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Colorado Schools *in the* Emergency

Department of Education

THE STATE OF COLORADO

INEZ JOHNSON LEWIS

State Superintendent of Public Instruction

Colorado Schools

in the Emergency



1942

Department of Education

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THE AMERICAN'S CREED



I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.—*William Tyler Page.*

FOREWORD

The special contribution which the schools can make to national defense and to national unity in the present world crisis is of such significance and weight that it commands the best in thought and action on the part of the teachers of the country.

We are in an international emergency. At no other time in the life of our country has it been so obvious that America must become stronger and better prepared to meet the challenge of aggressors who threaten our democracy with intellectual and spiritual bondage.

Moreover, we are in a domestic emergency. Never has our country faced problems so challenging—problems without precedent which have multiplied in number and intensity with the trends in technology, the increasing complexity of our economic life and organization, and the consequent increasing interdependence of all mankind.

At no time in our national history has it been so important to take stock of the privileges and blessings of living in a land governed by "the consent of the governed."

Democracy and our way of life are clearly at stake and education has a definite obligation and part to play in their defense.

The schools of Colorado have

- (1) the immediate responsibility of developing, promptly, programs which contribute directly to national defense and national unity
- (2) the responsibility of developing a thorough-going long-range program comprising a body of knowledge, attitudes and skills essential to well-being and intelligent participation in a democratic way of life and with particular reference to the problems of reconstruction after the war—national and international.

Only by patient and intelligent processes of instruction and guidance can the teachers meet the challenge of creating in the heart and mind of our youth, the understanding of the social and economic problems of the day and the meaning of our spiritual heritage which we are called upon to protect. Vague abstractions and generalities must be translated into definite plans of action.

Accordingly, the purpose of this pamphlet is to present suggestions as to directions of a school program which would serve our country in its present crisis. The contents of this publication set forth the issues involved and indicate a range of materials and suggestions around which any school may plan and promote its defense activities.

While schools will vary in the details of their respective programs in the fields outlined in this bulletin, there are certain essential and fundamental needs which all educators are clearly obligated to stress. In this category should be included increased emphasis on health and physical education; conservation of human resources; conservation of natural resources; the development of a sense of personal obligation in a democracy; practice and experience in democratic processes in the schoolroom; appreciation of the culture of the American people and their spiritual heritage; and civic and economic intelligence that will enable the people through their democratic processes to develop, adopt, and apply the principles and procedures which will be effective in meeting the problems of today and of tomorrow.

INEZ JOHNSON LEWIS,

*State Superintendent of Public Instruction,
State of Colorado, Denver, Colorado.*

January 2, 1942.

THE FLAG SPEAKS

by

COLONEL JAMES A. MOSS

President General

U. S. Flag Association

- ★ Born during the Nation's infancy, I have grown with it, my stars increasing in number as the Country has grown in size; the domain over which I wave expanding until the sun on my flying folds now never sets.
- ★ Filled with significance are my colors of red, white and blue, into which have been woven the strength and courage of American manhood, the love and loyalty of American womanhood.
- ★ Stirring are the stories of my stars and stripes.
- ★ I represent the Declaration of Independence.
- ★ I stand for the Constitution of the United States.
- ★ I reflect the wealth and grandeur of this great Land of Opportunity.
- ★ I signify the Law of the Land.
- ★ I tell the achievements and progress of the American people in art and science, culture and literature, invention and commerce, transportation and industry.
- ★ I stand for peace and good will among the nations of the world.
- ★ I believe in tolerance.
- ★ I am the badge of the Nation's greatness and the emblem of its Destiny.
- ★ Threaten Me and Millions will Spring to my Defense.
- ★ I AM THE AMERICAN FLAG!

I. General Introductory Statement

The principal argument for free public schools in the United States is that in a democracy the will of the people is sovereign, it must be intelligent and sound, and consequently it must be informed and trained. On no other grounds can be justified the principle and practice of public taxation for all the people—either with or without children—in proportion to the ability to pay. Not only does our plan of financing public schools imply that their principal obligation is not as much to the selfish interests of those being educated as to the general welfare of all the people, but it is equally obvious, as President Madison phrased it, that “Democracy without adequate education of the common people is a prologue either to farce or to tragedy and most probably to both”.

The present critically important national emergency with its vital problems and dangers provides a crucial test of the effectiveness of public education. The extent to which we will be able to retain democratic procedures and to emerge from the present grave emergency a strong nation, free of European or Asiatic domination, depends upon the extent to which we have unified, informed, and intelligent citizenry and an ample supply of workers and fighters trained for their responsibilities.

In the interests of defense needs, business, industry and labor have been called upon to make prompt and drastic changes in organization and operation. The need is great and imperative for most careful consideration and survey of the country's needs and the possibilities for greater contribution on the part of the schools.

The call of the country for the present and for future decades is for the maximum of health for all its people, for quick and effective training of workers in technical and other vocational pursuits, for citizens sufficiently informed to make intelligent decisions and to choose wise leaders relative to national policies and measures, and for a high degree of loyalty and appreciation of what American democracy is, and what it should be.

To accomplish these purposes promptly and effectively, the schools should make whatever adjustments seem necessary. If needs point to any thorough-going changes in the curriculum, the school authorities should move courageously and immediately to make those adjustments.

This brief brochure has been prepared in the hope that it may serve to stimulate teachers, school administrators, and members of boards of education in thinking about the duty and the opportunities for service of the public schools of Colorado. The members of this committee cannot prescribe the details of procedure for any given school. Future bulletins from the office of the State Superintendent of Public Instruction will offer suggestions more specific in various fields. This bulletin is not offered as a final or as a complete statement. It is offered modestly as an aid to thinking about the possibilities of education for the national welfare in the gravest emergency our country has ever known.

II. The Schools and the National Emergency

It is very difficult to be farsighted, to be interested in remote and deferred values when we are faced with immediate danger; when we are faced with the necessity of providing men and money for munitions and armaments. Many will say that the elusive cultural and spiritual programs should give the right of way to practical material programs. It is not a question of either-or.

