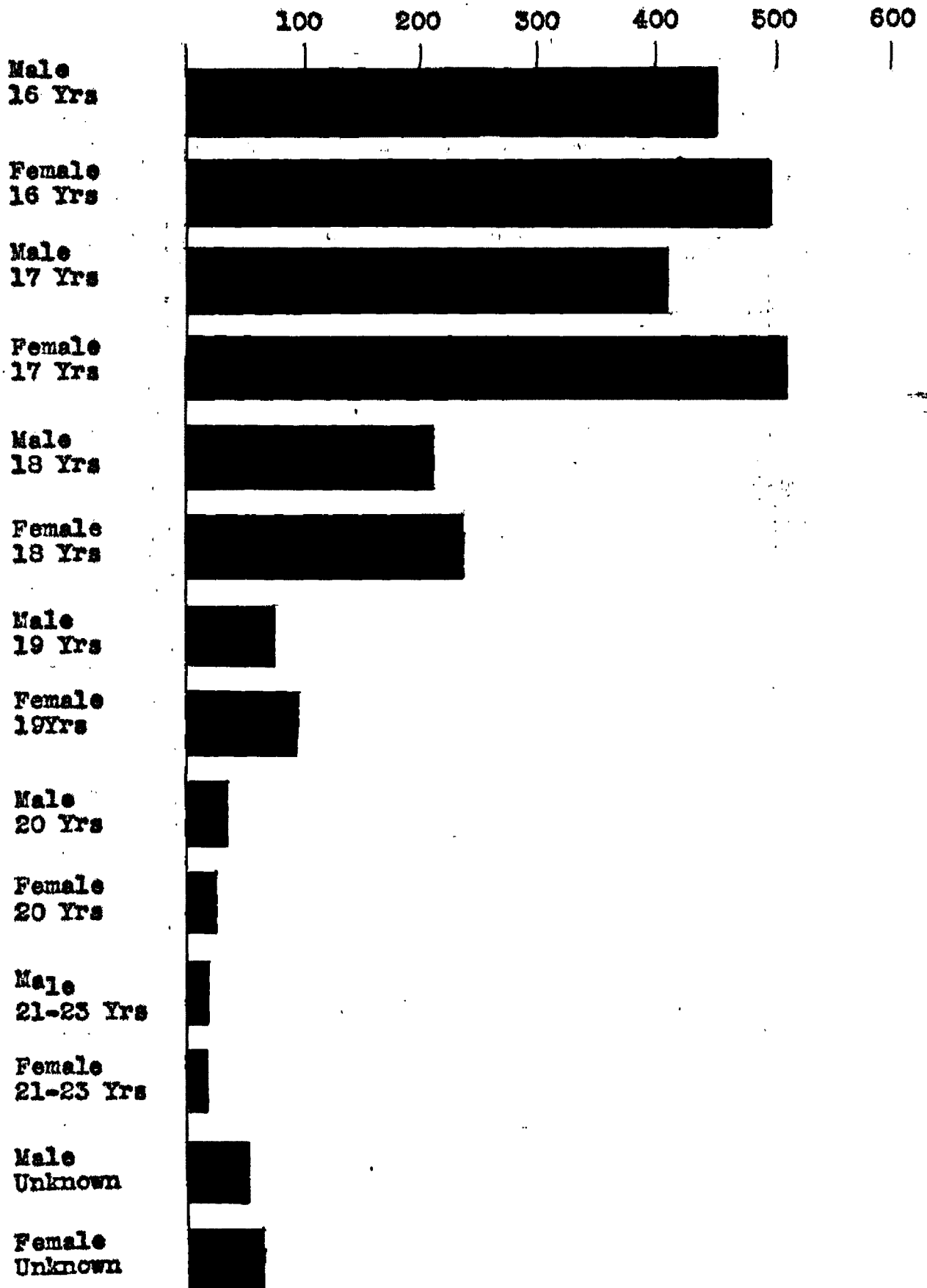
AGE	N U M B E R O F S T U D E N T S											
	T O T A L			W H I T E			O T H E R			U N K N O W N		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	2721	1232	1489	2639	1205	1434	68	21	47	14	6	8
16	971	449	522	948	445	505	19	4	15	4	2	2
17	944	408	536	919	397	522	21	9	12	4	2	2
18	439	205	234	422	200	222	13	4	9	4	1	3
19	168	75	93	157	73	84	10	2	8	1		1
20	57	33	24	54	33	21	3		3			
21	17	9	8	16	8	8	1	1				
22	4	1	3	4	1	3						
23	1	1		1	1							
Others	19	7	12	19	7	12						
Unknown	101	44	57	99	42	57	1	1		1	1	

There were nineteen students representing all other races, including four boys and fifteen girls. Students who failed to give any race numbered four, - two boys and two girls. This age group includes 35.68 per cent of all students receiving aid in Montana.

In the seventeen year age group, there were 408 males and 536 females, or a total of 944 students. There were 919 white students, - 397 boys and 522 girls. Representing all other races nine were boys and twelve girls, or a total of twenty-one students. There were four students, two boys and two girls, who failed to specify any race. Of the total of 2721 students receiving NYA aid, 34.68 per cent were seventeen years old.

Slightly more than sixteen per cent of all NYA students were in the eighteen year old group. There were 305 boys and 234 girls, or a total of 439 students in this group. Of these, the white race numbered 422, which included 200 boys and 222 girls. All other races counted only thirteen students, - four boys and nine girls. Failing to specify any race were one boy and three girls. Between the sixteen and seventeen year groups and the eighteen year group, a definite reduction in numbers is seen.

There was a further reduction in numbers in the nineteen year old group. It listed seventy-five boys and ninety-three girls - only 168 students, or slightly more than



Graph 1 STUDENTS RECEIVING NYA AID BY SEX AND AGE FOR SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

six per cent of the total number of NYA students. The white race had 157 students, seventy-three boys and eighty-four girls. All other races were represented by ten students, two male and eight female. Only one girl failed to specify any race.

A mere two per cent of the NYA students, or a total of fifty-seven were twenty years old. Of this number thirty-three were boys and twenty-four, girls. In this group fifty-four students, thirty-three boys and twenty-one girls were white. Three girls belonged to other races. It should here be noticed that there were more boys than girls in this age group. However, the difference was small.

In the twenty-one years of age group there was a total of seventeen students, nine boys and eight girls. Sixteen of this group, eight boys and eight girls, were white, while one boy was of another race. Here again there were more boys than girls.

Four NYA students, one boy and three girls, had reached the mature age of twenty-two. These four belonged to the white race. One boy, also white, was twenty-three years old.

The data revealed that there were nineteen white students, seven boys and twelve girls, who belonged to other age groups.

There were 161 students, 44 boys and 57 girls, who

failed to give birth dates or ages. Of this group ninety-nine students, forty-four boys and fifty-seven girls, were white. One student failed to specify any race and one student belonged to a race other than white.

Table I shows that there were more girls than boys receiving NYA aid. It further shows that in every age group there were more girls than boys, with the exception of the twenty and twenty-one age group. In the latter there were a few more boys than girls.

Grade in school of NYA students. Table II presents interesting figures for a study of the grades the NYA students have reached in school.

There were thirteen students, nine boys and four girls, in the elementary grades. Of this group, nine students, six boys and three girls, were white. In the other race's group were four students, three boys and one girl. This group represented .047 per cent. of the total.

Only 8.6 per cent of all NYA students were in the ninth grade. In this group there were 235 students, 133 boys and 102 girls. Of this group of freshmen, 217 students, 125 boys and 92 girls, were white. Seven boys and eight girls, or a total of fifteen students, belonged to other races. There were three ninth grade students, one male and two female, who failed to give race.

TABLE II

STUDENTS RECEIVING NYA SCHOOL AID ARRANGED BY SEX, RACE AND GRADE
IN SCHOOL FOR THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND
DECEMBER 1937

Grade in School	NUMBER OF STUDENTS											
	TOTAL		WHITE		OTHER		UNKNOWN					
	Total	Male	Female	Total	Male	Female	Total	Male	Female			
Total	2721	1232	1489	2639	1205	1434	68	21	47	14	6	8
Elementary	13	9	4	9	6	3	4	3	1			
9th Grade	235	133	102	217	125	92	15	7	8	3	1	2
10th Grade	527	262	265	510	258	252	16	3	13	1	1	
11th Grade	908	403	505	893	397	496	20	3	17	5	3	2
12th Grade	985	397	588	968	392	576	13	5	8	4		4
Post Grad	8	3	5	8	3	5						
Unknowns	45	25	20	44	24	20				1	1	

6

In the tenth grade there were 527 students receiving NYA aid. This was 19.3 per cent of the total. There were 262 boys and 265 girls in the sophomore year in high school. Of these 510 students, 258 boys and 252 girls, were white; sixteen, three boys and thirteen girls, represented all other races. Only one boy failed to give any race.

There were 908 students, 403 boys and 505 girls, in the junior year in high school, or thirty-three and one-third per cent of all Montana NYA students. White students in this group numbered 833, of whom 397 were boys and 436 were girls. Only three boys and seventeen girls, or a total of twenty students, belonged to other races. There were five students, three boys and two girls, who failed to specify race.

In the senior year there were 985 students, 397 boys and 588 girls. Of the fourth year high school students 968, or 392 boys and 576 girls, were white. Thirteen students, five boys and eight girls, belonged to other races. Four girls failed to designate any race. This group represented 36.2 per cent of all NYA students.

Among eight graduate students, all white, were listed three boys and five girls.

Those who failed to specify any grade in school included forty-five white students, twenty-five boys and twenty girls.

Male
Elem. Gr.

Female
Elem. Gr.

Male
9th Gr.

Female
9th Gr.

Male
10th Gr.

Female
10th Gr.

Male
11th Gr.

Female
11th Gr.

Male
12th Gr.

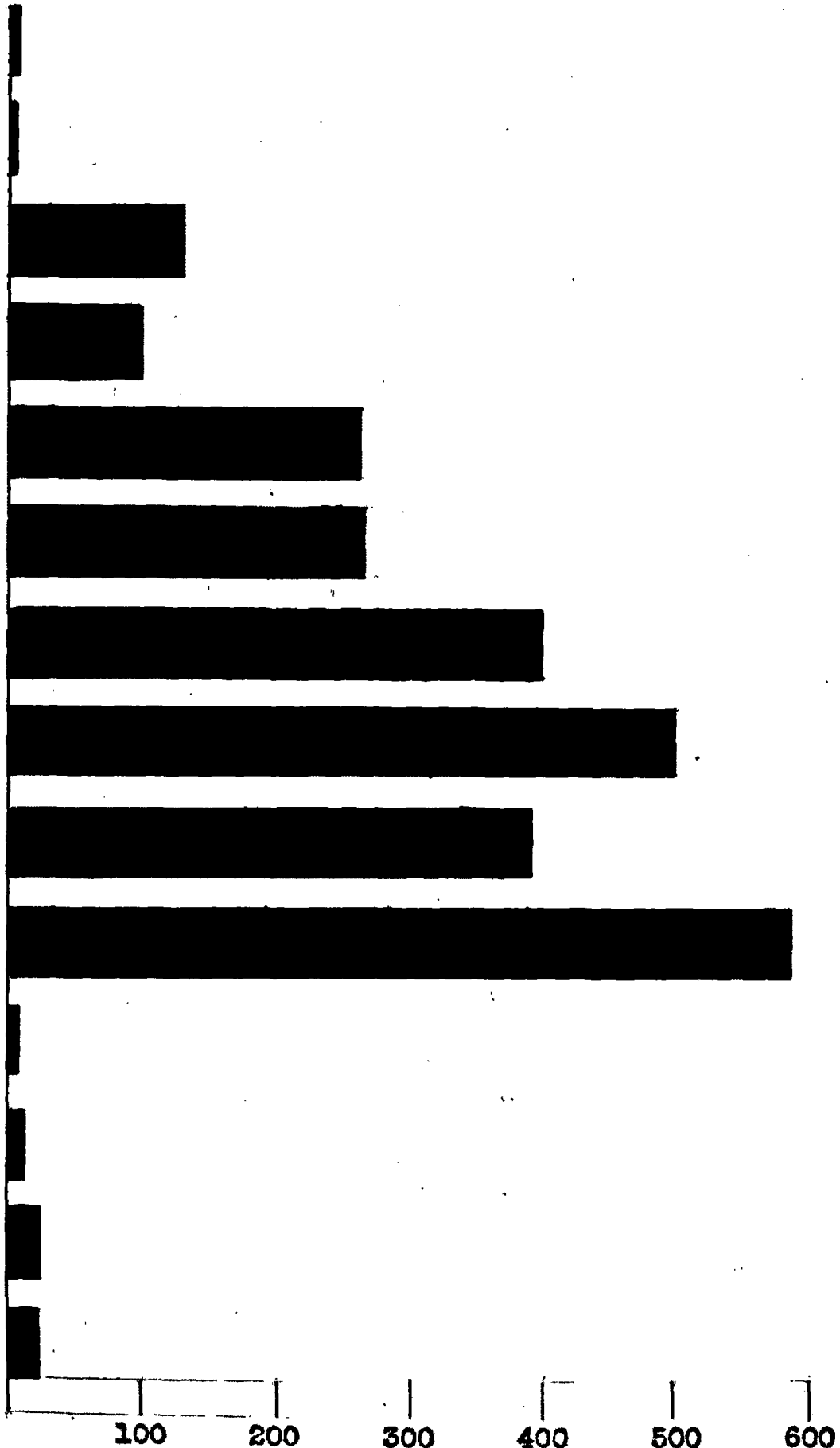
Female
12th Grade

Male
Post Gr.

Female
Post Grad.

Male
Grade
Unknown

Female
Grade
Unknown



GRAPH 2 STUDENTS RECEIVING NYA AID CLASSIFIED BY SEX AND GRADE IN SCHOOL FOR SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

The application of only one student, a boy, failed to state either race or grade in school.

There were 1893 NYA students in the junior and senior years in high school. This group included 800 boys and 1093 girls. More than sixty-nine per cent of the total number of students receiving NYA aid were in their third and fourth years in high school. From Table I it was learned that seventy per cent of all NYA students were sixteen and seventeen years of age.¹ These figures show that this group of students has possibly made a normal rate of advancement in school. This statement is further verified by the fact that children who entered school at the age of six, and advanced one grade each year, should be in the eleventh and twelfth grades, respectively, at the ages of sixteen and seventeen. Ethel G. Rimel,² in a study of 937 juniors in thirty high schools in Montana, found the median age of high school juniors to be 17.28. This offered further proof that Montana NYA students, as a whole, equal or better the average progress of all high school students.

