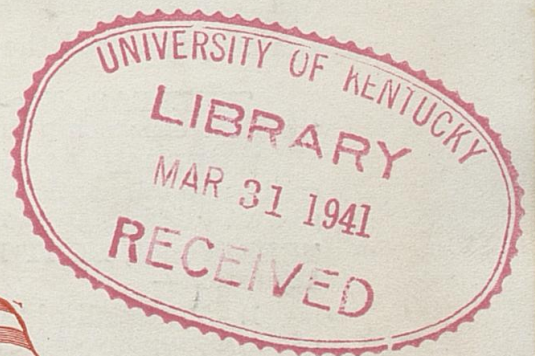
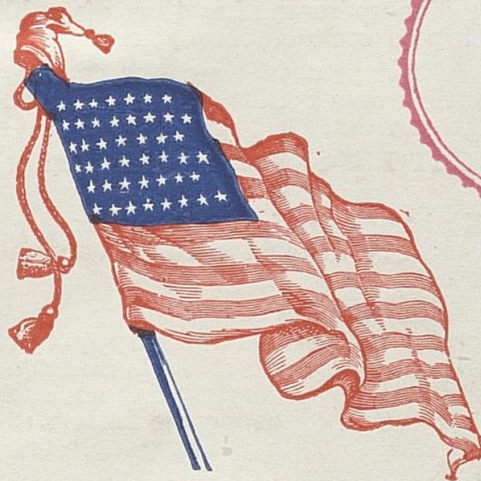


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

Education and National Defense

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Periodical Librarian
University of Kentucky
Lexington, Kentucky



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JOHN W. BROOKER

Superintendent of Public Instruction



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FOREWORD

At this critical period in the history of this country the thoughts and efforts of all good citizens are directed toward the development of an adequate program of national defense. Those of us who are engaged in the field of public education are eager to do our part in the total defense program.

On September 20, 1940, the Kentucky State Board of Education unanimously adopted the following resolution:

'WHEREAS, The primary function of public education is to train for citizenship in our democracy; and

WHEREAS, At the present time our country is facing a grave crisis, due to chaotic world conditions, brought about by the aggression of totalitarian powers;

THEREFORE, BE IT RESOLVED by the Kentucky State Board of Education—

1. THAT all of the facilities and resources of the public schools of the Commonwealth be utilized in the development of our program of national defense.

2. THAT an adequate program of national defense calls for moral and economic, as well as military preparation, and, therefore, that all teachers and school officials be urged to emphasize the teaching of history and government in the schools of the Commonwealth, and further that they cooperate fully with the Federal Government in its program to train young people for positions in industries essential to the national defense.

3. THAT all teachers and school officials be requested to especially emphasize the teaching of health and physical education in the schools of the Commonwealth."

On October 2, 1940, following the passage of this resolution, I appointed a Committee on Education and the National Defense for the purpose of advising with the staff of this office relative to the contributions that might be made by the schools of Kentucky toward our national defense program. This Committee, which represents all levels of education in this state, consists of the following members:

Dr. H. L. Donovan	President, Eastern Kentucky State Teachers College	Richmond, Ky.
Dr. W. G. Nash	Dean, Murray State Teachers College	Murray, Ky.
Richard VanHoose	Principal, Elementary School	Frankfort, Ky.
Wayne Foust	Principal, Daviess County High School	Owensboro, Ky.

Glenn Swing	Superintendent City Schools	Covington, Ky.
Roland Roberts	Superintendent Jessamine County Schools	Nicholasville, Ky.
Miss Kitty Conroy	Elementary Teacher, University Training School, University of Kentucky	Lexington, Ky.
Miss Mary Angela Sweeney	High School Teacher, J. M. Atherton High School for Girls	Louisville, Ky.
President R. B. Atwood	Kentucky State College for Negroes	Frankfort, Ky.
W. P. King	Executive Secretary, Kentucky Education Association	Louisville, Ky.
Dr. Maurice Seay	President, Kentucky Education Association	Lexington, Ky.
Mrs. Bess D. Roberts	Elementary Teacher, Shawnee School	Louisville, Ky.