Areas of Our Responsibility

Teachers must recognize the fact that the youth of today must be prepared for wholesome, successful living for the remainder of their lives beyond that of immediate service to military defense. We must keep before our students and pre-service teachers the continuity of life in its totality. We must do everything in our power to see that youth is prepared to take up again the temporarily broken threads of normal living when the war is over.

Teachers and school administrators must give much and careful thought to plans for developing a stabilized world after the war. Teachers as a group have as great an opportunity as any other group in contributing to a better world after the war. When our students go into their respective communities as adult members of society, they should carry with them information and ideals which should help to mold opinions and characters of the citizens of tomorrow. School children of today will make their great contribution, not now but later, not in military but in economic, social, and political reconstruction within our borders and world wide. If our democracy is to endure, we must prepare citizens who know the truth about the impending collapse of civilization. They must have a knowledge of comparative governments and economics. They must know the real facts as to the economic condition of the world, and particularly our own country, and what courses must be followed to prevent a post-war economic collapse. The citizens of tomorrow must become vitally interested in the problem of providing economic justice, not only for other countries but for the individuals in our country. They must understand the futility of war and the age-old failure of narrow nationalism and power politics.

The youth of tomorrow and the oncoming generation will not know peace unless a concerted attempt is made to point the way toward it. After the war has reduced all nations to economic

exhaustion, we still have the problem of bringing about a society with reduced frictions and fewer political and business crises. A study of ways to peace deserves systematic, thorough-going treatment under competent leadership. This is a real challenge to our schools and colleges.

Education for Both Peace and War

It is of major importance in times like the present not to let the people lose sight of education as a factor in national defense. It is so easy to lose sight of the needs of our children in what seems to be the bigger needs of armies. Here again it need not be a question of either-or. We must be more thoughtful than ever in planning for the generations who must grow up under the strain of war. These citizens of tomorrow have a right to as nearly normal, and as happy childhood as we can provide for them. In spite of everything we can do, they are bound to be affected by world disaster. Intelligent, sympathetic teachers must be prepared who can establish in the schools a more wholesome atmosphere than many children will have at home. In this way teachers in our public schools can be one of the most constructive factors in a world full of destruction.

Immediate and Ultimate Contributions

One should distinguish between the immediate and the ultimate contributions that public schools can make to a nation at war. It should not be difficult to reconcile immediate contributions and national safety with ultimate contributions and national welfare. For example, an immediate contribution to national safety could be the organization of training schools for the preparation of youth and adults to enter the war-time industries. An ultimate contribution would be preparing youth and adults for intelligent citizenship in facing the problems with which our democracy will be confronted. If our educational program is sound the contributions which public schools make to national defense should develop from worthwhile past contributions to national welfare.

Immediate Contributions

1. Provide Vocational Training

Public schools can provide preparatory trade training for youth and adults which will gear into war-time needs and become a foundation for a future vocation.

2. Develop Civic Interest and Responsibility

Public schools can do much to develop interest and responsibility in civic affairs, prevent war hysteria, and encourage public discussion of vital national problems.

3. Teach Propaganda Analysis

A valuable service may be rendered by teaching young people how to evaluate radio and printed propaganda.

Ultimate Contributions

1. Improve Programs of Health Education

More effective physical education and health programs should be developed in all schools at all grade levels. This includes mental as well as physical health.

2. Develop Understanding and Appreciation of Democracy

If the public schools of this country do not inculcate in their students an unfaltering allegiance to and a lasting faith in our democratic form of government, education has failed to accomplish one of its principal objectives.

3. Lay Basis for World Peace and Economic Prosperity

After the war will come the peace. Future American citizens must be prepared to approach intelligently the problems of reconstruction—economic problems, political problems, military problems. Here, indeed, lies a most challenging opportunity. Children in school may make few immediate contributions to winning the war, but upon them will fall much responsibility for assisting in building a stable, peaceful world.

To the degree that the teaching of democracy and health has been functional in the past, these two areas may be said to make an immediate contribution to national defense. If, however, instruction in these areas has been largely academic, it is too late for them to be of material value in the present emergency. It should be said that there are notable examples of public schools in Colorado that have developed functioning programs in each of these areas.

Adults as Well as the Young

Primarily the school serves the young. Its influence upon boys and girls is passed on in the homes to fathers and mothers—through the discussions that take place in the home. In addition the scope

of school service has broadened materially in recent years. With increasing responsibility and a greater need and desire for learning, each year more millions of adults undertake to improve their understanding and increase their knowledge of the world in which they live—its activities and its problems.

In recent years the expansion of adult education has taken place with increased tempo. No longer is the more effective school content with teaching children. It assists in adult education through forums, courses for adults, panel discussions, and libraries.

The school people are naturally among those upon whom the community is dependent for leadership in initiating, organizing, and carrying on the variety of adult education enterprises. School people must continue, but at an accelerated pace, the current trend to cooperate more and more with the community agencies of education.

The scope of adult education encompasses all the types of education that are important in the education of younger people for the national emergency—health, mental and physical education, education for civic intelligence, vocational education, education for the understanding and the appreciation of American ideals, and education for world peace and economic prosperity.

As compared to the elementary and secondary education, adult education possesses the advantage of bringing about more immediate results in terms of functioning in world, national, and local affairs. Adults are already fully in the economic and political world; youth is still in the process of gradual entry into it.

III. The Schools, the National Health and Physical Fitness Program

The present national emergency, with the results of the examinations of selectees for military service, has brought to the attention of educators the possibility that our national program in health, physical education, and recreation, in school and out, during the past two decades has fallen short of its full possibilities.