¹ Cf. Ante P. 14

² Evalyn G. Rimel, "The Intelligence of Montana High School Juniors," (unpublished Master's thesis, The University of Montana, Missoula, 1933), p.17

Walter R. Ames found the median ages of Montana high school senior girls to be eighteen years and one month, and the median age for Montana high school boys, eighteen years and four months.³

From the Twenty-second Biennial Report of the Superintendent of Public Instruction of Montana, it was found that the median age of freshmen in Montana high schools was fifteen years and six months, and the median age of Montana high school sophomores was sixteen years.⁴

Family and home of NYA students. A study of Table III reveals interesting extremities in sizes of families. There were thirty-eight students who failed to report size of family. Ten students were on record, as the only member of their families, possibly meaning that their parents were dead.

Fifty-nine NYA students belonged to families of two members. There were 221 students whose families numbered three members. Students belonged to families of four members numbered 378. In families of five members were 415 students. There were 442 who belonged to six-membered families. Families of seven members counted 373 students. In families of eight members were listed 269 students. In

³ W.R. Ames, Intelligence of Montana High School Seniors, (unpublished Doctor's dissertation, The University of Wisconsin 1926), P. 54

⁴ Twenty-second Biennial Report of the Superintendent of Public Instruction, 1932 (Helena, Montana : Naegle Printing Co. 1932) P 57

the nine-member family group were 202 students. There were 314 students who belonged to families of ten or more members. The applications further showed one student belonged to a family of eighteen members; three students belonged to families of seventeen members and eight students belonged to families of fifteen members. This table further revealed that more than half of the NYA students were from families of six or more members. The average NYA family included 6.71 members. This was one member more than the average Montana family recorded as 5.75 in the Fifteenth Census.⁵

More than one half, or 1297, of the 2721 NYA applicants gave the parents' occupations as farming. The others listed 593 laborers; 349 WPA workers; 282 unemployed; 79 miscellaneous; while 21 failed to report any occupation of the head of their households. Graph 3 or table IV show this distribution of parents' occupations. It was significant to note that no professions were given among the parents' occupations. The fact that most of the NYA students' parents were farmers is verified by the distribution map on page 66.

⁵ Fifteenth Census of the United States, 1930
Montana Families. (Washington, D.C.: United States Government
Printing Office, 1932) P. 6

TABLE III

STUDENTS RECEIVING NYA SCHOOL AID CLASSIFIED BY YEARLY FAMILY INCOME AND SIZE OF FAMILY. DURING SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1957

YEARLY FAMILY INCOME	NUMBER OF STUDENTS BY SIZE OF FAMILY											
	TOTAL	1	2	3	4	5	6	7	8	9	10	Unknown
TOTAL	2721	10	59	221	378	415	442	373	269	202	314	58
none	131	1	4	10	14	22	20	19	14	13	11	3
0 - 99	58		2		11	10	11	4	2	5	12	1
\$100 - 199	94	2	3	11	17	11	14	11	11	6	8	
200 - 299	214	3	8	30	32	34	28	25	15	19	14	6
300 - 399	248		7	27	50	39	33	35	19	16	21	1
400 - 499	270		5	23	49	46	50	30	28	18	24	1
500 - 599	384		7	40	51	53	58	55	42	26	46	6
600 - 699	284		8	23	36	50	56	32	28	13	37	1
700 - 799	135			8	19	30	25	14	14	7	16	2
800 - 899	110		1	4	17	12	22	20	11	12	11	
900 - 999	73		x1	5	9	8	10	11	8	7	12	2
1000 - 1999	219			7	20	35	31	36	28	15	43	4
2000 & up	11	x		1	1		1	1	1	2	3	1
Unknown	490	4	13	32	52	65	83	80	52	43	56	10

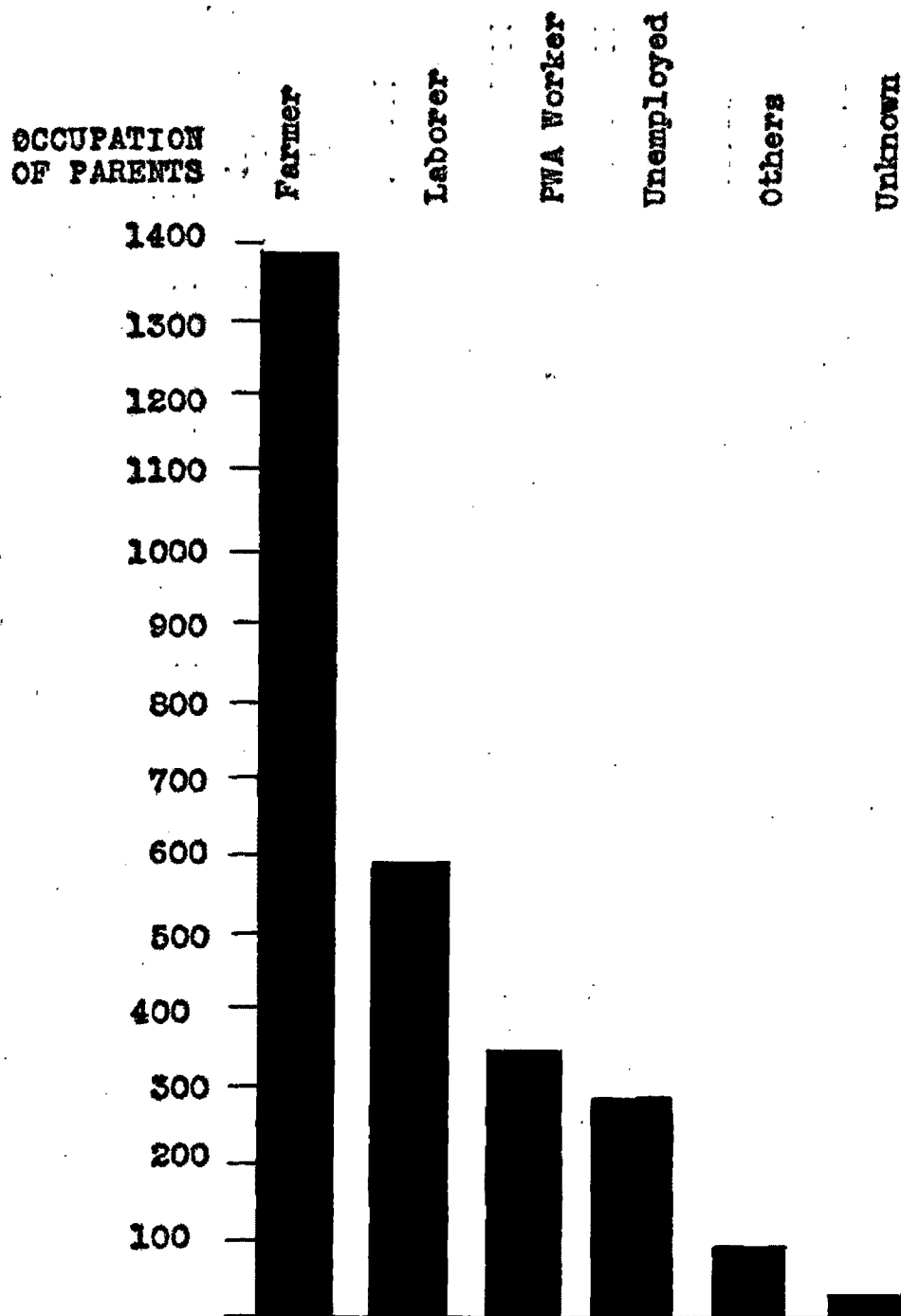
TABLE IV

STUDENTS RECEIVING NYA SCHOOL AID, CLASSIFIED BY YEARLY FAMILY INCOME AND OCCUPATION OF PARENTS FOR THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

Yearly Family Income	Number of Students by Occupation of Parents						
	Total	Farmers	Laborers	W. P. A.	Unemployed Others	Unknown	
Total	2721	1397	593	349	252	79	21
None	131	92	13	2	22	1	1
0 - 99	58	37	9	6	4	1	1
\$100 - 199	94	61	10	3	18		2
200 - 299	214	129	25	17	35	6	2
300 - 399	248	137	48	19	38	3	3
400 - 499	270	145	48	39	50	7	1
500 - 599	384	175	80	97	26	6	
600 - 699	224	85	86	72	24	13	4
700 - 799	135	50	37	18	22	7	1
800 - 899	110	39	43	16	9	3	
900 - 999	73	20	31	11	6	4	1
1000 -1999	219	80	95	12	13	19	
2000 and Over	11	7	3	1			
Unknown	490	340	65	56	35	9	5

This map shows the NYA population per square mile to be largest in the Eastern and Northeastern sections of Montana. In these sections are also found the large farming interests of the state. Crop failures in that area were chiefly responsible for the boys' and girls' dependence on school aid in order to remain in school.

Another significant phase of this study is the location of the homes of NYA students--rural and urban. Nearly two-thirds, or 1737, of all NYA students in Montana lived in rural communities, while only 970 students gave cities, towns or villages as the locations of their homes. Fourteen students failed to give any location. Table VI and graph 4 show the distance of rural homes from school. Of the total number of rural students, the homes of 849, or nearly one half, were ten miles or less from school. There were more than one half of the rural NYA students who lived more than ten miles from school. There were 469 students whose homes were eleven to twenty miles from school. A group of 215 students lived from twenty-one to thirty miles from school. The homes of ninety-six students were thirty-one to forty miles distant. A group of forty-two students lived forty-one to fifty miles from school. There were twenty-four students who lived from fifty-one to sixty miles from school. The extreme distance traveled was represented by twenty-eight students whose homes were over sixty miles



GRAPH 3/ STUDENTS RECEIVING NYA AID CLASSIFIED ACCORDING TO OCCUPATION OF PARENTS DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937.

from school.

When the NYA was first established it was supposed that the students affected lived at home. Federal funds were intended to provide only books, clothing, carfare, and other essential but small expenses of remaining in school. The situation in Montana, however, shows that the urban need is not as acute as the rural need for NYA assistance.

TABLE V
TYPES OF SERVICES PERFORMED *

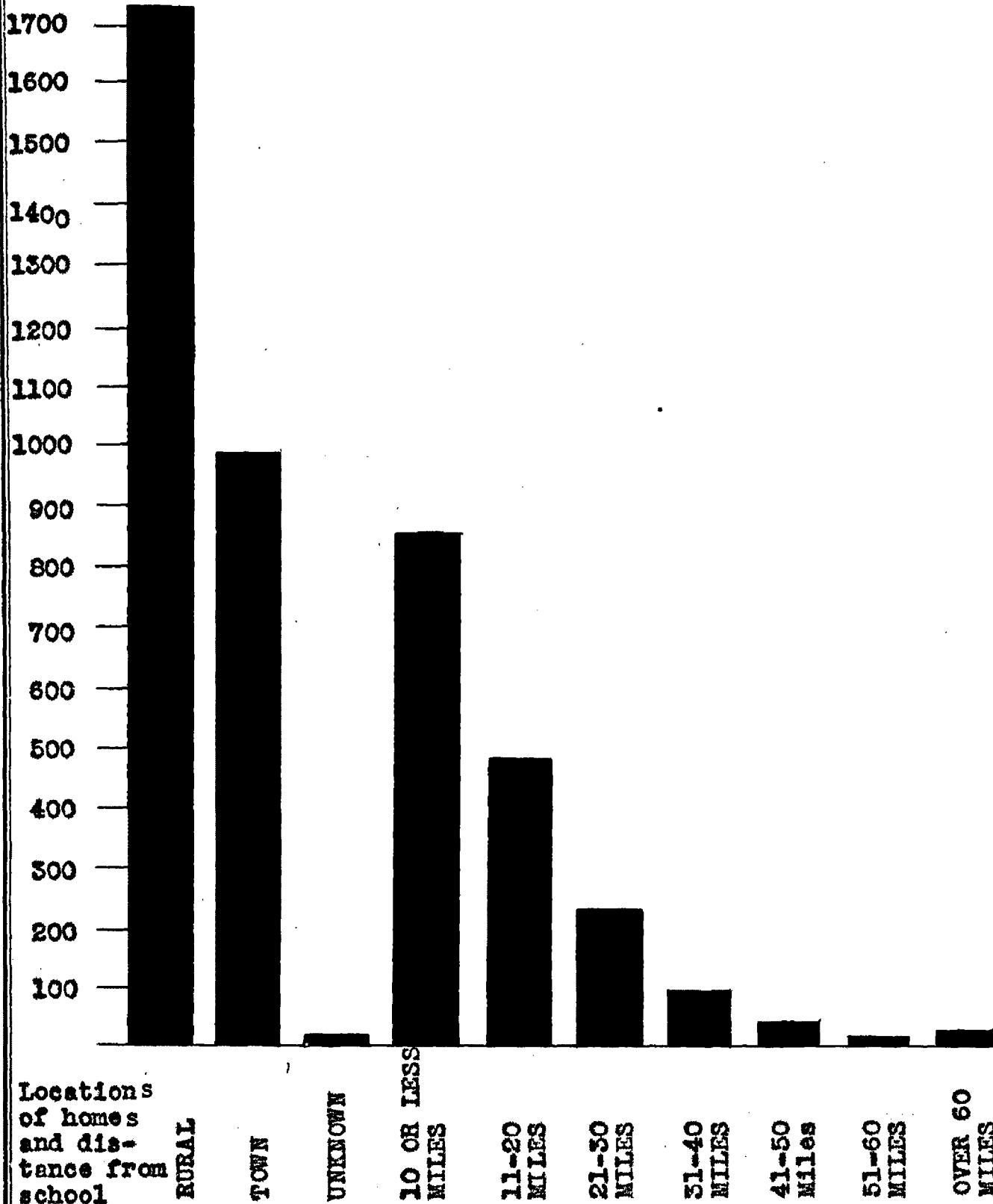
TYPES OF SERVICES	ESTIMATED NUMBER OF STUDENTS
Research and surveys	32
Art--Music, posters, Plays, etc	60
Laboratory assistance	90
Recreation	135
Home economics--sewing, nursery schools, lunchrooms, etc	136
Miscellaneous	149
Reproduction--printing, mimeographing, etc.	152
Construction--apparatus, models, etc.	153
Departmental service--classroom, visual aids, etc.	294
Clerical--secretarial, typing, filing, etc.	400
Library work	437
Grounds and building maintenance	596
Total	2624

* The number of jobs of each type is an estimate made by the superintendent of each school when the work began early in the school term.