The first meeting of this Committee was held on October 19, 1940. At that time a statement was prepared on Education and the National Defense and was distributed to all school administrators of Kentucky in the form of a monograph, under date of November 4, 1940. This monograph suggested many things which the schools of Kentucky should do in the present crisis. No attempt was made in the monograph to suggest just how our program of Education and the National Defense should operate in the various schools of the state.

This bulletin was prepared by the Vocational Division of this Department. A large share of the responsibility for the preparation of the bulletin was assumed by Mr. Watson Armstrong, teacher trainer in the College of Education, University of Kentucky, of the Vocational Division. On January 31, 1941, the State Committee on Education and National Defense held its second meeting. At that time the materials used in this bulletin were carefully studied and edited.

The bulletin should serve two distinct purposes: in the first place, it should stimulate the school people of the state to think in terms of the contributions which public education can make toward our defense program; and in the second place, it should inform all school people and the public of the various national defense training programs which are now available and in operation in this state. I commend this bulletin for study by the educators and patriotic citizens of the Commonwealth.

J. W. BROOKER
Superintendent Public Instruction

EDUCATION AND NATIONAL DEFENSE

The Nation's defense and preparedness program is urgently calling for many thousands of trained men and women who are physically, morally, and mentally fit to endure, and who are ready to meet any demands the national emergency may require of them. It calls for men and women with training for specific tasks, for skilled workers capable of taking their places in the industries essential to national defense.

The emergency calls for men and women who will accept the responsibilities of American citizenship, who are willing to assume their full share of the load imposed by the preparedness program, who appreciate the opportunities afforded by life in a democracy, and who are willing to make a sacrifice to protect those privileges.

Recognizing the imminent demand for large numbers of skilled workers to man the assembly lines of the defense industries and for a multitude of other tasks, the Federal Government instituted a program to train workers for employment in defense industries. It is appropriate that a large share of this task was turned over to the schools.

Life in a nation preparing to defend itself may be far different from life in a nation not so engaged. Life situations which people may meet daily may demand that new attitudes and abilities be acquired by those individuals.

Institutions charged with the responsibility of preparing persons to meet these new situations must provide the new training that is now and will be required. Such demands upon the schools place a responsibility upon school administrators and leaders to take a progressive attitude toward the revision and re-organization of curriculums if the schools are to meet successfully the task entrusted to them.

The schools have been asked to assume this responsibility largely because of the functioning philosophy of education in this country. That philosophy, of course, is more inclusive than national defense as such. If individuals are to live successful lives in modern society, they must acquire the abilities and attitudes necessary to enable them to meet and deal with the situations presented by that society. An individual's success in dealing with the situations he meets in life will depend to a large degree upon the training he has received during his years of preparation. The democratic way of life will present situations not found in other social orders.

As society changes and new situations present themselves, indi-

viduals must have new training, must acquire new attitudes, new abilities. Thus, the training period must be continuous, the methods flexible, the subject matter modern, the results convincing.

Just as a democracy is not static, conditions within a democracy do not remain the same. Life in a democracy is continually affected by internal changes and by external developments. As the demands of society change, individuals must continue to acquire the abilities they will need to adjust their behavior to the new situations that present themselves. If it is the aim of education to fit individuals to meet the demands society will make of them, educational programs and curriculums must be continually revised in the light of the changing situations which society presents.

The objectives of education for life in a democracy must be determined by the desirable future activities of the individual. Normally he is, and is to be, a member of a family. He belongs to certain civic, social, and recreational groups. He promotes the general welfare. He probably cultivates certain personal interests. Unless he is a parasite on society, he is a member of some vocational group, and possesses the ability to earn a living or to make a substantial contribution to the maintenance of himself and those dependent on him.