Certainly this nation should not boast when there were 188 out of each 1,000 army rejections due to defective teeth and 123 out of each 1,000 due to defective vision, and when there were 100,000 young men lacking as much as fourth-grade ability in general education. The schools find it necessary to take boys and girls where they find them and give them the best training possible for the bettering of their health and physical efficiency. A recent survey shows:

CAUSE	Per Cent of Total Unacceptable	Estimated Number Unacceptable
Dental defects	20.9	188,000
Defective eyes.....	13.7	123,000
Defects of the cardiovascular system.....	10.6	96,000
Musculo-skeletal defects	6.8	61,000
Venereal diseases	6.3	57,000
Mental and nervous diseases.....	6.3	57,000
Hernia	6.2	56,000
Defective ears	4.6	41,000
Defective feet	4.0	36,000
Defective lungs, including tuberculosis	2.9	26,000
Miscellaneous	17.7	159,000
Total.....	100.0	900,000

The following statements by Dr. John W. Studebaker, United States Commissioner of Education, which appeared in the *Congressional Record* of February 17, 1941, also have very pointed implications:

1. One half of our school children have never had a thorough physical examination.
2. In one third of our schools, the pupils are never examined by a physician.

3. One fourth of the schools of the country do not have adequate instruction and supervision of physical activities.
4. In a large percentage of the high schools, the physical activities of the many are neglected for the coaching of the few for inter-scholastic exhibitions.
5. Not more than one school system in ten thousand offers the children the experience of life in a summer camp.
6. Health service is considered inadequate by 90 per cent of the superintendents of city schools, who attribute their shortcomings to lack of funds for personnel and to lack of facilities.

The Emergency Factors

During the next few years of emergency there will be an unusual and an increased need for attention to health and health education. Normal diets will be interfered with in many families as the result of (1) scarcity of some items of the normal diet as the war goes on and those foods for the production of which relatively large amounts of labor are necessary, and (2) increased cost of living, which will necessitate economies especially for the great mass of people at the lower income levels, and thus preclude the more expensive foods and make for the consumption of such foods as milk, butter, and eggs—so necessary in healthful diets.

The problems of health will be further complicated by the tensions, fears, and excitement of the war period. This will call for (1) programs of mental hygiene aimed at calmness and relaxation, (2) greater attention to health aberrations produced by, contributed to, or aggravated by fears and tensions, (3) particular attention to mental hygiene of youngsters who suffer worse from the fears and excitement of adults than do the adults themselves—who suffer all the damage incident to feelings of insecurity in the young.

We will also be confronted with the necessity of dividing medical service between the needs of the army and the navy and needs incident to the increased serious ailments of all kinds certain to be present in war times. In addition, in times like this, dental service tends to be neglected particularly on the part of those whose means for dental service become more limited, and of those whose work day becomes longer and who have less time for trips to the dentist.

All of these things call for expansion and improvement of the health program of the school—more and better health education, more and better medical examinations and free service. If the war is of several years' duration, it must not find us with an increasing physical deficiency. The post-war period with its burdens of rebuilding must not find us physically exhausted.

In educating for health and physical efficiency the school should emphasize the *school health and health education program*, especially those aspects related to nutrition, *the physical education program*, and *the recreation program*.

School Health Program

The school health program should be a function of the entire school. It should require the attention of all departments, subjects, and employees of the school. For many years health has been recognized as an objective of education, but the chief contribution attempted was through health instruction. This program should not be limited to instruction, as it is necessary to *live* health in order that the program be successful. Health should flow progressively in a way that it will become a part of the lives of students and teachers. Such a plan eliminates health as a subject but does not relegate it to an incidental, accidental, or unplanned program. It requires more planning, and places health as an area which cuts across other areas of the school program establishing it as a fundamental. The three fields of activity included in the school health program are: health service, healthful school living, and health instruction.

A. Health Service

*“Health service comprises all those procedures designed to determine the health status of the child, to enlist his cooperation in health protection and maintenance, to inform parents of the defects that may be present, to prevent disease, and to correct remediable defects.”

The health service program, as indicated by the definition above, is concerned with those services provided for the protection of health. The personnel concerned with health service activities are pediatricians, physicians, nurses, dentists, dental hygienists,

*Definition set up by the American Association for Health, Physical Education, and Recreation in an attempt to standardize terminology of health education.

oculists, and psychiatrists. The teacher cannot be eliminated from responsibility in this field since he finds it necessary to make certain observations regarding the health conditions of the pupils at the beginning of each school day. An adequate health service program means a proper appraisal of the health status of our pupils and teachers. This appraisal frequently has taken the form of health examinations, the results of which have been filed very carefully and have not influenced future procedure. The responsibility for correction of remedial defects and the follow-up services are functions falling within the health service field. The health service department is also concerned with the protection, inoculation, immunization, vaccination, and control of contagious diseases. A proper health service program emphasizing the discovery and elimination of defects of children, the protection of their health through the control of contagious diseases, and the establishment of proper policies concerning readmission of students to school, will do much to improve the health conditions among the youth.

B. *Healthful School Living*

“Healthful school living is a term that designates the provision of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships that give a safe and sanitary school favorable to the best development and living of pupils and teachers.”

Healthful school living is concerned with conditions of the school environment, such as proper ventilation, proper lighting, adequate heating and seating, the establishment of adequate lavatories and showers to care for the entire school population. An opportunity for healthful school living is found in classroom experiences, that relationship between pupils and teachers involving such items as discipline, fatigue, noise, and hygiene of learning.

C. *Health Instruction*

“Health instruction is that organization of learning experiences directed toward the development of favorable health knowledge, attitudes, and practices.”

The program for elementary schools should be integrated with the other programs of the school day. In the high schools this material should be a part of the general education program of pupils.

However, it is not possible to cover all of the field and problems of pupils by giving consideration to them in the field of general education, science, physical education, home economics, etc.; consequently, there should probably be a place for a course in direct health teaching during the junior high school as well as during the senior high school career of pupils. Health instruction should strive for the guidance of children in healthful living in the school, home, and community.

D. *First Aid and Nursing*

Because of greater need and overtaxed medical and nursing professions, the average person should be trained to take care of himself and of others in need of aid by reason of injury and illness. The schools should also contribute more effectively to the preparation of larger numbers of both men and women for nursing service.