TABLE VI

STUDENTS RECEIVING NYA SCHOOL AID BY LOCATION OF HOME AND DISTANCE FROM SCHOOL FOR SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

	LOCATION OF HOME	DISTANCE FROM SCHOOL IN MILES
	Town; Rural; Unknown	10 or less; 11-20; 21-30; 31-40; 41-50; 51-60; Over 60
Number of Students	970; 1737; 14	849; 469; 215; 96; 42; 24; 28



Locations
of homes
and dis-
tance from
school

GRAPH 4 STUDENTS RECEIVING NYA AID, THE LOCATION OF THEIR HOME AND THE DISTANCE FROM SCHOOL, FOR THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

CHAPTER V

ECONOMIC STATUS OF MONTANA NYA STUDENTS

In order to gain a clear picture of the economic status of Montana NYA students, the following matters were considered: the yearly family income, and the average amount earned by the NYA students in the state, in the counties, and in the individual schools.

Yearly family income. The family's annual income, exclusive of income from NYA funds, was the most important measuring rod used by state and local NYA officials in selecting economically worthy students. It was naturally assumed that students from families having adequate annual incomes, from any source, would finance their own education. The funds allocated for student aid by the National Youth Administration officials, were intended for those students, who, without those funds, would be unable to enter or remain regularly enrolled in school.

Table III reveals a number of interesting facts in connection with the yearly family income. One hundred thirty-one students reported no family income for the previous year. The other extreme showed eleven students whose family income the previous year was two thousand dollars or more.

In breaking down the figures in Table III of the

no-income group, it was found that one student, out of the total group of 131, reported himself the only member of a family. Four students belonged to families of two members. There were ten students listed with families of three members. In the four-member family group, fourteen students were found. In families of five members, there were twenty-two students. In the six-member family group, twenty students were listed. There were nineteen students who belonged to families of seven members. Fourteen students reported families of eight members. There were thirteen students who belonged to families of nine members. In families of ten members or more, there were eleven students. Three students failed to report the size of their families. The figures further revealed that 113 of the 131 students, in whose families there was no yearly income, belonged to families of four or more members.

Table IV showed that ninety-two students in the no-income group listed the parents' occupation as farming. Parents of thirteen of these NYA students were laborers. Only two students in this group reported that their parents were WPA workers. Twenty-two students listed their parents as unemployed. The parents of one student were in another occupation. One student, in the no-income group, did not make any report of his parents' occupations.

There were fifty-eight students who reported an annual family income of less than one hundred dollars. By breaking down and analyzing the figures it was found that in the families of two students there were only two members each. Eleven students belonged to families of four members. There were ten students in whose families there were five members. In the six-member families there were listed eleven students. Four students reported the size of their families as seven members. Two students belonged to families of eight members. There were five students whose families numbered nine members. There were twelve students, whose family income was less than one hundred dollars annually, who belonged to families of ten or more members. There was one student in this income group who failed to report size of family.

In the group whose family income was less than one hundred dollars annually, there were thirty-seven students who reported that the occupation of their parents was farming. Nine students reported that the occupation of their parents was unskilled labor. The parents of six students were EPA workers. The parents of four students were unemployed. One student failed to report any occupation.

There were ninety-four students who reported that the family income was between one hundred and one hundred ninety-nine dollars annually. Two students in this group re-

ported themselves to be the only member of their families. Three students belonged to families of two members. There were eleven students who belonged to families of three members. Seventeen students belonged to families of four members. There were eleven students in whose families were five members. Fourteen students were listed in the six-member family group. There were eleven students in each of the seven and eight member families. Six NYA students reported families of nine members. Eight students reported the size of their families to be ten or more members.

Of the ninety-four students whose families had incomes of less than two hundred dollars a year, sixty-one reported their fathers were farmers. The fathers of ten of these students were laborers. Three students said their fathers were WPA workers. Eighteen students said their parents were unemployed. Two students failed to report occupations of their parents.

There were 214 students whose families' annual income was between \$200.00 and \$299.00. There were three members of this group who said that they were the only members of their family. Eight students belonged to families of two members. There were thirty students whose families numbered three members each. Thirty-two students belonged to families of four members. In the families of five members there were listed thirty-four students. Twenty-eight stud-

dents belonged to families of six members. There were twenty-five students in families of seven members. Fifteen students reported families of eight members. In the nine-member families there were listed nineteen students. Fourteen students had families of ten or more members. Six students failed to report the number of members in their families.

The occupations of the parents of these 214 students are also divided into groups. One hundred twenty-nine students reported that the occupation of their parents was farming. The parents of twenty-five students were laborers. The parents of seventeen students were WPA workers. The parents of thirty-five students were unemployed. Six parents had other occupations. Two students failed to give occupations of their parents on their reports.

There were 248 students whose families' annual income was between \$300.00 and \$399.00. Seven of these students reported the size of their families as being two members. There were three members in the families of twenty-seven students. Fifty students belonged to families of four members. There were thirty-nine students listed with families of five members. The six-member families had listed thirty-three NYA students. In the seven-member families there were recorded thirty-five students.

There were nineteen students who belonged to families of eight members. Families of nine members listed sixteen students. There were twenty-one students whose families had ten or more members. One student failed to report size of family.

Of the 248 students with an annual family income of \$300.00 to \$399.00, there were 137 whose parents were farmers. The parents of forty-eight students were laborers. The parents of nineteen of these NYA students were WPA workers. Thirty-eight students claimed their parents unemployed. The parents of three students had other occupations. There were three students who failed to report any parental occupations.

There were 270 students whose annual family income was from \$400.00 to \$499.00. In this group there were five students who belonged to families of two members. There were twenty-three students who belonged to families of three members. There were forty-nine students listed with families of four members. There were forty-six students who belonged to families of five members. The six-member families listed fifty NYA students. In the seven-member families were recorded thirty students. There were twenty-four students who belonged to families of eight members. In families of nine members eighteen NYA students were listed. There were twenty-four students who belonged to families of ten or more members. One student failed to re-

port size of family.

Of the families whose annual income was from \$400.00 to \$499.00, there were 145 students whose parents were farmers. Parents of forty-eight students were classed as laborers. The parents of thirty-nine students were WPA workers. There were thirty students whose parents were unemployed. The parents of seven students were in other occupations. One student failed to report occupation.

There were 384 students whose annual family income was \$500.00 to \$599.00. This group included the greatest number of students, according to annual earnings. Of this number, seven students reported size of families as two members. there were forty students belonging to families of three members. There were fifty-one students in families of four members. In the five-member families were listed fifty-three students. There were fifty-eight students in families of six members. There were fifty-five students who belonged to families of seven members. Eight-member families listed forty-two students. Twenty-six students belonged to families of nine members. There were forty-six students in whose families were ten or more members. Six students failed to report the size of the family.

There were one hundred seventy-five students who reported their parents' occupations as farming, with an annual family income of from \$500.00 to \$599.00. There

were eighty students whose parents were laborers. The parents of ninety-seven students were WPA workers. The parents of twenty-six students were unemployed. There were six students whose parents had various other occupations.

In the \$600.00 to \$699.00 annual family income group, there were only 384 students, as compared with 384 in the \$500.00 to \$599.00 income bracket. Of this group, eight students belonged to families of two members. In the three-member family group twenty-three students were listed. There were thirty-six NYA students who belonged to families of four members. In families of five members, there were fifty NYA students. In the six-member families were listed fifty-six NYA students. There were thirty-two students in families of seven members. There were twenty-eight students in families of eight members. In the nine-member families, were thirteen students. There were thirty-seven students who belonged to families of ten or more members. One student failed to report size of family.

Of the \$600.00 to \$699.00 annual income group there were eighty-five students whose parents were farmers. There were eighty-six students whose parents were laborers. It should be noted here that in this group there were more students whose parents were laborers than students whose parents were farmers. There were seventy-two WPA workers

in this group. The parents of twenty-four NYA students were unemployed. The parents of thirteen students had other occupations. Four students failed to report occupation.

There were one hundred thirty-five students whose annual family income was from \$700.00 to \$799.00. Of this group eight students had families of three members. There were nineteen students who belonged to families of four members. In the five-member families thirty NYA students were listed. There were twenty-five students who belonged to families of six members. There were fourteen students in each of the seven- and eight-member groups. There were seven students who belonged to families of nine members. There were sixteen students who belonged to families of ten or more members. Two students failed to report size of family.

In the \$700.00 to \$799.00 annual income group, the parents of fifty students were farmers. The parents of thirty-seven students were laborers. Eighteen students reported that their parents were WPA workers. The parents of twenty-two students were unemployed. The parents of seven students had other occupations. One student failed to report the occupation of his parents.

There were one hundred ten students whose family's

annual income was between \$800.00 and \$899.00. Of this group one student belonged to a family of two members. There were four students who belonged to families of three members. There were seventeen students who belonged to families of four members. In the five-member families there were twelve students listed. In the six-member, twenty-two students were recorded. Twenty students belonged to families of seven members. There were eleven students who belonged to families of eight members. In the nine-member family group twelve students were listed. There were eleven students who belonged to families of ten or more members.

The parents of thirty-nine students were farmers and had an income of \$800.00 to \$899.00 annually. Forty-three students in this income bracket had parents who were laborers. Sixteen students reported their parents as WPA workers. The parents of nine students were unemployed. The parents of three students had other occupations.

There were seventy-three students whose annual family income was \$900.00 to \$999.00. One student in this group belonged to a family of two members. In the three-member families five students were listed. There were nine students in families of four members. There were eight students who belonged to families of five members. In six-member families, ten students were listed. Eleven

students belonged to families of seven members. In the eight-member families there were eight students registered. Seven students belonged to families of nine members. There were twelve students who belonged to families of ten or more members. Two students failed to report size of family.

There were two hundred nineteen students who belonged to families whose annual income was from \$1000.00 to \$1999.00. In this group were seven students who belonged to families of three members. Twenty students belonged to families of four members. Thirty-five students registered in families of five members. There were thirty-one students in this group who belonged to families of six members. In the seven-member family group thirty-six students were listed. There were twenty-eight students who belonged to families of eight members. In the families of nine members there were fifteen students listed. There were forty-three students who belonged to families of ten or more members. Four students failed to report size of family.

In the \$1000.00 to \$1999.00 family income bracket were listed eighty students whose parents were farmers. The parents of twelve students in this income group were WPA workers. The parents of ninety-five students were laborers. Thirteen students whose family income was over one thousand dollars annually said their parents were unemployed.

The parents of nineteen students had other occupations.

There were eleven students who reported the annual family income as over two thousand dollars. Of this group one student belonged to a family of three members. Four students belonged respectively to each of the four-, six-, seven-, and eight-member families. Two students belonged to families of nine members. There were three students who belonged to families of ten or more members. One student failed to report size of family.

In the families of over two thousand dollars income, there were seven students whose parents were farmers. The parents of three students were laborers. The parents of one student in this group were WPA workers.

The incomes of four hundred ninety students' families were unknown. In this group there were four students who were the only members of their respective families. Thirteen students belonged to families of two members. There were thirty-two students who belonged to families of three members. There were fifty-two students listed in the four member families. There were sixty-five students who belonged to families of five members. In the six-member families there were eighty-three students listed. There were eighty students who belonged to families of seven members. There were fifty-two students in families of eight members. Forty-three students belonged to families of nine members.

There were fifty-six students who belonged to families of ten or more members. Ten students failed to report size of family.

In the group whose annual income was unknown, there were three hundred forty students whose parents were farmers. The parents of sixty-five students were laborers. Thirty-six students reported their parents to be WPA workers. The parents of thirty-five students were unemployed. The parents of nine students had other occupations than those considered in this study. Five students failed to report occupation.

NYA student aid in Montana counties. A short study of the earnings and distribution of Montana high school students who were assisted by the student aid program during the months of September, October, November, December 1937, yielded interesting information.

In Table VII the names of the counties have been omitted to avoid any misunderstanding or the forming of impressions that would be harmful to the county in question. Numbers have been substituted at random for the names of the various counties.

Column one of table VII gives a list of the counties in Montana receiving NYA assistance. The second column shows the number of high school students in each county. The third column records the number of NYA students in each county. Column four shows the per cent the NYA students are of the total number of students enrolled in each county. Column five lists the total amounts received by each county from the NYA funds during the first four months of the 1937-1938 school term. The sixth column lists the average monthly payment received by each NYA student.

This table should be read: County one had a total of 213 4 students enrolled. Sixty-four, or two and nine-tenths per cent, of this group received NYA assistance. These students received a monthly average payment of \$2.62 each or a total of \$671.98 during the months of September,

TABLE VII

45

EMPLOYMENT AND EARNINGS OF HIGH SCHOOL STUDENTS OF MONTANA COUNTIES ASSISTED BY THE STUDENT AID PROGRAM DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1957

NUMBER OF COUNTY	STUDENTS IN SCHOOL			TOTAL AMOUNT RECEIVED	AVERAGE MONTHLY PAY
	TOTAL	NYA	PER CENT NYA		
1	2134	64	2.9	\$671.98	\$2.62
2	295	8	2.7	75.00	2.54
3	847	149	16.8	2251.78	4.02
4	610	54	8.9	522.00	2.41
5	3554	15	3.6	158.25	3.04
6	515	103	36.5	1545.90	3.75
7	198	11	5.5	90.00	2.04
8	288	66	22.9	968.12	3.66
9	290	44	15.1	721.63	4.10
10	1219	28	2.3	311.17	2.77
11	175	46	26.2	773.70	4.20
12	843	78	9.0	1095.78	3.60
13	448	54	12.1	766.92	3.55
14	240	8	3.3	126.00	3.93
15	156	8	5.1	122.00	3.81
16	135	56	41.5	643.80	2.87
17	431	19	4.4	153.45	2.02
18	298	9	3.0	85.20	1.81
19	130	48	35.4	690.00	3.75
20	877	31	3.2	374.40	3.01
21	610	65	10.6	1134.38	4.36
22	746	189	25.3	2610.45	3.45
23	992	131	13.2	1848.59	3.52
24	3302	8	2.6	122.15	3.81
25	185	64	34.6	1068.00	4.17
26	142	43	30.2	726.00	4.22
27	258	88	33.2	854.80	2.51
28	1543	35	2.2	292.40	2.08
29	1103	20	1.8	178.90	2.23
30	254	27	10.6	442.50	4.09
31	439	74	16.8	651.90	2.20
32	2668	67	2.5	846.00	3.15
33	2461	105	4.0	1416.00	3.37
34	629	78	12.4	1128.06	3.61
35	625	46	7.4	607.69	2.75
36	60	4	6.6	66.00	4.12
37	1590	32	2.0	425.40	3.32
38	194	26	14.4	208.75	1.88
39	651	231	35.4	3185.40	3.44
40	397	18	3.3	174.00	3.34
41	475	89	18.7	1103.20	3.09
42	719	30	4.2	398.73	3.32
43	166	55	33.1	889.60	4.04
44	487	24	4.9	400.20	4.16
45	454	23	5.5	305.10	3.31
46	240	7	2.9	132.00	4.71
47	123	21	17.1	370.55	4.41
48	780	96	12.6	1549.10	4.03
49	89	20	22.4	293.70	3.67
50	177	3	1.7	48.00	4.00
51	94	10	10.6	95.40	2.38
52	475	96	22.1	1222.11	3.11
53	743	16	2.1	222.60	3.47
TOTAL	30631	2721	8.91 mean	37044.18	3.40 mean
MEDIAN	397	43	9.00	507.69	3.45