Vocational education has long been an integral part of the total program of education. The vocational aim is by no means the only aim of education. All aims of education have a bearing on each other in that they affect the development of the learner as he prepares for the situations he will meet in a complex society. Vocational education has as its chief aim the fitting of individuals for useful employment.

Many Programs Outmoded

Antiquated programs of education cannot fit individuals to deal successfully with modern life situations. A changing civilization is continually presenting new life problems. The need for new abilities makes it imperative that individuals have new training. This training must be provided by our schools, or the schools must yield to other agencies. In periods of national crisis, everyday-life situations undergo drastic, rapid change. If education is to maintain its effectiveness, programs of education must, in turn, undergo drastic, rapid change.

Traditionally, government in this country is looked upon as something apart from the people who confer power upon it. Like-

wise traditionally, the educational system, although responsible to the will of the people, is regarded as something isolated from the problems in practical everyday-living.

If it is to be helpful, education must prepare individuals for living, rather than prepare them only for more education. Even though education must be continuous, people have to deal with life situations while they are being educated. Education conducted separate and apart from the problems of life will probably result in a product unable to deal successfully with situations found in life.

Programs of education must be broad enough and flexible enough to prepare learners to capture a sunset, or to thread a pipe. They must develop abilities in individuals to stock the national larder, or use their leisure to the best advantage. In time of national emergency, the citizenship of a democracy may be called upon to man, defend, and perpetuate that democracy. All of these activities require the development of new attitudes and new abilities. They call upon the schools for new programs, new curriculums, new responsibilities.

An adequate program of national defense involves military preparation, economic preparation, industrial re-organization, a re-adjustment of ideals, and the development and maintenance of a high morale on the part of the American people. If necessary adjustments and satisfactory advances are to be made in these areas, individuals must modernize their attitudes. They must further perfect some abilities, must acquire others. New abilities and attitudes must be developed to enable them to make the greatest contribution to the demands of a new society, a changing social order.

The schools of the Nation have a distinct contribution to make in all of the areas mentioned. Schools can contribute to military preparation through sound programs of health and physical education. Economic preparation can be placed on a sounder footing through courses in vocational education. Civic, social, and industrial re-organization, and a new attitude towards patriotism can be developed only through education, that is, through a sound, orderly program of instruction and practice.

Defense-Training Program Made Possible

Recognizing the need for an adequate program of training for industries essential to national defense, Congress, on June 27, 1940, appropriated \$15,000,000 to provide for a vocational training program designed to equip persons for such occupations. It soon became apparent that this sum was insufficient to meet the training

needs. Accordingly, there was an additional appropriation of \$26,000,000 to make an adequate training program possible. A further appropriation of \$8,000,000 was made available for the purchase, rental, or other acquisition of new or used equipment needed to make the program more effective.

Approximately 150,000 persons in the United States have already been enrolled in supplementary and refresher courses alone. Approximately 2,500 are enrolled in Kentucky. Some of the first units of instruction to get underway have been completed. Already many hundreds of workers, equipped with basic training, are flowing into shops, industrial plants, munition works, and assembly lines, and are doing their bit to turn out needed equipment for the defense of their country.

The Challenge

By turning this vast defense-training program over to the public schools of the country, Congress expressed confidence in the leadership of public education. "What can the schools do to contribute to the Nation's defense-training program?" This question has come from school leaders in every part of the country. Already imbued with progressive ideas, already having accepted the philosophy that education must prepare for and in life situations, these school leaders have signified their willingness to further revise curriculums to prepare individuals for the world of activity, usefulness, and service.

Planning an effective program of education in a critical situation is always a difficult task. Emergencies demand quick but not thoughtless action. Willingness to correct errors, almost sure to be made, is essential. Ability to recognize inefficiencies and revise procedures is imperative. This is no time to cling to tradition or to hide behind the bulwark of "established practices." Undoubtedly, some changes and re-adjustments will be necessary in most school systems. Partial re-organization will probably be required in some cases. School leaders should proceed with the sincerity and steadfastness which the emergency demands, to make such changes as are necessary to get the defense program under-way. The national emergency demands no less of the schools.