E. *Food and Nutrition*

Adequate nutrition is one of the most important factors in the attainment of good health and maintenance. The function of the schools (elementary, secondary, and higher institutions of learning) in this respect is many fold. They should:

1. Give to every student an understanding of his own nutritional needs so that he can satisfy them by the correct choice of food in an economical way. The high school boy or the sociology major ought to know such necessary facts for the development of a sound mind and body as well as the nutrition student.
2. See that the school itself makes its direct contribution to nutritional improvement.
 - a. Develop good habits, such as adequate time for lunches, pleasant environment and proper supervision.
 - b. See that conditions are favorable to the development of these habits, such as adequate time for lunches, pleasant environment and proper supervision.
 - c. Set an example of sound nutritional practices, as in the planning and preparation of school lunches, banquets, etc.
 - d. Emphasize preventive rather than curative procedures.
 - e. Emphasize optimum rather than merely adequate nutrition.

- f. Help the parents to improve the nutrition of the family through P.-T. A., adult education classes, or individual visits.
3. Train individuals for responsibility in directing nutrition activities.
 - a. Specialists in the field
 - (1) Dietitians prepared to meet the standards of that profession,
 - (2) Nutritionists for public health or social service work,
 - (3) Research workers with a broad background in the sciences.
 - b. Others
 - (1) Home economics teachers, home demonstration agents, and home economists,
 - (2) Social workers, or those who in the community must educate groups or direct surveys or projects,
 - (3) Teachers of elementary or secondary schools who are responsible for the welfare of their groups.
4. Cooperate with agencies of the community and the government in developing better nutrition.
 - a. Providing milk for undernourished children.
 - b. Making plans for health clinics and gaining the cooperation of the parents.
 - c. Helping to plan low cost adequate food allowances, school lunches, and diets of certain racial groups.
5. Publicize nutrition and yet maintain a sound balance so that fads and foolish ideas do not become current.

Distribute information through proper channels to those who desire it, as for example through the extension service.

Physical Education Program

a. Class Instruction

There should be provided proper facilities and classes for modified physical education programs, or rest, so that those pupils in need of these special activities might be cared for. Provisions should be made for the individual physical needs of pupils.

b. *Intramural Athletic Program*

An intramural physical education program should be arranged to supplement the physical education program so that boys and girls will have an opportunity to play under proper leadership. This program will serve as a laboratory period whereby the pupils will practice those skills learned in the physical education classes.

c. *Athletics*

Interscholastic athletics should be restricted to senior high school boys, and with this group an attempt should be made to provide as much of this activity for as many boys as is financially possible. There should be a definite shift from the objectives of winning games and entertaining the local public to those of physical and character education.

Recreation

While the need is particularly great during after-school and vacation periods, it should not be restricted to this period. The activities of the program should be sufficiently varied so that they will hold appeal for all individuals in the community and especially for those not involved in a day school program. This program should appeal to adults and youth not in school. Recreational activities including art, music, crafts, dramatics, athletics, and dancing should be part of this program.

IV. Vocational Education and the National Emergency

The plan of retraining as a means of adapting workers to changing conditions is an essential feature of a comprehensive program of vocational education. The present emergency can be expected to develop this feature of the program. It was one of the first features to receive attention when the emergency arose. On the first of July (1940) an initial federal appropriation of 15 million dollars became available for this purpose. During the ten weeks that followed, schools in almost 500 cities in 42 states participated in this effort to contribute to national preparedness and now more than a thousand schools have special vocational defense instruction. Concentrated refresher training courses were provided for almost 90 thousand persons selected from the registers of the public employment offices and the projects of the Work Projects Administration. In addition more than 45 thousand employed workers enrolled in courses to prepare them for promotion and for the added responsibilities of directing and supervising new workers. Thus the present emergency is demonstrating the soundness of two essential features of vocational education: first, continuation or in-service education, and second, retraining. These two features are as applicable on the college level as on the high-school level.

These two features of vocational education can function effectively only when the program is continuously geared to current demands, or better still, to future prospects. This is a source of some difficulty. In many states and cities vocational education has been geared to previous demands. For example, woodworking courses are being continued at full tilt in many schools, notwithstanding that wood is being eliminated in many products and automatic machinery is replacing hand cabinet work.

One of the new problems of vocational education is the necessity of training workers in the use of plastics and other materials which must for many purposes be employed instead of aluminum, chromium, and other metals and materials of which there will not be enough to meet both normal needs and the increased defense needs. Teachers of vocational education must acquaint themselves as quickly as possible with respect to the use of new and substitute materials. The problem for younger trainees may be stated as one of developing in youth initial skills to meet immediate and imminent

occupational needs. In terms of the present emergency, what are these needs? If they can be described in an emergency, surely they could be known in normal times, perhaps more easily. At present industry is confronted with the necessity of producing war machines and supplies. Having production schedules, it is possible to describe labor needs. Knowing labor needs, one can formulate immediate and imminent training needs. Needs for training serve as the basis for a training program.

Some notion of the present problems in vocational education can be gained from a consideration of defense contracts already placed—although it is recognized that this is just the beginning. Isador Lubin (Chief of the Economics Division) estimated several months ago that a total of 5 million people will be required to perform the work on contracts then let. This man-power must come from W.P.A., N.Y.A., and C.C.C.; from the ranks of people who are totally unemployed or on relief; and from the schools. "It is an established fact," says R. S. Livingston, Director of Personnel for the Thompson Products, Inc., Cleveland, Ohio, "that only a very small percentage of the people who are now unemployed or on government projects are qualified for the vital technical occupations in industry." In other words, they must first receive refresher or retraining courses. Even so, the W.P.A. rolls could not be tapped for more than $2\frac{1}{2}$ million people and in two years the rolls would be exhausted. Similar conditions characterize the other sources of adult workers named above. Therefore, if the emergency continues for a few years, and if more and more contracts are to be placed, industry will draw heavily upon the $1\frac{3}{4}$ million persons who leave secondary schools and colleges annually.