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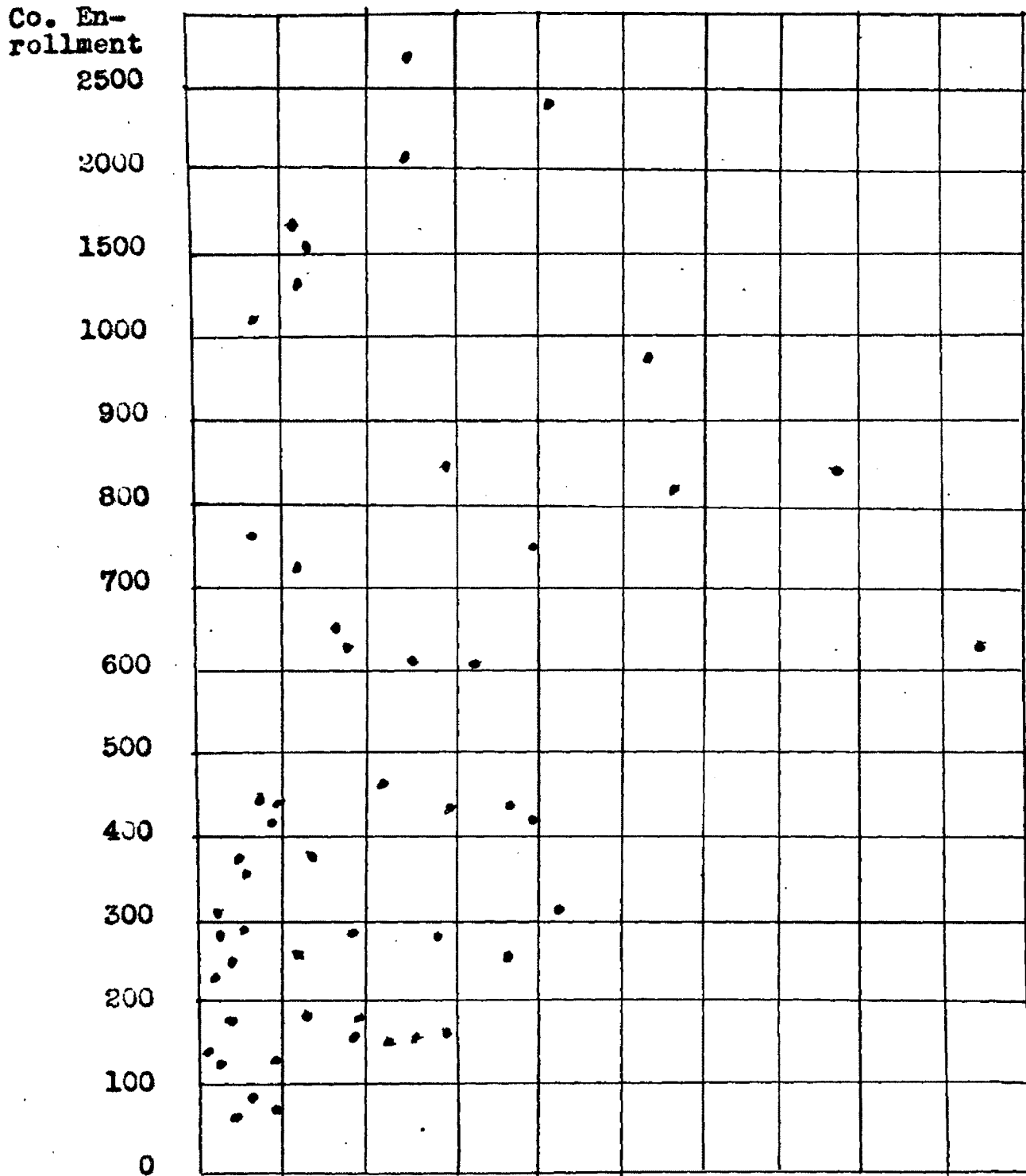
October, November, and December, 1937.

There were 30,631 students enrolled in all the schools receiving student aid in these counties. Of this number 2721, or eight and nine-tenths per cent, were NYA students. These students received a monthly average payment of \$3.40 each or a total of \$37044.18 during this four-month period.

The median enrollment of these counties was 397 students. The median number of NYA students was forty-three. The median per cent of NYA students was nine. The median amount of money received by each county was \$507.69. The median monthly payment received by each student was \$3.45

There were seven counties in Montana which listed one-third or more of their high school students as receiving NYA assistance. Forty-one and five-tenths per cent of the enrollment of County 16 received NYA assistance. These counties are located in the dry belts of Montana. This geographic location was largely responsible for the dependence of many of their students on the NYA for assistance to enter and remain regularly enrolled in school.

Graph 5 shows the distribution of NYA students in the various counties and compares the number of NYA students with the total number of high school students enrolled. The horizontal scale represents the number of NYA students while the vertical scale represents the number of students



NYA Students 25 50 75 100 125 150 175 200 225
GRAPH 5. A COMPARISON OF THE ENROLLMENTS OF HIGH SCHOOLS OF MONTANA COUNTIES WITH THE NUMBER OF STUDENTS RECEIVING NYA ASSISTANCE DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER, AND DECEMBER, 1937

enrolled in the NYA schools of the various counties.

This graph shows that in each of nineteen counties there were from 1-25 NYA students. Thirteen counties had from 26-50 NYA students enrolled. Ten counties, each had from 51-75 NYA students in their schools. In each of five counties there were from 76-100 NYA students registered. Two counties had from 101-125 NYA students each. One county had from 176-200 NYA students on its rolls. In one county there were from 226-250 NYA students listed.

In each of thirty-five counties the high school enrollments were less than five hundred students. The enrollments in each of the other eighteen NYA counties were over five hundred students.

Student aid in third class high schools. Table VIII shows the earnings and distribution of Montana third class schools assisted by the student aid program during the months of September, October, November, and December, 1937.

In Table VIII the names of the schools have been omitted to avoid any misunderstanding or the forming of impressions that would be harmful to the school in question. Numbers have been substituted at random for the names of the various schools.

Column one of Table VIII gives a list of the third class schools in Montana receiving NYA assistance. The second column shows the number of high school students in each school. The third column records the total number of NYA students in each school. Column four shows the per cent the NYA students are of the total number of students enrolled in each school. Column five lists the average monthly payment received by each NYA student.

This table should be read: School one had a total of 109 students enrolled. Five, or four and six-tenths per cent, of this group received NYA assistance. These students received a monthly average of \$3.60 during the four-month period.

There were 5958 students enrolled in all the third class schools receiving aid. Of this number 1229, or twenty and seven-tenths per cent, were NYA students.

EMPLOYMENT AND EARNINGS OF HIGH SCHOOL STUDENTS OF THE THIRD CLASS SCHOOLS ASSISTED BY THE STUDENT AID PROGRAM DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

No. of SCHOOL	STUDENTS IN SCHOOL			PAY PER MONTH	No. of SCHOOL	STUDENTS IN SCHOOL			PAY PER MONTH				
	TOTAL	NYA	% NYA			TOTAL	NYA	% NYA					
1	109	8	4.6	\$3.90	53	102	23	22.5	\$3.39				
2	43	21	48.8	4.07	54	81	13	41.9	3.11				
3	74	29	37.8	2.67	55	30	8	26.6	3.37				
4	8	2	25.00	3.00	56	43	3	6.9	1.25				
5	84	4	4.7	4.50	57	82	8	18.7	3.93				
6	172	4	2.3	4.12	58	81	21	67.7	3.22				
7	37	8	18.8	3.30	59	116	8	33.5	4.21				
8	80	10	12.5	4.38	60	147	2	1.3	3.00				
9	17	4	23.8	2.38	61	55	20	36.3	3.82				
10	47	13	27.4	2.88	62	76	20	26.3	4.19				
11	50	28	56.0	3.00	63	59	8	20.5	4.12				
12	118	3	2.5	3.60	64	42	21	50.0	3.80				
13	18	1	5.5	5.03	65	64	28	40.8	3.18				
14	50	3	6.0	3.50	66	18	9	50.0	4.83				
15	23	7	28.0	4.00	67	42	12	28.5	3.62				
16	155	19	14.0	3.31	68	43	1	2.3	6.00				
17	25	4	16.8	4.22	69	53	28	52.8	3.91				
18	168	8	3.8	2.75	70	53	13	39.3	4.84				
19	102	15	16.8	1.63	71	92	8	2.2	4.80				
20	51	11	21.8	2.73	72	88	21	24.7	3.14				
21	80	9	11.2	4.67	73		3		1.23				
22	40	19	47.0	2.06	74	26	4	15.3	1.63				
23	83	30	36.1	3.63	75	31	7	22.6	1.71				
24	51	15	29.4	2.60	76	68	8	7.8	1.92				
25	68	14	20.6	1.71	77	46	11	23.9	3.00				
26	20	3	15.00	5.50	78	45	12	26.6	3.04				
27	120	34	28.3	4.19	79	46	16	40.0	3.50				
28	37	7	18.9	4.67	80	29	10	34.4	3.48				
29	59	12	20.3	2.65	81	58	9	13.7	3.75				
30	57	23	40.3	3.28	82	41	17	41.4	1.88				
31	66	1	1.2	6.00	83	68	6	8.8	2.75				
32	55	13	37.1	3.60	84	27	6	22.2	3.00				
33	59	2	3.3	5.25	85	51	3	5.9	3.80				
34	29	8	17.2	3.50	86	41	12	38.5	2.63				
35	40	22	55.0	1.77	87	35	3	8.5	3.80				
36	132	54	40.9	2.66	88	74	2	2.7	3.00				
37	80	9	18.0	3.61	89	48	21	45.6	3.80				
38	43	8	16.8	3.50	90	55	3	5.4	3.50				
39	18	4	22.0	3.37	91	80	22	24.4	4.88				
40	28	8	17.8	2.40	92	71	24	33.8	4.43				
41	60	3	5.0	3.66	93	15	3	20.0	1.80				
42	71	11	18.8	2.99	94	142	43	30.2	4.22				
43	119	1	.8	6.00	95	80	8	12.3	3.43				
44	72	3	4.1	3.87	96	52	32	61.6	3.18				
45	48	3	10.4	2.50	97	49	12	24.4	2.12				
46	51	3	9.3	3.50	98	97	31	31.9	3.46				
47	53	13	39.3	3.79	99	68	8	11.7	4.12				
48	81	3	9.8	1.68	100	37	16	43.2	2.58				
49	47	3	6.3	3.50	101	70	23	32.8	3.90				
50	43	24	50.0	3.25	102	49	8	16.3	3.63				
51	33	15	45.4	3.00	103	60	4	6.6	4.12				
52	52	7	13.4	2.32	104	24	6	25.0	3.25				
				Total					5958	1229	Mean	20.62	3.42
				Median					49.5	8		21.80	3.48

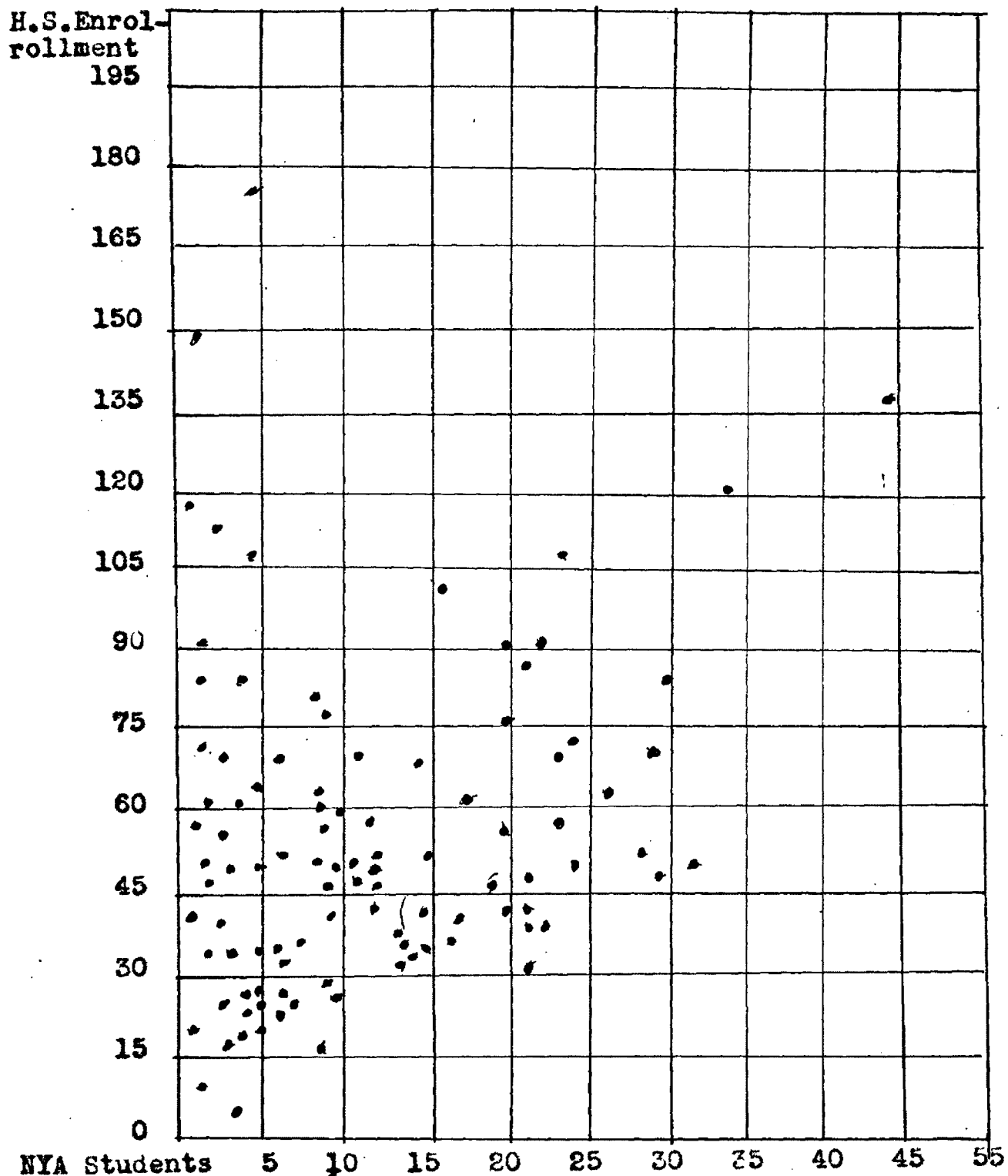
These students received a monthly average payment of \$3.42 during the first four months of the 1937-1938 school year.