What Can the Schools Do?

In asking the schools to accept their share of the defense-training program, there is no disposition to destroy or interfere with any functioning program of education. There is no projected view-

point that any one way is best for all. Only a general feeling exists that every school should do what it can to improve its educational program in keeping with the needs of the time.

In answer to this urgent question of school administrators everywhere, leaders in the defense-training program have advanced the following suggestions as guiding principles in establishing new educational programs, or in revising programs already under way.¹

1. **Teach and Re-Teach Citizenship**

“Good citizenship in action results from a sense of belongingness.” It shows itself in the behavior of individuals. Teachers and learners should study patriotism, to the end that they understand and accept democracy as the best form of living together. To be accepted and understood, ideas and behavior must develop as the result of experience.

School programs should be planned so that pupils may develop into good citizens by living and practicing good citizenship. Civic education will become most effective when the school is established in the entire community, rather than within the four walls of one of the community's buildings. School-and-community councils, safety patrols, health campaigns, surveys and community beautification-and-improvement programs may aid in the development of desirable qualities of good citizenship.

- a. **Responsibilities:** The citizens of a community, both old and young, must develop a realization of what good citizenship includes. They must develop a realization of the responsibilities and the qualities of worthwhile citizens of a democracy. Such understandings and appreciations may be developed only through the experience which comes with practicing good citizenship.

An appreciation of the qualities of a good citizen may be made most real through sound programs of education, guided and directed by the school. Schools can give practice and instruction in the duties of citizenship. Intelligent voting, performing community duties, paying taxes, and meeting other obligations offer practical situations

¹ Circular No. 186, “The School Program and National Defense,” Federal Security Agency, Washington, D. C.

for study. Respect for law and order, and other such fundamental community activities, may be studied, practiced, and carried out through an intelligent program of education.

- b. **Opportunities:** Life in an average community in America presents a wealth of practical life situations in which students may participate to help them acquire the qualities of a good citizen and to practice performing duties imposed by citizenship in a democracy. The opportunity for students to assist city or community officers with the problems of government gives a new appreciation of the duties of these officers. Such preliminary experience may be followed with more complete participation in the duties of the various officers, and may come to a climax with complete charge of the various responsibilities, for short periods of time.

Participation in local elections, health and safety campaigns, community-improvement programs, and other activities designed to improve life in the community, offer a wealth of problems for the students. Student participation in such activities affords training which may be had only through actual contact with the situations involved.

- c. **An appreciation of the democratic way:** Through programs of education, our schools can give direction to a study of situations in the community which will give all of the people of the community a new appreciation of the democratic way of life. Patriotic observances, programs to commemorate national holidays, the displaying of flags, and proper conduct during the playing of national songs, offer real life situations for study and participation. Schools can help develop a new appreciation of the democratic institutions of the community and state, and can do much to give people a new patriotism and a new loyalty to the country which makes possible the privileges they enjoy.

2. **Develop Appreciation of Community, National, and International Relations:**

Regardless of nationality, race, or creed, individuals everywhere need to develop a better understanding of their neighbors and a greater appreciation of the problems they face. Only by recognizing the problems of others, can one make the greatest contribution to the betterment of life in the community.

Americanization means more than fulfilling certain requirements in order to receive citizenship papers. Many native-born, as well as foreign-born, citizens need to be Americanized. Most individuals would have a greater appreciation of the views of people in other walks of life if they had a better understanding of the life problems which those people face. An understanding of the skills, abilities, and training required by workers in many occupations would give individuals a greater appreciation for those occupations.

Relatively too much attention has probably been given to the differences among people. Perhaps it would be desirable to attempt to understand the reasons for these differences, and then to devote some time to studying and emphasizing the likenesses among people.