America has become the arsenal of all that portion of the world arrayed against the war-makers of Germany, Italy, and Japan. It is destined to become the granary for hundreds of millions to whom Hitler and his associates are bringing acute shortages of food. Our responsibilities call for more man-power than we have. *Within a year or two, not only will all male employables be at work and at longer hours, but millions of girls and women will be employed in work previously done by men. Vocational education should immediately include the training of millions of young women for technical pursuits of all kinds.*

The Nature of Practical Vocational Education Today

In the recently published *Dictionary of Occupational Titles*, 17,452 separate jobs are defined and classified. In Volume II these jobs are arranged in job families based on the various worker and job characteristics. A job family includes the occupations to and from which a worker can rather freely transfer. The list of jobs in a family cuts across many industries and not only gives clues for horizontal occupational transfer but also presents possible jobs from which workers may be selected for upgrading into related jobs requiring a higher degree of skill. For a given occupation as many as 200 related "occupations" will be shown to belong to the same job family.

Still another essential feature of a sound system of vocational education must be mentioned. The U. S. Office of Education and the U. S. Employment Service recently issued jointly a plan whereby prospective enrollees in federally financed defense-trained courses may be selected more efficiently. To illustrate how the recommended procedure works out, the committee cites the plan followed last in an industrial city of 100,000 population. Quoting from the February, 1941, issue of *School Life*:

"Five agencies participated in the plan—the State employment service, the Works Projects Administration, a counseling and testing center, representatives of local manufacturers, and the local supervisors of the defense-training courses.

"* * * Those responsible for the program * * * direct attention to the fact that 100 per cent of the trainees who completed the summer courses were placed, and that employers express satisfaction at the work of these trainees; that less than 5 per cent of those who enrolled for training dropped out before completing it; that the information supplied the local employment service by the counseling and testing center about persons rejected for training has assisted the former in placing these rejected persons on jobs for which they were qualified; that in many instances those who enrolled in training classes were assured of employment before they started training, as a result of pre-training interviews with prospective employers; and that individuals without job experience, selected by the enrollee-selection plan * * * have been able to profit by the training and succeed in employment afterward."

Summary

The present emergency has demonstrated the soundness and practicability of the following features and principles of a comprehensive program of vocational education:

1. Enrollee selection.
2. Develop in school or in a school part-time job situation in selected youth, immediate useful skills.
3. Extension of technical vocational education for young women.
4. Continuation of education on the job.
5. Refresher courses or retraining for readjustment.

V. Education for Understanding and Appreciation of What We Defend

Any statement on the subject of national morality, ideals, policies, or objectives in a democracy must be regarded as personal even when made by a regularly elected representative of the people. When a considerable number of individuals give expression to the same ideals and objectives, these may be considered as having some degree of validity for the country as a whole. Perhaps the only formal statements that can be accepted as representing the entire nation are to be found in constitutions, statutes, and other instruments of government.

The United States as a democracy has certain qualities of character which have been developed through a period of more than a hundred and fifty years, and which are generally accepted by the people, and have been defended and advanced by the united action of the people on several occasions. In this national character there has been no fixed form, but there has been a constant quality. The form has changed from time to time to meet changing conditions, but the quality and the general ideals of the nation have remained constant.

Our Land

In any effort to present the distinctive qualities of the American character and the ideals we are called on to defend and advance, certain obvious values should be mentioned. The people of America, together with those of every other nation, are attached to the soil from which they gain their sustenance. In addition to the sustaining values of the soil, both for food and for other material goods, there are always certain physical features which are accepted generally as belonging to the people who live in the country of which they are a part. These are the rivers, plains, mountains, lakes, and other features of the total physical scene. Further, every nation creates during its development certain monuments in the form of cities, bridges, museums, transportation facilities, and memorials commemorating people and events. These all become a part of the soil, and the combination of all of them gives the country in which one lives an element of sanctity. We defend and are willing to

defend the land that gives us life and that has entered into our affections because we have helped to mold it and claim it as our own.

Our Institutions

By common consent institutions have developed in America to make more effective our common life together. These institutions are the creations of aspiring and achieving men and women. Individuals have found that their own interests are best served through cooperative enterprises represented by organizations, associations, and institutions. Religion in a democracy finds free expression, but in this very freedom there have grown up organizations and institutions to which the people belong and which serve them in their religious aspirations. Although these are not a formal part of the political state, they do belong to the people of the nation and are defended along with other institutions because they are the creatures of the free spirit of the American people. The people, likewise, create educational institutions, institutions of government, industry, and others somewhat less general in their appeal. *These institutions are the creatures, the agents of the people, and the people will defend them because they have been of service to them and promise such service in the future.*

Our Homes

More intimate than the institutions referred to above is the institution of the home and the family. Although there is something more basic in the natural aspects of the home and family than in some of the other institutions, it is, in its present form, something that man has created for his greater well-being. This institution, because of its unusually intimate and personal character, will be defended perhaps more energetically and at greater sacrifice than any of the others. When any reference is made to the defense of one's country, there is frequently urged the necessity of defending one's home and family.

The land and the institutions which we call America are among the obvious aspects of our civilization and our national life. We can see the land and the products of the soil upon which we live, also the physical features and the monuments which we call our own. *We are constantly aware of the functioning of institutions and of the peculiar values and qualities of the home and the family. These, too, belong to us and possess forms and characteristics that we have*

given them. They are sacred to us and will be preserved and defended at any cost.