The median enrollment of these schools was 49.5 students. The median number of NYA students was eight in each school. The median per cent of NYA students was twenty-one and eight-tenths. The median monthly payment received by each NYA school was \$3.48.

There were seven schools in the third class group which had over fifty per cent of its enrollment receiving NYA aid. School 58 had 67.7 per cent of its enrollment receiving NYA assistance. These seven schools are located in the drought stricken and grasshopper infested areas of eastern and northeastern Montana. This location is largely responsible for so large a percentage of NYA students in these schools.

Graph 6 is a graphic representation of the distribution of NYA students in the third class high schools and compares the number of NYA student, with the total number of high school students enrolled. The horizontal scale represents the number of NYA students while the vertical scale represents the number of students enr lled in the NYA schools.

This graph shows that in each of fifty-eight schools there were from 1-10 NYA students. It shows that in each of twenty-four schools there were from 11-20 NYA students enr-



GRAPH 6. A COMPARISON OF THE ENROLLMENT OF THIRD CLASS HIGH SCHOOLS WITH THE NUMBER OF STUDENTS RECEIVING NYA ASSISTANCE DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER, 1937

rolled. In seventeen schools there were from 21-30 NYA students listed. Three schools had from 31-40 NYA students enrolled. One school had forty-three NYA students enrolled. In one school there were fifty-four NYA students enrolled.

In each of ninety-two schools the enrollments were less than one hundred students. The enrollments in each of the other twelve NYA high schools was between one hundred and two hundred students.

Student aid in second class high schools. Table IX shows the earnings and distribution of Montana second class schools assisted by the student aid program during the months of September, October, November, and December, 1937.

In Table IX the names of the schools have been omitted to void any misunderstanding or the forming of impressions that would be harmful to the school in question. Numbers have been substituted at random for the names of the various schools.

Column one of Table IX gives a list of the second class schools in Montana receiving NYA assistance. The second column shows the number of high school students in each school. The third column records the total number of NYA students in each school. Column four shows the per cent the NYA students are of the total number of students enrolled in each school. Column five lists the average monthly payment received by each NYA student.

This table should be read: In school one there were ninety students enrolled. Nine, or fifteen per cent, of this group received aid. These students received an average monthly payment of \$3.83 during this four month period.

There were 8882 students enrolled in all second class schools receiving aid. Of this number 847, or nine and five-tenths per cent, were NYA students. These students received a monthly average of \$3.45 during the first four months of

55

TABL IX

EMPLOYMENT AND EARNINGS OF HIGH SCHOOL STUDENTS OF SECOND CLASS SCHOOLS ASSISTED BY THE STUDENT AID PROGRAM DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

NO. OF SCHOOL	STUDENTS IN SCHOOL			MONTHLY PAYMENTS
	TOTAL	NYA	% NYA	
1	90	9	15.0	\$3.83
2	80	3	3.7	2.50
3	66	12	18.1	.83
4	196	30	15.3	3.91
5	226	26	11.5	1.94
6	250	3	1.2	3.50
7	121	12	9.9	1.75
8	147	37	27.6	4.60
9	152	2	1.3	5.25
10	83	1	1.2	2.79
11	145	4	2.7	4.50
12	140	20	14.2	4.50
13	128	2	1.5	4.05
14	412	35	8.4	4.84
15	192	51	26.5	3.06
16	268	53	19.7	3.15
17	90	6	6.6	2.75
18	121	25	20.6	3.05
19	135	5	3.7	3.60
20	243	37	15.2	3.04
21	310	4	1.2	3.41
22	178	12	6.7	4.25
23	487	24	4.9	2.27
24	190	41	21.5	2.04
25	145	4	2.7	4.50
26	160	37	23.1	4.05
27	197	4	2.0	3.37
28	194	28	14.4	1.86
29	86	5	5.8	1.98
30	98	8	8.1	1.68
31	256	4	1.5	4.12
32	296	46	15.5	2.96
33	374	42	11.2	3.77
34	89	20	22.4	3.67
35	603	17	2.8	4.30
36	117	12	10.2	3.75
37	297	16	5.3	4.27
38	78	3	3.8	3.50
39	147	32	21.7	3.51
40	180	24	13.3	4.00
41	270	6	2.2	5.00
42	42	5	5.2	3.90
43	118	1	.8	6.00
44	98	10	10.2	3.40
45	86	20	23.2	2.94
46	144	15	10.4	3.30
47	121	16	13.2	2.62
Totals	8882	847	Mean 9.53	Mean 3.45
Medians	147	15	9.90	3.51

1 See footnote to Table X

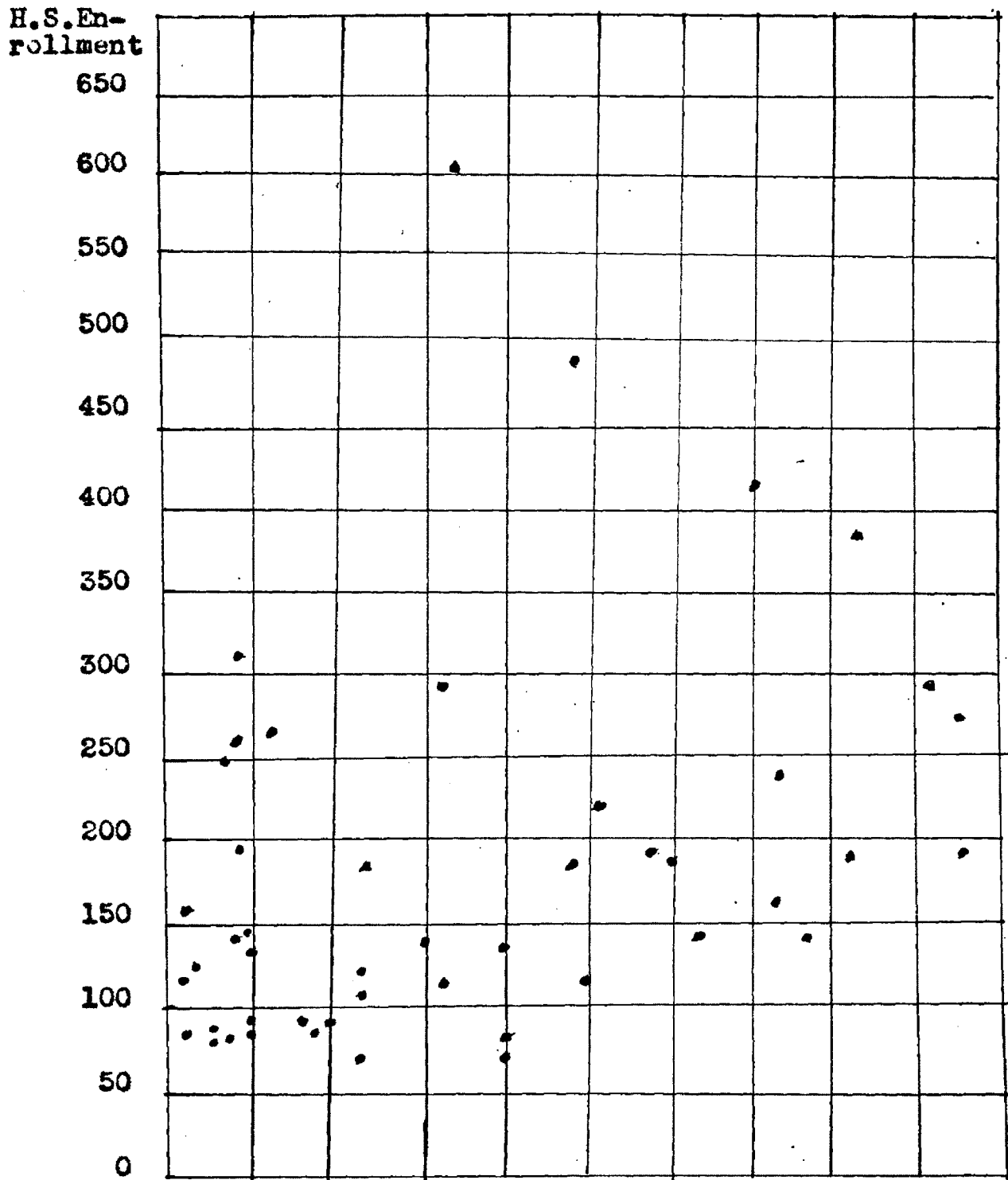
the 1937-1938 school year.

The median enrollment of these school was 147 students. The median number of NYA students was fifteen in each school. The median percent of NYA students was nine, and nine-tenths. The median monthly payment was \$3.51.

School 8 had twenty-seven and six-tenths per cent of its enrollment receiving NYA assistance. These schools were located in the drought area of Montana which accounts for the relatively large number of NYA students.

Graph 7 shows that in each of sixteen schools there were from 1-5 students receiving NYA aid. It shows that in each of four schools there were from 6-10 NYA students. It shows that in each of five schools there were from 11-15 NYA students. In six schools each there were from 16-20 NYA students. Three schools listed from 21-25 NYA students. Three schools listed from 26-30 NYA students. Two schools recorded from 31-35 NYA students. Three schools had from 36-40 NYA students on their rolls. Two schools each listed from 41-45 NYA students, while three schools each listed from 46-55 NYA students.

Graph seven shows the distribution of NYA students in the various second class schools and compares the number of NYA students with the total number of high school students enrolled. The horizontal scale represents the number of NYA students while the vertical scale represents the



NYA Students 5 10 15 20 25 30 35 40 45 55
 GRAPH 7. A COMPARISON OF THE ENROLLMENT OF SECOND CLASS HIGH SCHOOLS WITH THE NUMBER OF STUDENTS RECEIVING NYA ASSISTANCE DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER, AND DECEMBER, 1937

number of students enrolled in the NYA schools.

In each of forty-two schools the enrollments were less than three hundred students. In the remaining five NYA schools of the second class group the enrollments were from three hundred to six hundred and three students.

Student aid in first class, county and private high schools. Table X shows the earnings and distribution of Montana first class, county and private schools assisted by the student program during the months of September, October, November and December, 1937.

In Table X the names of the schools have been omitted to avoid any misunderstanding or the forming of impressions that would be harmful to the school in question. Numbers have been substituted at random for the names of the various schools.

Column one of Table X gives a list of the first class, county and private schools in Montana receiving NYA assistance. The second column shows the number of high school students in each school. The third column records the total number of NYA students in each school. Column four shows the per cent NYA students are of the total number of students enrolled in each school. Column five lists the average monthly payment received by each NYA student.

This table should be read: In school one there were 677 students enrolled. Thirty-three, or one and eight-tenths per cent, of this group received NYA aid. These students received an average monthly payment of \$3.77.

There were 15791 students enrolled in all first class, county and private schools receiving aid. Of this number 645, or four per cent, were NYA students. These students

TABLE X

EMPLOYMENT AND EARNINGS OF HIGH SCHOOL STUDENTS OF FIRST CLASS,
COUNTY AND PRIVATE SCHOOLS ASSISTED BY THE STUDENT AID PROGRAM
DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER
1937

NO. OF SCHOOL	STUDENTS IN SCHOOL			MONTHLY PAYMENTS
	TOTAL ¹	NYA	% NYA	
1	677	33	1.8	\$3.77
2	907	5	.5	3.94
3	444	34	7.6	2.69
4	252	5	1.9	3.00
5	181	12	6.6	2.95
6	130	3	2.3	5.90
7	135	56	41.4	2.87
8	1760	38	2.1	2.05
9	214	1	.4	2.80
10	177	3	1.6	4.00
11	750	8	1.0	2.62
12	55	10	18.1	2.10
13	198	11	5.5	2.04
14	130	46	35.3	3.75
15	47	2	4.2	5.25
16	287	13	4.5	4.26
17	2051	41	1.9	3.25
18	600	14	2.3	3.16
19	670	85	12.6	4.15
20	1811	39	2.1	3.84
21	534	45	8.4	4.43
22	292	13	4.4	3.00
23	60	3	5.0	2.56
24	285	4	1.4	3.81
25	325	13	4.0	3.00
26	945	9	.9	4.16
27	76	20	26.3	1.86
28	1400	24	1.7	2.23
29	55	3	5.4	2.50
30	104	4	3.8	3.37
31	130	44	33.8	4.32
32	104	4	3.8	1.87
Totals	15791	645	Mean 4.07	Mean 3.70
Medians	268.5	12.5	3.90	\$3.79

¹Montana Educational Directory, 1938 (Helena,
Montana, State Department of Public Instruction, 1938)
pp 5, 18, 19