Our Liberties and Democratic Rights

In addition to these more obvious aspects of our national character, there are certain ideals which are less obvious, but perhaps just as important in cementing the people of a nation into a conscious whole, and in demanding of them the utmost of devotion and sacrifice. In a democracy, and particularly in our American democracy, we have achieved at great cost considerable liberty for the individual. *This liberty is not a gift, it has been bought at a price, a price paid in many installments through a period of many centuries, and we shall be ready to make the effort and sacrifice necessary to retain this great achievement.*

In the development of our national life we have repeatedly faced the question of responsibility in connection with our liberty. The question of a dividing line between liberty and responsibility or of a balance of the two has to be answered both by individuals and by groups. This is not always easily done, but the American people have succeeded in making the adjustments necessary to protect the individual in his liberty and at the same time secure a degree of social solidarity which gives to the people as a whole a consciousness of their common responsibilities and privileges.

In the development of these adjustments between the individual and the mass, there has been the greatest degree of freedom in expression in presenting the pros and cons of any problem and the acceptance finally of whatever has seemed to the majority to be most desirable. There is nothing static in the form that our society has taken, but there is something constant in the method by which the form is changed from time to time to meet new conditions. This method is to present the problem to the people for free and open discussion, and then to let the people decide what changes, if any, are desirable and necessary.

Young people should be caused to understand the significance of the American Bill of Rights and over and over again caused to reflect upon its meaning—our guarantees of freedom of religion, of speech, of assemblage, and of the press—of the privacy of our homes, of speedy trial and of trial by jury, and of our rights in property. Those ten amendments to our constitution as added in 1791, marked

the first time in history when the liberty of the individual, for which Socrates had died 2,100 years before, was safeguarded by incorporation into a national constitution for practical application. They are characteristics which constitute fundamental differences between the American way and the way of dictators and their oppressed people.

The procedure which America has followed and the procedure which the American people will defend is to place above the institution the people who create it and are to be served by it, to place above the form that any expression may take, the freedom of the people to determine what that form shall be. Just as people build their own houses and provide for them the furnishings they think will give them the greatest degree of contentment and comfort, so they build also in America their own state and the institutions and practices of the state in order to secure the kind of government that will give them the greatest degree of opportunity for individual expression and development. *These democratic processes and opportunities which we have developed in America are dear to us and are worthy of our maximum efforts in defense.*

Our national morality or character is, then, primarily a condition rather than a substance. The condition includes the concept of the dignity of the individual, freedom of thought and action within a framework that he himself has helped to determine, and the flexibility of that framework to meet new and changing conditions. The physical features of the country have influenced this character in the American people, but, even more, the traditions and the soul of our forebears have established within us a love of liberty and the concept of a state to serve its citizens. *It is this character and this concept that we have defended and will defend today.*

It is difficult for the American people to understand fully the necessity of constant vigilance with respect to the liberty and relative security we possess. Just as the householder puts locks on his doors and windows, and just as cities provide for police and fire protection, so it is necessary for a nation to make provision for the protection of all of the material and spiritual values it has developed.

The education of the American people, both in schools and in the organization of their life outside of schools, must face the necessity in the future of emphasizing the defense of our way of life. In the past emphasis has been placed upon the enjoyment of our land.

and all that it has given to us. We have been recipients of unlimited resources and almost unlimited freedom. We shall still rejoice in what we have secured, but henceforth we shall have to cast our thinking in the direction of the defense of what we have. This is not a pleasant thought, but there seems to be no alternative. Educators, public officials, and citizens in positions of leadership in professions and industry must take the initiative in making clear to the American people the implications of the present world situation and the necessity of constant vigilance in the protection of what has been secured for the American people.

It is a paramount duty of the American school to see to it that every future citizen understands clearly and appreciates keenly what it is that America stands for, what our way of life is, our character, our privileges and our inheritance—what it is that we defend. The schools should see to it that our youth who have not as yet experienced fully these things in out-of-school life will be impressed with them in such a manner that just as soon as the emergency and danger begins to pass, they will demand a return to the characteristically American liberties of normal times and that temporary departures from them be abandoned.

VI. Education for Civic and Economic Intelligence

Wars are not merely matters of guns and fighters. The most serious problems of waging war—defensive or offensive—are not confined to those of military strategy or those of technical and vocational areas in preparing the materials of warfare. All of these, equally important in times of war and more so in times of peace, are fundamental problems of economic, political, civic, and international relationships. How successfully a war may be waged by a democracy, and a sound peace be arrived at, depends in very large part upon the intelligent solution of those problems. In a democracy the solutions employed are largely those approved by the people. In a large sense, in a democracy the people are sovereign. It is a government by the people, as well as for the people and of the people. Leaders, however intelligent, must confine their proposals to those which the people can understand and those for which they are ready. Proposals, however sound, which are strange and new, are most likely to be rejected, perhaps in favor of catastrophic measures, which can be made to appear sound to relatively ignorant voters. The people are almost always down on what they are not up on.

Education for Problems of Defense Production

In time of war, the best fighting weapons and all the auxiliary supplies must be forthcoming in large numbers and as speedily as possible. The ordinary democratic processes of bargaining between government and producer, between employer and employee, must be adapted toward this end rather than toward profits, wages or conditions of work. To develop these adjustments requires much more information than a considerable portion of the common people at present possess. The wasteful bargaining and maneuvering processes of peace time consume too much precious time. Production must go on at full speed and other methods formed of protecting the rights and settling the differences of employer and employee. Even if the solutions are not contributed by the common voter—whatever solutions are offered must be passed upon by him—directly or indirectly.

In times of preparation for war, huge stocks of commodities must be produced and stored—food, steel, aluminum, power, wool, fuel, leather, and a hundred other types of materials for which in

time of war there is greater need, or less opportunity to produce, or both. To store up those stocks requires readjustment of practices existing in time of peace. In order that it may be done safely measures must be devised and employed which will prevent great economic damages as the result of the influence of surpluses upon prices.

Education for Problems of Conservation in the Emergency

Consumer education must continue to expand and to improve. For a century production has sped up so rapidly there has been relatively less need for training in thrift, in conservation of the products of labor, and of careful purchasing and care of goods. That trend must not be thrown into reverse. Instead of a surplus of labor, there will be a shortage. Instead of a surplus of materials, there will be a shortage. We must make fewer goods go farther. We must train not only for production but for conservation. The schools must help us realize that every wasted or destroyed item of food, clothing, or other goods means either that someone must go without, or that labor must be diverted from defense to replace the loss.

In addition the majority of American families will be compelled to make the dollar go farther than before. Training in purchasing, in budgeting, and other phases of consumer education are of greater importance than before. More effective purchasing and conservation will be necessary in order that medical and dental service may not be neglected, that healthful food, clothing, and shelter may be enjoyed and some form of recreation may be available to all.

War disrupts many normal processes. The supply of labor of some types is reduced; production plants of some types are diverted to the production of war materials. Priorities have drastic effects upon some non-defense industries and tend to create large amounts of unemployment. These maladjustments call for solutions which the electorate well understand and approve—they call for an electorate which can understand and approve the more effective proposed solutions.

Of peculiar importance to the United States is the problem of improving foreign relationships. We are being conveyed rapidly from a world in which isolationism might succeed into one in which such a policy is suicidal. Distances are shrinking amazingly and

barriers tumbling alarmingly when viewed from the point of military or of economic defense. Whether we wish it or not—our fellow nations now live close to us—for better or for worse.

Education for Post-War Reconstruction

In the past our economic international policies were determined in large part by our vast natural resources and isolated geographical position. *We must learn to live more closely with our national neighbors. We must have friends among the nations of the world.*

The continued improvement of our relationships with nations of our own hemisphere call for far more understanding, far more mutual respect, far more fair dealing, than has characterized American relationships and attitudes in the past. *Our national welfare calls for education through the schools aimed at mutual respect and at better understanding of necessary economic relationships.*

The general mass of our people must better understand the economics of foreign trade—the necessity of give and take—the wisdom of “live and let live.” They must be trained out of fallacious doctrines which are based upon the assumption that it is necessary to have annually a favorable trade balance. They must be prepared, for example, to realize that both exports that provide labor for our people and imports that raise our standard of living depend upon receiving goods in exchange for goods. Leadership in these areas is slowed down in the bottleneck of insufficiently trained public opinion.

Education for Peace and the Depression

After the war, what? Can we win the peace? What shall be our course of action? What should we strive for in order that future world wars may be prevented and that nations may live in peace together? Will our leaders be handicapped by the ignorance and the lack of insight on the part of their bosses—the American people? Will they be misled by other nations, also opposed to Hitler, into a pact which guarantees not democracy, not peace, not America's welfare, but imperialistic economic ambitions of powerful nations—perhaps not a permanent peace but another truce—another armistice?

After the war will most certainly come economic maladjustments even more serious than those of the last twenty years. Fac-

tories engaged in defense industries will close and pour their workmen into the world of the unemployed to mingle with the millions released from active military service. The reduced purchasing power of these millions will result in reduced production and in turn less employment, less purchasing power, less production, less employment, and so on, in succeeding cycles. Again we must be prepared—the citizenry must be able to think through how to be ready for and to reduce the effect of these shocks. We were not ready in the thirties. To what extent the measures adopted then alleviated the conditions we will never be able to say. Certainly we know they were largely trial and error and that we could have done better if we had educated our generation more definitely for such tasks.

To preserve a form of government or a way of life against decay or aggressions, the defenders must feel for it a loyal devotion which grows out of belief in its soundness, effectiveness and fairness. While always working for its improvement, they must have such confidence in it and devotion to it that they are ready to spring to its defense whenever it is threatened by aggression from without or despoilers from within. *No agency is in better position than the school to develop that devotion, to teach the fundamental principles of democracy and their merits, and to develop an appreciation of what it means to be an American.*

The Responsibility of the School

People young and old, but particularly when they are young, should acquire a very clear understanding of what Americanism is and what democracy is—what they mean in specific terms of everyday life. While flag salutes and pledges of allegiance are most useful, they are but the superficial expressions of understanding, and attitudes and ideals, and care must be taken to lay soundly and firmly the base from which they spring and to assure that forms are not substituted for realities. “Freedom of speech,” “justice for all,” “equality of opportunity” and other fundamental principles of American democracy must be made clear in meaning and in implications, and their preciousness so completely demonstrated that there will be instilled the desire to achieve and preserve those ideals, that Americans without exception will be willing to defend them with their lives from aggression without and despoilers within.

To accomplish these things is the first and most important responsibility of the American public school.

The schools must be protected in their activities for citizenship education. In such times as those which lie ahead, sincere but excited people tend to be unwisely influenced by grandstanders, publicity seekers, and witchhunters and hypocrites in spreading unfounded rumors about subversive influences in the schools. Teachers must not only be left relatively free, but actually encouraged to give greater efforts to developing in their pupils understanding and insight into the economic and political changes and problems which are confronting and will soon confront America's democracy. *Irresponsible though well meaning people must not be permitted to obstruct the school in this important service.*

The more stable and farther-seeing people of the community must be kept informed and their services enlisted in keeping open the avenues of progress through education. Teachers, administrators and board members and the better informed friends of the schools and of American democracy must call to account every gossip and purveyor of false or misleading charges. In the months and years ahead, every person who makes any statement likely to develop lack of confidence in the work of the schools should be given immediately an opportunity to substantiate his statements or to retract them, and, in fact, he should be forced by local opinion to take advantage of that opportunity. Only by such procedure may the schools in critical times be protected from hysterical or scheming irresponsible people. The teachers and the schools deserve that protection. The welfare of American democracy and the ultimate welfare of American citizens alive and unborn demand that leaders today do not permit interference with the building of firm and sound foundations for intelligent solutions to the problems of American democracy.