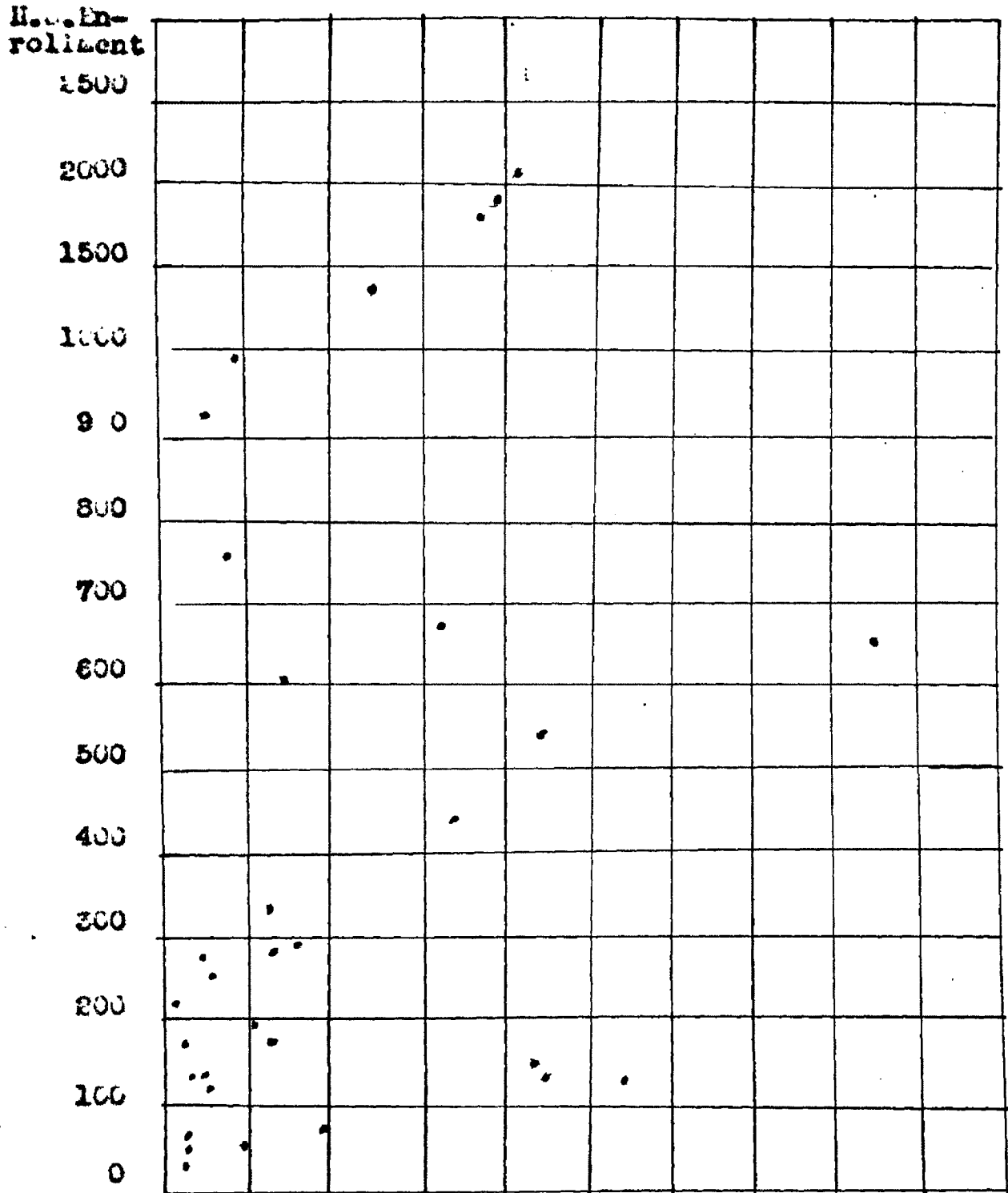
received an average monthly payment of \$3.70 during the first four months of the 1937-1938 school year.

The median enrollments of these schools was 268.5 students. The median number of NYA students was 12.5 in each school. The median per cent of NYA students was three and nine-tenths. The median monthly payment was \$3.79.

There were three schools in this group which had over a third of their enrollments receiving student aid. School 7 had forty-one and four-tenths per cent of its enrollment receiving NYA assistance. These schools were located in the drought stricken and grasshopper infested areas of eastern Montana.

Graph 8 shows the distribution of NYA students in the various first class, county, and private schools and compares the number of NYA students with the total number of high school students enrolled. The horizontal scale represents the number of NYA students whereas the vertical scale represents the number of students enrolled in the NYA schools.

The graph shows that in each of fourteen schools there were from 1-10 NYA students. In seven schools there were from 11-20 NYA students listed. One school listed from 21-30 NYA students. There were from 31-40 NYA students listed in each of four schools. Four schools listed from 41-50 NYA students. One school listed from 51-60 NYA students. One



NYA Students 10 20 30 40 50 60 70 80 90
 GRAPH B. A COMPARISON OF THE ENROLLMENT OF PUBLIC COLLEGE, COUNTY AND PRIVATE HIGH SCHOOLS WITH THE NUMBER OF STUDENTS RECEIVING NYA ASSISTANCE DURING THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER AND DECEMBER 1937

school listed from 80-90 students receiving NYA aid.

In each of twenty-one schools the enrollments were less than five hundred students. In the remaining eleven NYA schools the enrollments were between five hundred and twenty-five hundred students.

Map 1 shows at a glance the distribution of Montana NYA students. The numbers on the counties denote the number of students who received NYA aid to enter and remain regularly enrolled in school. From this map it should be noted that the distribution was rather regular over the state with the exception of the three counties, Granite, Lincoln and Treasure, which did not receive NYA aid, and the few counties in eastern Montana, which had a rather large number of NYA students. The reason for the aid having been more in demand in these Eastern counties is the fact that there has been a number of successive crop failures due to severe drought aided by an infestation of grasshoppers.

Table XI is a condensation of Tables VII, VIII, IX and X, arranged to show the number of institutions participating, the total enrollment in each group, the per cent the groups' enrollments are of the total enrollments of all NYA schools, the number of NYA students and the average monthly payments received by each NYA student.

Table XI shows that the third class schools have the smallest total enrollment but the largest number of NYA

TABLE XI
SUMMARY OF TABLES VII, VIII, IX AND X

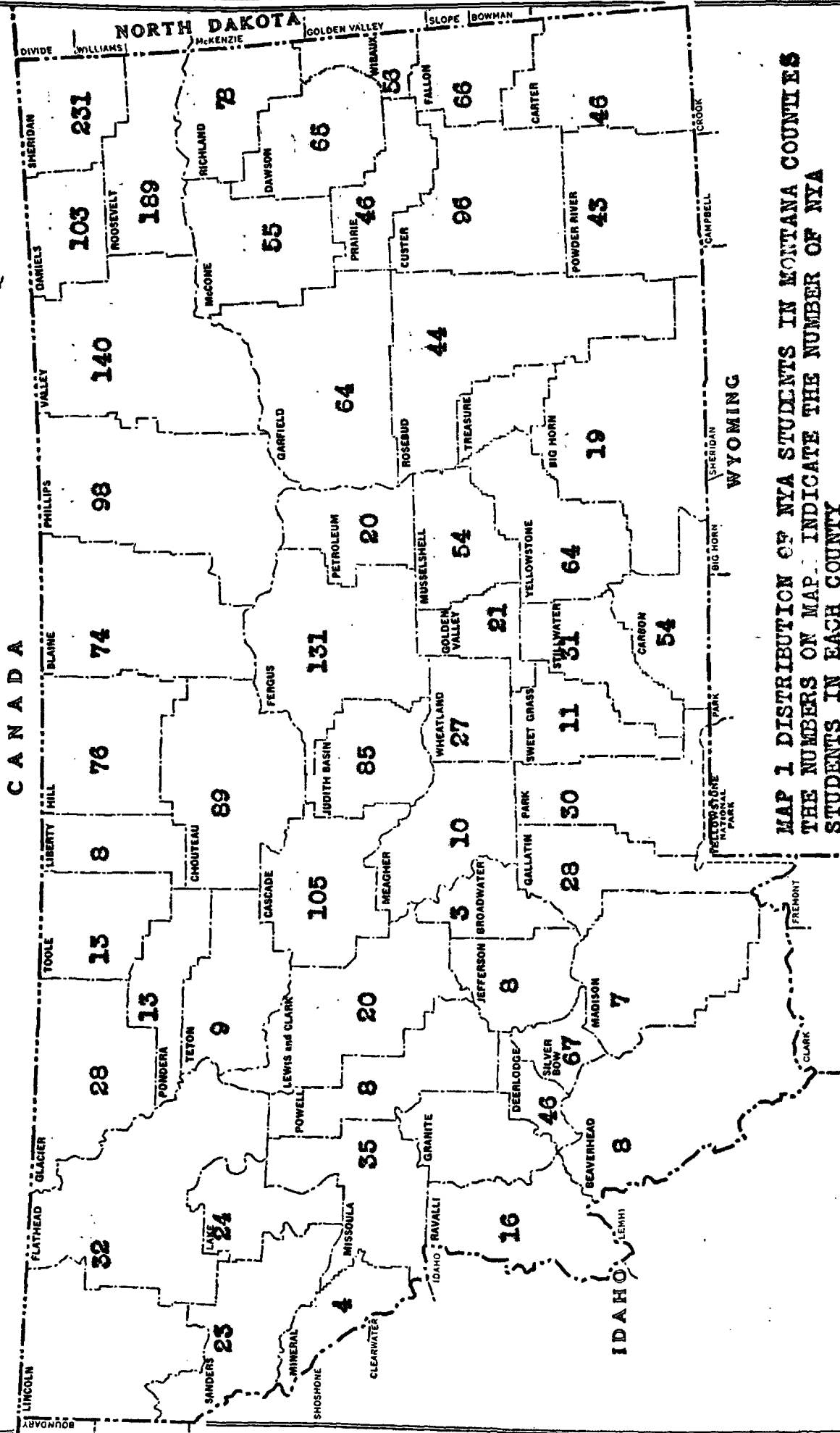
Institutions	No. of Institutions Participating	Total Enrollments	% of State Enrollments	NYA Students	Mean Monthly Payments
All NYA Counties	53	30631	100	2721	3.40
Third Class Schools	104	5958	19.4	1229	3.42
Second Class Schools	47	8882	29	847	3.45
1st Cl., County, Private, Schools	32	15791	51.4	645	3.70
Total Schools	183				

students. It shows that the average monthly payments made by the third class schools was the smallest amount received by the individual NYA student. There were one hundred four third class schools, forty-seven second class schools and thirty-two first class, county and private schools receiving NYA aid for their students. There was a total of one hundred eighty-three schools in the state participating in the school aid program. These schools were located in fifty-three counties in Montana.

This table also shows that the average paid the NYA students decreased as the number of students in the groups increased.

TABLE XII
TABLE OF CENTRAL TENDENCIES

Institutions:	Enrollment:	NYA : Stud- ents :	% NYA : Stud- ents :	Monthly : Pay- ments :	Annual : Family Income :	Size of Family :
County	397	43	9.0	\$3.45	\$500-600	6.71
Third Cl. Schools	49.5	8	21.8	3.48		
Second Class Schools	147	15	9.9	3.51		
1st Cl. County Private Schools	268.5	12.5	3.9	3.79		



MAP 1 DISTRIBUTION OF NYA STUDENTS IN MONTANA COUNTIES
THE NUMBERS ON MAP INDICATE THE NUMBER OF NYA
STUDENTS IN EACH COUNTY

0 5 10 20 30 40 50 60 70 80 MILES

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CHAPTER VI

TYPES OF ACTIVITIES ENGAGED IN BY NYA STUDENTS

Many of the educators of the state, faced with the problem of making the most of the Student Aid Program, gave much thought to the educational benefits which might come from the NYA plan of aid to deserving students, and developed programs which were a vitalized type of education. The main thing they tried to keep constantly before themselves in the NYA setup was to provide jobs where the pupils could do socially desirable work that had an educational value.

The National Youth Administration of Washington, D. C., submitted a tentative list of types of activities. The projects were listed as of the "On Campus" and "Off Campus" types.¹ NYA Bulletin No. 9 lists twelve major types of work activities as follows.

1. Clerical (typing, filing, secretarial, etc.) exclusive of library work.
2. Construction. (apparatus, models, equipment, etc.)
3. Departmental service, (classroom assistance, bibliographies, visual aids, etc.)
4. Library work.
5. Reproduction (mimeographing, printing etc.)

¹ Infra Appendix P 94 Proposed Work Plan.

6. Ground and building maintenance.
7. Research and surveys
8. Home economics (sewing, nursery schools, lunchroom service, etc.)
9. Art (music, posters, play production)
10. Laboratory assistance
11. Recreation
12. Miscellaneous

There were several restrictive principles in the selecting of work projects. In this group were found the following.

1. No projects for the permanent improvements of private property or furthering of private commercial enterprise on or off campus was to be undertaken with federal funds.
2. Students must not be employed under this program to replace other paid labor or do work that was normally paid for by the school.
3. No work of a non-public partisan, propagandistic, or sectarian nature was to be included.
4. Jobs involving the exercising of institutional authority over other students was not desirable.
5. Research of industrial canvassing was not a desirable type of project

A study of Table V revealed that the types of service activities which required the least supervision and training had the largest number of students listed under it. As the amount of training and supervision necessary to an

activity increased, the number of students assigned, decreased.

Table V, page 29, lists the types of activities and estimates the number of student jobs in the NYA schools of Montana. The number of jobs as listed opposite each activity is an estimate by the superintendents in charge of the student aid programs in the various schools. Each job represents six dollars of work each month. Graph 9 further illustrates the number of student jobs.

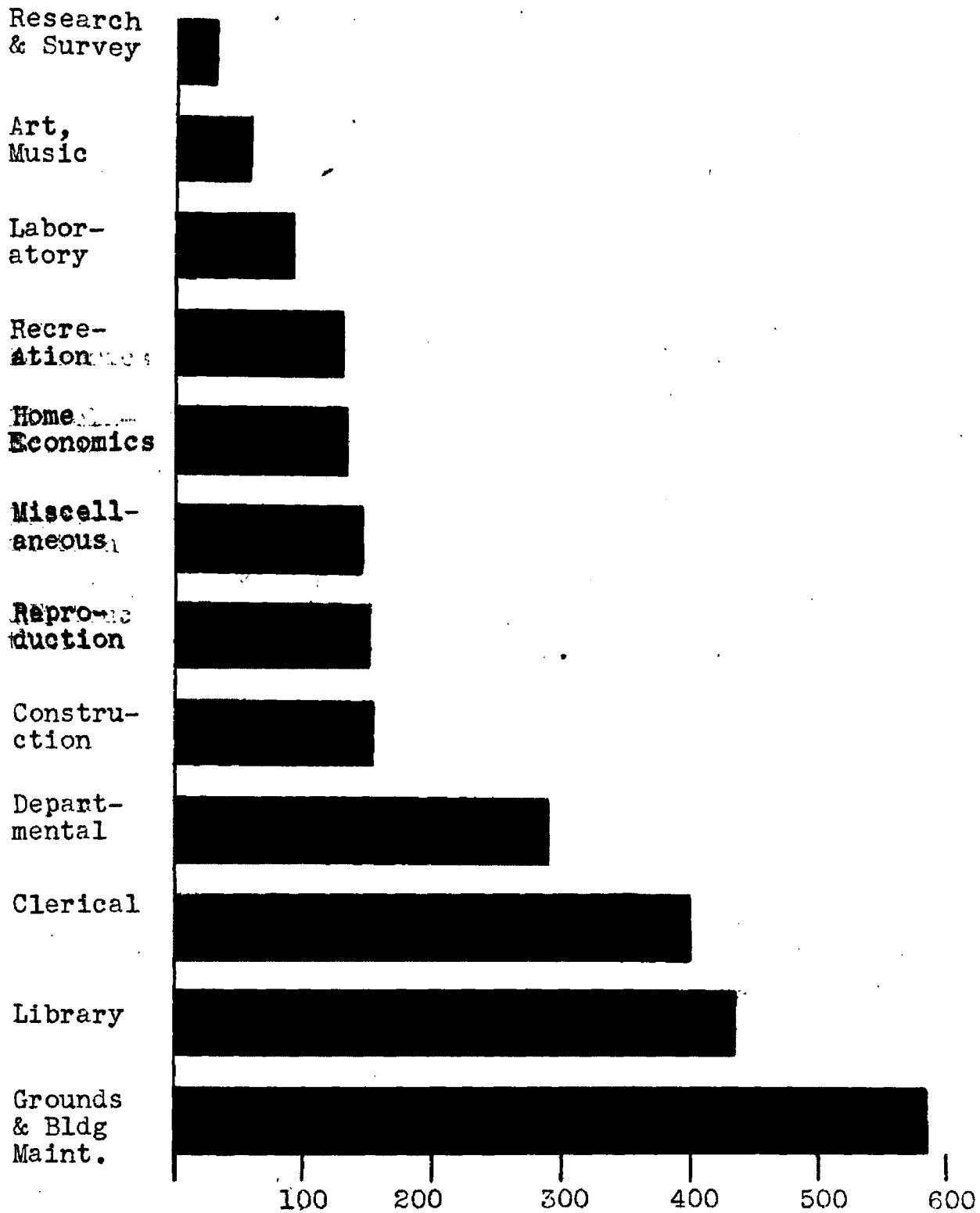
In the research and survey type of service the Montana Schools listed thirty-two student jobs. The art types of service included such work as making posters, producing plays and music concerts. There were sixty student jobs of this activity.

In the laboratory assistance type of activity ninety students jobs were listed. There were 135 student jobs under the recreation type of service.

Home economics, which included, sewing, nursery school, lunchroom service, etc., had 136 student jobs listed.

The miscellaneous type of activities included every type of service not listed under any other activity in the table and not forbidden. There were 149 student jobs listed as miscellaneous.

Printing, mimeographing, and duplicating come under the reproduction type of service. Under this group there were



GRAPH 2. TYPES OF SERVICES PERFORMED BY THE STUDENTS EMPLOYED. THE NUMBER OF JOBS OF EACH TYPE IS AN ESTIMATE MADE BY THE SUPERINTENDENTS OF EACH SCHOOL WHEN THE WORK BEGAN EARLY IN THE TERM.

listed 152 student jobs.

Under the construction type of service were listed such activities as making apparatus, models, etc. There were 153 student jobs reported under this type of service.

Departmental service included such work as classroom assistants. Under this type of activity 284 students found employment. The NYA assistants helped teach children in the lower grades and coach backward pupils. They corrected papers, prepared seatwork, took charge of play grounds, and coached athletic activities.

The clerical type of activity included such work as secretarial assignments, filing, typing, etc. There were four hundred student jobs listed under this major type of activity.

Library work included such assignments as mending books, sorting bulletins and pamphlets, and cataloguing the school library. This type of activity included 437 student jobs.

Under the ground and building maintenance type of service were listed such activities as weeding, repairing sidewalks and playground equipment, and janitorial service. There were 596 student jobs listed under this activity.

There was a total of 2634 student jobs listed. Since each student job is figured in terms of \$6.00 a month there was more than enough work to earn the money

alloted to Montana each month. The average student-job is equal to \$3.40 a month. (See Table VII P. 45.)

Many of the types of activities listed above had an educational value.. There were approximately two thousand student jobs listed that gave the students some vocational training.

Below are some quotations taken at random from a number of the Montana school officials in charge of the school aid program:

"NYA students have been preparing and producing plays and other drama activities. All stage scenery, costumes, etc. have been made by the school aid students...."

"Students have been collecting, classifying and studying rocks and the collection is to be a gift to the high school."

Through the efforts of the NYA students in St. Mary's High School, many poor children in this city are the recipients of toys that have been renovated by mending and painting. They were distributed to the needy children through the Salvation Army and other charitable organizations."

"There are vast fossil beds surrounding Ekalaka and specimens have been assembled and prepared for the museums,...."

"The school museum has been enriched by addition of collection of small animals and birds that have been mounted by NYA taxidermy students."

"A lantern slide project for use in class work has been in operation. NYA youths clip,

mount and file illustrative material for use."

"This high school has already laid out its plans for an NYA project for the 1937-1938 school year. They are planning a community choir. As there is only one church in the community the plan is to train NYA students for the choir and require them to give regular service to the entire community, as there is a scarcity of talent of this kind."

§ Youth at work, (News Bulletin Release I of the National Youth Administration, Helena, Montana May 15, 1937) Subject to Revision.

CHAPTER VII

CURRICULAR CHANGES OF SCHOOLS

To ascertain if there had been any curricular changes in Montana high schools as a result of the influence of the NYA two hundred questionnaires were sent out to school men of Montana. One hundred thirty-five of the men to whom these questionnaires were mailed replied. Of this group only sixteen reported any curricular changes. They credited the NYA system of aiding needy students for these curricular changes.

The results of the survey were:

SUBJECTS ADDED	NO. OF SCHOOLS
Home Economics	5
Vocational Training	3
Business Training	3
Industrial Art	2
Psychology	2
Music	2
Natural Sciences	2
Library Training	1
Commercial Economics	1
Citizenship Training	1
Remedial English	1
Guidance	1

SUBJECTS ADDED	NO. OF SCHOOLS
Hygiene	1
Manual Training	1
SUBJECTS DROPPED	
Latin	3
World History	1

A number of the subjects in the above list had a direct bearing on working students and were added to the schools' curricula because the NYA students showed a lack of training in the projects at hand.

Latin and world history were the only two subjects dropped to make room for the subjects that were added.

The changes in the curriculum were meant to be permanent, the officials reported.

CHAPTER VIII

EFFECT OF STUDENT AID PROGRAM ON THE INDIVIDUAL, THE STUDENT BODY AND THE SCHOOL AS A WHOLE

In evaluating the NYA in Montana, as it affects the entire schools and students receiving aid, one must consider the opinions of the school administrators who were in immediate charge of the aid program. In order to learn these opinions, questionnaires were mailed to two hundred school officials. Of this number 135 replied. A tabulation of the replies is given in Table XIII.

There were twenty-five replies which definitely asserted that the aid was a financial benefit to the NYA students. There were seventeen officials who were certain that the NYA afforded good training for the working students. There were sixty executives who believed that the NYA exerted a wholesome influence on the students receiving the aid. Three men believed that the NYA had a wholesome influence on the student body, while twenty-three believed the NYA had a wholesome influence on the school. Superintendents of twenty schools asserted that the NYA helped students enter and remain enrolled in school. Twelve of the administrators believed that the NYA increased the enrollment of their schools.

There were thirty replies to the effect that much needed

TABLE XIII

RESULTS OF SCHOOL SURVEY ON THE INFLUENCE
OF THE NATIONAL YOUTH ADMINISTRATION ON
THE SCHOOLS, THE STUDENT BODY AND THE IN-
DIVIDUAL NYA WORKER

FIELD OF INFLUENCE	E F F E C T O N		
	NYA STUDENTS	STUDENT BODY	SCHOOL
Financial benefit	25		
good training	17		
Wholesome	60	3	23
Enrollment	20		12
More work done			30
Helped teachers			8
Extra Burden			9
Graft	5		
Financial waste	4		
Unwholesome	35	6	8
No Effects	16	4	27
Curricular changes			16

work was being done with the student help. Eight replies said that the NYA workers did much to aid the over-worked teachers.

Nine replied that the NYA work was an "Extra Burden" on the already over-worked teachers. The replies from five schools said that NYA students made a graft of the work and tried to pad their time reports. Four believed that the NYA system of supplying work was a waste, giving the students only a little more spending money. The replies of thirty-five supervisors maintained that the NYA had an unwholesome influence on the students receiving the aid. There were six replies which insisted that the NYA had an unwholesome influence on the student body. The replies of eight superintendents agreed that the NYA influence was unwholesome on the school system.

That the NYA had no effect on the students receiving the aid was the belief of sixteen school administrators. There were four school officials who believed that the NYA had no effect on the student body. The replies of twenty-seven men said that the NYA had no effect on the school system.

There were sixteen replies which said that there had been several changes in the schools' curricula due to the NYA system of aiding needy students.

Below are a number of quotations from the remarks of some of the replies of the questionnaire:

"Good emergency program for those concerned but I believe it developed an interest in money rather than in the work done. Be that as it may we need its continuation."

"They appreciate the income and work earnestly at the job. Some students attend school who could not otherwise do so."

"Somewhat destructive of American ideals and values."

"We have several students who go to school just because of NYA. Makes drones out of workers too often."

"They have more money to spend on amusements."

"Makes him more independent."

"The benefits to the student and the school are enough so that we would feel the loss of such aid. We hope the program continues."

"I am very favorable toward the present setup."

"Detrimental to dependability and attitude toward work. Tends to lower scholarship."

"NYA has not influenced this school for good from a morale standpoint. We pay for work originally done as a part of good citizenship."

"Raised their morale, improved their appearance--bettered scholarship."

"Kept them in school, stabilized them, aided them vocationally."

"Pupils have learned to assume responsibilities and have acquired valuable training."

"The NYA has enabled the farm boy and girl to attend high school. Without student aid they would not have been able to go."

"Good training for relief."

"NYA has been a big help in keeping students in school. Five students here will graduate because of this aid who could not have continued school."

"NYA has been successful in Polpar. In many cases these checks have made it possible for the child to remain in school."

"I don't know.- Perhaps it is not the fault of NYA but more, relief in general. Whatever the cause there has been a decided lowering of moral tone in the U.S. the last eight years."

"Seems to have increased interest in Voc. subjects."

"We need a state convention or a state paper to keep the work on a uniform basis--need suggestions, need speakers etc."

"In some cases it has been quite helpful. In most cases it amounts to a d le and it often builds up an unfortunate attitude in the student."

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. Three Montana counties did not have any assistance from the student aid program. In the other fifty-three counties there were 2721 high school students who received economic aid from the National Youth Administration. Of these 1232 were boys and 1489 were girls. These students belonged to the white race with the exception of sixty-eight students who belonged to other races and fourteen students who failed to specify race in their applications. Most of the NYA aid was given in the eastern part of Montana due to crop failures in that section.

2. Of the total NYA students, 35.7 per cent were sixteen years old; 34.7 were seventeen years old; 16.2 per cent were eighteen years old; 6.2 per cent were nineteen years old; 2.1 per cent were twenty years old; and 5.1 per cent represented all other age groups.

3. Less than one half of one per cent of the NYA students were in the elementary grades; 8.6 per cent were in the ninth grade; 19.5 per cent were in the tenth grade; more than 33.3 per cent were in the eleventh grade; over 36.2 per cent were in the twelfth grade; three-tenths of one per cent were post-graduate students; while nearly two

per cent failed to report grade on their applications.

4. The size of families ranged from one to eighteen members. The average family listed six and seven-tenths members. This figure was approximately one member more than the median Montana family which numbered five and seventy-five hundredths members.

5. There were two-thirds of the NYA students who lived on farms. Over one half of these lived ten or more miles from school. These figures agree with the report of the United States Census Bureau.

6. The occupation of the parents of more than one half of the NYA students was farming.. This figure is larger than the state census figures which list thirty-six and four-tenths per cent of the population as farmers. Other students listed parents' occupation as: 593 laborers; 349 WPA workers; 292 unemployed; 79 miscellaneous; and twenty-one failed to report occupation.

7. There were one hundred thirty-one students whose families had no annual income. The income of families of eleven students was over two thousand dollars annually. The average family income was between \$500 and \$600 dollars annually.

8. The number of students receiving NYA aid ranged from four-tenths of one per cent of the total enrollment of one school to 67.7 per cent of the total enrollment of an-

other school. The payments received by these students ranged from eighty-three cents in one school to six dollars in another school. The median payment for all schools was \$3.45 a month.

9. There were twelve major types of activities in which the worthy students participated to earn the money paid them by the NYA. The type of service activity which required the least amount of supervision and training had the largest number of students listed under it. Many of the educators developed NYA programs which were a vitalized type of education. There were a number of types of projects which the schools were not permitted to use as NYA activities.

10. Sixteen schools in Montana reported curricular changes due to the influence of the NYA. Interest in home-making and vocational subjects increased.

11. Of one hundred thirty-five replies to a questionnaire, one hundred twenty-two reported that the NYA benefited the students receiving the aid. Forty-four remarks were to the effect that the NYA was a detriment to the NYA students.

12. Approximately one-half of the school administrators believed that the NYA should be continued in one form or another.

Recommendations. It is recommended that a follow-up study be made of the NYA students, whose applications were used as the bases for this paper, to discover how many of them have continued their education through higher institutions of learning and to ascertain the progress they have made.

It is further recommended that a thorough study be made of curricular changes inspired by the NYA.

It is also recommended that a study of the NYA projects be made to discover their educational value.

It is further recommended that a study be made to ascertain what happens to the NYA students who graduate from high school but do not go on to college.

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APPENDIX

APPENDIX 1

EXECUTIVE ORDER NO. 7086

ESTABLISHMENT OF THE NATIONAL YOUTH ADMINISTRATION WITHIN
THE WORKS PROGRESS ADMINISTRATION

By virtue of and pursuant to the authority vested in me by the Emergency Relief Appropriation Act of 1935¹ approved April 8, 1935 (Public Res. No. 11, 74th Cong.), I hereby establish the National Youth Administration, to be within the Works Progress Administration established under Executive order No. 7034 of May 6, 1935.

There shall be a National Advisory Committee and an Executive Committee for the National Youth Administration. The members of said National Advisory Committee shall be representatives of labor, business, agriculture, education, and youth, to be appointed by the President. I hereby appoint Josephine Roche as chairman of said executive committee, to serve without additional compensation. The other members of said executive committee shall be appointed by the President.

The National Youth Administration shall be under the general supervision of the Administrator of the Works Progress Administration and under the immediate supervision of an executive director. I hereby appoint Aubrey A. Williams as executive director thereof, to serve without additional compensation. The said executive director shall also be a member of the Advisory Committee on Allotments, established under said Executive Order No. 7034 of May 6, 1935.