VII. The Support and Defense of the School Program During the National Emergency

The foregoing sections of this pamphlet have presented the various functions which schools and education can perform in strengthening our nation and our people for the role of national defense and world leadership which the United States is now being called upon to play. If American education is to perform effectively as an instrument in the emergency program, *it is necessary, on the one hand, that the professional workers in education realize the obligation which rests upon them; and, on the other hand, it is necessary that the public recognize the importance of the services education can render in the defense and leadership program and give to it an unflinching moral and economic support.*

Financial Dangers

Most competent observers foresee a critical economic period in the not distant future. The total emergency program is so costly that it will inevitably result in greatly increased tax demands. One result will undoubtedly be a greatly heightened competition for support among governmental services of all kinds, as history has demonstrated many times very clearly. In that kind of competition education finds itself at a singular disadvantage. Its case therefore must be constantly kept in the public eye and mind. Because of the very material rise in cost of living and the increased taxes teachers must pay, it is necessary that teachers' salaries be increased rather than decreased. Otherwise not only injustice is done to a highly trained, deserving group of loyal Americans, but tens of thousands of the abler teachers will enter more remunerative callings.

The results of a curtailment of financial support of many public services are immediately and uncomfortably apparent. Diminish the support of law enforcement and the curve of crime at once begins to climb. Reduce the funds for highway maintenance and the complaints of motorists are heard on all sides. But the proofs of the claims which education may advance for undiminished financial support lie inevitably in a dimly seen future. Close the doors of ten thousand common schools and the most important ill effects do not immediately become apparent; the evil fruits of such an action

lie ten, twenty, or fifty years in the future. Ten years ago, for example, vocational training was greatly reduced, and in many instances eliminated, from our educational institutions in response to a widespread demand to take the "frills" out of our schools. Today our defense program has been seriously hampered by a lack of skilled industrial workers. The possibility of our current problem did not strongly appeal to the taxpayers of ten years ago, and even today our losses in leadership and in underdeveloped creative genius resulting from educational curtailments during the economic crisis of a decade past are difficult to demonstrate, though it is undeniable that such losses have been incurred.

The Public Must Be Kept Alert

It is of highest importance that the American public be convinced of the vital importance to the immediate and future welfare of this country that education be vigorously maintained in critical times. The development of our greatest resource, the capacities and potential genius of our people, is not a thing that can be laid aside when its support becomes inconvenient and later resumed where it was left off. Ground lost in education can never be regained. The inexorable march of each new generation does not await our convenience.

It is vital that we recognize clearly that, as never before in history, the defense efforts of the nation are largely an education effort. It is a matter of training—moral, civic, physical, and technical training. This applies not only to the combat forces but to the general public as well. The military competency of a modern nation involves the entire population to a greater degree than ever before. To maintain the training of combatants, but to permit the education of noncombatants to lapse might easily prove disastrous. Yet pressures, which may easily result in such a calamity if they are permitted to prevail, are almost certain to arise as the burden of taxes mounts.

It must be recognized too that an adequate educational program for the current emergency necessarily involves preparation of the nation for the inevitable aftermath of war years. We must make our preparation now for the period of rebuilding. It will be too late when the urgent problems of reconstruction are upon us. The leadership for those times, perhaps no less critical than those of the present, must be trained today and concurrently with the present

defense educational program. *It is illuminating to note that even in the midst of the terrible military urgency of the present day, England has planned her program of reconstruction and is now engaged in preparing her leaders to carry it out.* We too must recognize that our planners and managers of the new and better world must be trained now; they cannot be prepared when the hour of need is upon us. They must stand ready when the hour strikes.

Economy a Necessity

Adequate support of education during such times as those before us, when the drain upon the public purse is severe, also implies that available funds must be used with utmost efficiency. *Every dollar of public money furnished for the support of schools must be made to count fully.* This need for an increasingly efficient use of funds places an obligation both on the professional personnel of our schools and upon the public and their representatives, the school boards. As to teachers and administrators, it means a careful re-evaluation of functions and services, the putting of first things first, the searching out and elimination of duplication and nonessentials. As to the public and their representatives, it implies a willingness to give sympathetic consideration to those recommendations of educators designed to give to the public a greater measure of educational return for moneys expended. Thus in Colorado important savings in funds and a very meaningful increase in instructional efficiency could be accomplished by reducing the more than two thousand school districts to fewer than two hundred. But this change the people of this State have as yet been unwilling to make. Particularly in such an emergency as that before us, tradition and custom should not stand in the way of insuring a full measure of return for the funds raised for education.

Our Duty

A duty rests alike upon professional educators and upon our boards of education to keep the public well informed as to the place and function of our schools in the emergency program and to impress upon them the vital importance of continuing undiminished their financial and moral support. This responsibility falls particularly squarely upon the shoulders of all members of boards of education. This program of public information should rest upon two essential concepts—basic facts whose vital significance it is

imperative that we appreciate keenly. The first fundamental concept is the fact that the essence of the struggle going on in the world today is a battle between two systems of ideas, one that individual rights must be eliminated to make way for a scheme of things founded on authority, force, and violence; the other that the main business of government is to guarantee individual liberties founded on a system of justice. The second fundamental concept is that the systems of education in both the totalitarian countries and the democracies constitute one of the chief instruments in the conflict. Through the national systems of schools both types of countries fix the desired ideas and faiths in the minds of their oncoming generations. If these two fundamental concepts are grasped by our people, we will see immediately that the great international struggle is to a very great extent an international competition between education systems. We will see that if we are to win out in the battle of Nazism versus Democracy, then education for democracy must be adequately supported. We will see that education in the United States must certainly be more adequately provided for than are the schools in the authoritarian nations, and that in critical times education must be maintained as well as or better than in normal times.

Unlike the situation in most foreign nations, the support of education in the United States is almost wholly a state and community obligation. This means that the conviction of the vital necessity of maintaining schools on a high level must be held by people of each state and each school district. Under our decentralized form of educational organization, the failure of our educational system to meet emergency demands in local school districts must necessarily mean failure of the program in our states, for our state educational systems are only aggregates of local schools. If it fails in our states, then education as a national emergency and defensive instrument will also have failed. It can be seen, therefore, how essential it is that all of us in each local community realize the great importance of our own local schools in the great cause now before the nation. Given that realization, the American people will not fail to meet the emergency.

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