I hereby prescribe the following functions and duties of the National Youth Administration:

To initiate and administer a program of approved projects which shall provide relief, work relief, and employment for persons between the ages of sixteen and twenty-five years who are no longer in regular attendance at a school requiring full time, and who are not regularly engaged in remunerative employment.

In the performance of such duties and functions, expenditures are hereby authorized for necessary supplies and equipment, law books, books of reference, directories, periodicals, newspapers, and press clippings, travel expenses, in-

cluding the expenses of attendance at meetings when specifically authorized by the executive director; and the executive director is hereby authorized to accept and utilize such voluntary and uncompensated services and, with the consent of the State, the services of such State and local officers and employees, and appoint, without regard to the provisions of civil service laws, such officers and employees, as may be necessary, and prescribe the duties and responsibilities and, without regard to the Classification Act of 1923, as amended, fix compensation of any officers and employees so appointed: Provided, That, in so far as practicable, the persons employed under the authority of this Executive order, shall be selected from those receiving relief.

Allocations will be made hereafter for administrative expenses and for authorized projects.

Franklin D. Roosevelt

The White House,
June 26, 1935.

¹ The authority vested in the President has been continued by subsequent relief acts and the orders issued pursuant to it have remained in effect.

¹ Palmer O. Johnson and Oswald D. Harvey, "The National Youth Administration, Staff Study No. 13." Washington, D. C.: United States Government Printing Office 1938. P 92 f

EXECUTIVE ORDER NO. 7164

PRESCRIBING RULES AND REGULATIONS RELATING TO STUDENT-AID PROJECTS AND TO EMPLOYMENT OF YOUTH ON OTHER PROJECTS UNDER THE EMERGENCY RELIEF APPROPRIATION ACT OF 1935

REGULATION NO. 7

By virtue of and pursuant to the authority vested in me by the Emergency Relief Appropriation Act, of 1935, Approved April 8, 1935 (Public Resolution No. 11 74th Congress), I hereby prescribe the following rules and regulations relating to student-aid projects and to employment of youth on other projects:

1. Definition of Student-Aid Projects. Student-aid projects are hereby defined to be projects financed, in whole or in part, from funds appropriated by the Emergency Relief Appropriation Act of 1935, which provide financial assistance to needy young people in amounts which will permit them to continue their education in primary schools, high schools, colleges, or graduate schools, in exchange for part-time work upon useful projects.

2. Supervision of Student-Aid Projects. Student-aid projects shall be supervised by the National Youth Administration.

3. Amount of Aid. Disbursements of student-aid funds shall conform to the following requirements:

(a) No primary-school or high school student shall be paid more than \$6.00 per month for the school year.

(b) No college student shall be paid more than \$20. per month for the school year, and the average of all payments made to college students during the school year not exceed \$15 per month per student.

(c) No graduate student shall be paid more than \$40. per month for the school year, and the average of all payments made to graduate students during the school year shall not exceed \$30 per month per student.

4. Administration of Student-Aid Projects. Methods for the selection of eligible students to receive student aid, the character of the work to be performed by the recipients of student aid, and all conditions of employment shall be determined by, or under the direction of, the Executive Director of the National Youth Administration.

5. ³ Employment of Youth on Projects. The maximum and minimum hours of work, the conditions of employment and the monthly earnings to be paid young persons eligible for benefits under the National Youth Administration and employed on projects of the National Youth Administration (other than student-aid projects) and on projects of the Works Progress Administration shall be determined by the Works Progress Administration: Provided, however, that the monthly earnings applicable to part-time employment of such young persons shall not exceed fifty per centum (50%) of the schedule of monthly earnings as set forth in Executive Order No. 7046, dated May 20, 1935, and amendments thereto.

6. Non-application of Regulations Nos. 1, 2, and 3. The provisions of regulations No. 1 as amended (Executive Orders Nos. 7046, 7117, and 7119 of May 20, July 19, and July 20, 1935, respectively), Regulation No. 2 as amended (Executive Orders Nos. 7060 and 7125 of June 5 and August 5, 1935, respectively), and Regulation No. 3 (Executive Order No. 7083 of June 24, 1935) shall not be applicable to student-aid projects as defined in paragraph 1 or to the employment of young persons under paragraph 5 above.

Franklin D. Roosevelt

The White House,
August 29, 1935

² As revised by Executive Order No. 7319, March 18, 1936

³ As revised by Executive Order No. 7433, August 18, 1936.

² See footnote Executive Order No. 7086

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION

STUDENT AID PROGRAM 1939-40
AFFIDAVIT FORM FOR ELEMENTARY AND HIGH SCHOOLS

State _____

I, _____, _____ (Title)

of _____, a _____ (Name of institution) (Private, parochial, public high, public junior high, etc.)

school located at _____, do hereby certify: (Town or city) (County)

(1) That this institution is of _____ grade, and (Elementary or high school)

(2) That the institution is organized and operated on a nonprofit basis, and that its buildings and grounds are exempt from local and State property taxes;

and I therefore request that this institution be approved as an eligible institution under the Student Aid Program of the National Youth Administration for the academic year 1939-40; and do request that funds be made available for payment to needy students for work performed on approved projects operated under the School Aid Program of the National Youth Administration.

(3) That, in accordance with N. Y. A. regulations, a work plan will be submitted;

(4) That projects will be conducted in accordance with said work plan as approved by the State Youth

Administrator of the State of _____;

(5) That work upon which students will be employed will be in addition to that customarily provided by the institution out of its regular budget and will conform with the regulations governing the N. Y. A. Student Aid Program;

(6) That the students chosen for employment will be selected in accordance with the criteria of need, character, and ability to do work, citizenship, attendance status, and age, in accordance with the regulations governing the N. Y. A. Student Aid Program; and

(7) That the current school year of this institution runs from _____ (Opening: Day, month, year)

to _____; (Closing: Day, month, year)

(8) That the enrollment of this school as of October 1, 1938, was _____;

(9) That the anticipated number of applications for N. Y. A. Student Aid during 1939-40 is _____;

(10) That the official directly charged with the supervision of the N. Y. A. Student Aid Program is

_____, _____ (Name) (Title)

NYA
Rev.

(To be filled in by applicant or institution)

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION

STUDENT APPLICATION—SCHOOL WORK

(Institution)
(City)
(County)
(State)

1. _____
(Date of application)

2. _____
(Last name) (First name or initial) (Middle name or initial)
(Name of student—Print)
3. _____
(Sex—Male or female)

4. _____
(Home address of student) (City) (County) (State)
5. _____ 6. _____ 7. (a) _____ (b) _____
(School grade (8, 9, 10, etc.)) (Race or color) (Age last birthday) (Month, day, year of birth)
8. _____
(Name of parent or guardian) (Address)
9. _____ 10. _____
(Parent or guardian is employed, unemployed, or retired) (Occupation of parent or guardian)
11. _____
(If parent or guardian is employed, name and address of employer)
12. (a) _____ (b) _____
(Number in family household) (Number employed in family household)
- (c) _____ (d) _____
(Number of family in elementary and/or secondary school) (Number of family in college)
13. Total family income of all employed members in family household:
(a) \$ _____ (b) \$ _____
(Monthly at time of application) (During past 12 months)
14. (a) Do you live on a farm? _____ (b) If so, does your family own it? _____
(Yes or no) (Yes or no)
15. (a) Are any members of your family now receiving public relief aid? _____
(Yes or no)
- (b) If so, state name of agency _____
16. (a) Were you an NYA student last year? _____ (b) If so, give name of institution attended:
(Yes or no)
- _____ (Name of institution) _____ (Location)
17. Specify and list expenses *per month* incidental to attendance at school:
(a) _____ \$ _____ (d) _____ \$ _____
(b) _____ \$ _____ (e) _____ \$ _____
(c) _____ \$ _____ Total monthly expenses \$ _____
18. List sources and amounts of applicant's income, if any, during past summer _____

(OVER)

016-6298

19. List sources and amounts of income anticipated by applicant during school year, exclusive of NYA Student

Work:

(a) \$ (c) \$

(b) \$ Total anticipated income \$

20. Names and addresses of three persons, not relatives, from whom information can be secured concerning the applicant or applicant's family situation:

Name

Address

CERTIFICATE OF NEED

We, the undersigned, hereby state that the work provided through the National Youth Administration is essential to enable the applicant to continue properly in school. The questions contained in this application have been answered truthfully and accurately to the best of our knowledge.

(Signature of parent or guardian)

(Signature of applicant)

CERTIFICATION OF INSTITUTION

(NOTE.—This space to be filled in only by the official representative of the institution, if the applicant is accepted for NYA school work.)

The (Name of institution) certifies that the foregoing application is correct insofar as possible to ascertain, and that contingent upon funds being available therefor, the applicant is entitled within the regulations of the National Youth Administration to receive NYA Student Work. It is recommended that an amount between a minimum of \$3 and a maximum of \$6 per month be made available to this applicant in payment for services to be designated by this institution.

(Signed)

(Designated local school official supervising NYA work)

(Title)

(Date of certification)

CITIZENSHIP STATUS

Applicant who was an NYA student last year in the State in which he is now making application shall supply the following information:

Name of institution attended

Location of institution attended (City) (State)

CITIZENSHIP AFFIDAVIT

Applicant who was not an NYA student last year in the State in which he is now making application is required to execute the following Citizenship Affidavit:

(Print name)

residing at

(City or town)

(State)

being an applicant for employment paid from funds appropriated to the National Youth Administration and being first duly sworn, deposes and says:

- (a) That he is a citizen of the United States... (b) That he is not a citizen but owes allegiance to the United States... (Check one only)

(Signature of applicant)

Subscribed and sworn (or affirmed) to before me this day of 194

at

[OFFICIAL SEAL]

(Signature)

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION

STUDENT APPLICATION—COLLEGE AND
GRADUATE WORK

(Institution)
(City)
(County)
(State)

1. _____
(Date of application)

2. _____
(Last name) (First name or initial) (Middle name or initial)
(Name of student—Print)

3. _____
(Sex—male or female)

4. _____
(Home address of student) (City) (County) (State)

5. _____
(College or university address)

6. _____
(Class—Fresh., soph., etc., or grad.)

7. _____ 8. _____ 9. _____ 10. (a) _____ (b) _____
(Married or single) (Number of dependents) (Race or color) (Age last birthday) (Month, day, year of birth)

11. _____
(Name of parent or guardian) (Address)

12. _____
(Parent or guardian is employed, unemployed, or retired)

13. _____
(Occupation of parent or guardian, or source of income)

14. _____
(If parent or guardian is employed, name and address of employer)

15. (a) _____ (b) _____
(Number in family household) (Number employed in family household)

(c) _____ (d) _____
(Number of family in elementary and/or secondary school) (Number of family in college)

16. Total family income of all employed members in family household:
(a) _____ (b) _____
(Monthly at time of application) (During past 12 months)

17. (a) Do you live on a farm? _____ (b) If so, does your family own it? _____
(Yes or no) (Yes or no)

18. (a) Were you an NYA student last year? _____ (b) If so, give name of institution attended:
(Yes or no)

(Name of institution) (Location)

19. Anticipated resources or income and expenses of applicant, exclusive of NYA Student Work, during next school year:

INCOME	EXPENSES
Cash on hand or savings . . . \$ _____	Tuition and fees \$ _____
Assistance from family _____	Books _____
Assistance from others _____	Room _____
Scholarships and fellowships _____	Food _____
Loan from college _____	Other (specify) _____
Anticipated earnings and other income exclusive of NYA Stu- dent Work (specify) _____	_____
_____	_____
Total resources or income . \$ _____	Total expenses \$ _____

Net deficiency, \$ _____
(OVER)

20. _____ 21. _____
 (Scholarship average last year) (Number credit hours to be carried during next { semester / quarter })
22. Have you part-time work, other than NYA Student Work, to assist you with expenses? _____
 (Yes or no)
- (a) _____ (b) _____ (c) _____
 (Type of work) (Hours per week) (Wages, or equivalent in board, room, etc.)
23. Names and addresses of three persons, not relatives, from whom information can be secured concerning applicant or applicant's family situation:

Name	Address
_____	_____
_____	_____
_____	_____

CERTIFICATION OF NEED

We, the undersigned, hereby state that the work provided through the National Youth Administration is essential to enable the applicant to continue properly his education in _____
 (Name of institution)

The questions contained in this application have been answered truthfully and accurately to the best of our knowledge.

 (Signature of parent or guardian)

 (Signature of applicant)

CERTIFICATION OF UNIVERSITY OR COLLEGE

(NOTE.—This space is to be filled in only by the designated official representative of the institution, if the applicant is accepted for college or graduate work.)

The _____ certifies that the foregoing application is correct insofar as possible to ascertain, and that contingent upon funds being available therefor, the applicant is entitled within the regulations of the National Youth Administration to receive NYA Student Work. In payment for services to be designated by this institution, it is recommended that an amount between { a minimum of \$10 and a maximum of \$20 (college work) / a minimum of \$10 and a maximum of \$30 (graduate work) } a month be made available to this applicant

 (Signed) (Designated university or college official supervising NYA work)

 (Date of certification) _____
 (Title)

CITIZENSHIP STATUS

Applicant who was an NYA student last year in the State in which he is now making application shall supply the following information:

Name of institution attended _____

Location of institution attended _____
 (City) (State)

CITIZENSHIP AFFIDAVIT

Applicant who was *not* an NYA student last year in the State in which he is now making application is required to execute the following Citizenship Affidavit:

_____, residing at _____
 (Print name) (City or town) (State)

being an applicant for employment paid from funds appropriated to the National Youth Administration and being first duly sworn deposes and says:

(a) That he is a citizen of the United States. _____

(b) That he is not a citizen but owes allegiance to the United States. _____ (Check one only)

 (Signature of applicant)

Subscribed and sworn (or affirmed) to before me this _____ day of _____, 194__

at _____

 (Signature)



FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION

**PROPOSED WORK PLAN
SCHOOL AID**

NAME OF INSTITUTION _____ LOCATION _____

MAJOR TYPES AND ACTIVITIES UNDER EACH (1)	SUPERVISION (Type and Amount) (2)	NUMBER OF STUDENTS			HOURLY WAGE RATE (6)	TOTAL HOURS PER MONTH (7)
		TOTAL (3)	ON CAMPUS (4)	OFF CAMPUS (5)		

Note.—Use as many sheets as necessary.

Date approved _____

Signed _____
(Designated official supervising N. Y. A. aid)

QUESTIONNAIRE TO SCHOOL
OFFICIALS

We have none of the NYH aid
5/12/38 Albuton P. C. Zieg