The schools have the responsibility of developing in students those qualities so essential to the establishment of strong characters and high ideals. Honor, truth, integrity, sincerity, and simplicity are not likely to "just happen" in the life of an individual. Courage, patience, gentleness, sympathy, reverence for God, pride in work well done, and other priceless qualities of character, are some of the most important fundamentals of education. Such qualities are sorely needed in the citizenship of America today, and are the hope of the America of tomorrow. Without such qualities in her citizenship, the country cannot hope to fare well in the trying times which seem to be ahead. In this connection, it is well to recall John Dewey's statement, "Conduct forms character."

- a. **Community relationships:** The schools have the responsibility of teaching students to know and understand the people with whom they come in contact, regardless of their origin, viewpoints, or

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their outlook on life. Surveys to determine community resources, education, occupation, and interests of citizens of the community reveal many interesting situations of local nature for students to discuss and study. Such situations become interesting because of their bearing upon life in the community and because of their effect upon the students themselves. The surveys should be carefully planned and administered. Teachers have a responsibility in seeing that they are practical and revealing and that there are no questions which may offend.

- b. **National relationships:** Through broader educational programs and the use of more modern procedures, the schools can take advantage of local opportunities to give students a new appreciation of the different social and occupational levels in which people live and work. The opportunity for urban students to study life problems confronted by persons in rural areas, and vice versa, would, if used, aid in developing a new understanding of the problems of fellow citizens. A study of occupational and home problems and an investigation of the problems and interests of people in all walks of life give opportunity to develop new understandings of the attitudes and viewpoints of all, and oftentimes a new appreciation of the opportunities enjoyed by the individuals themselves.
- c. **World events:** Too much time and effort have probably been devoted to a study of current events of the world today as seen through the history books of yesterday. An appreciation of world events of the present can be given a more important place in the thoughts and actions of students through a study of these events as they take place, giving, of course, due consideration and making timely references to similar events of the past. Radio news reports, good magazines, and daily newspapers offer valuable sources of up-to-date information, and new opportunities for a study of world events as they affect present

living conditions in the country and as they will probably affect future happenings in this and other countries.

3. Give Renewed Emphasis to Health and Physical Fitness

The health and physical fitness of its people are essential in a nation's program to defend itself. Safety education, designed to protect citizens in factory or plant, on street or highway, takes on increasing significance in time of emergency. Instruction in such areas comes definitely within the premise of the schools. Such programs of education must, of necessity, be long-time programs. Courses of instruction in these fields have been a part of our school program of studies for a considerable time. They must receive increased emphasis as the national defense program expands and increases in intensity. Whether in times of national emergency or in normal times, it is essential to the welfare of the Nation that its people live and enjoy healthful, vigorous lives, free from physical or mental handicaps that will decrease their efficiency.

a. **School and community environment:** An appreciation of the importance of health and physical fitness can probably best be developed through programs designed to encourage people to live healthful lives and to practice habits which contribute to physical fitness. Many schools and homes may be made more healthful through improved lighting heating, ventilating, and decorating. The elimination of places for spreading disease and of situations favorable to the collection of filth offer real-life problems and situations for discussion and study. Many schools have already done much to provide modern facilities to improve the health of students and teachers. Some of these same schools, however, may have overlooked the opportunity to permit students to make a study of the way these situations were improved and of how the dangers were reduced or eliminated by the improvements provided.

b. **Food:** Some schools still make little provision for developing an appreciation of the importance of

good food to the health of the individual, and make no provision for giving instruction in this important area. In too many cases where such instruction is offered, the problems and situations dealt with are still, too often, taken from text-books rather than from the life found at the school lunch counter or in the homes of the people of the community. Providing a healthful school lunch; making available milk, fruits, and other food items conducive to good health; and similar diet problems offer a wealth of real-life situations which students may study and in which they may participate. Again, community surveys and a study of actual situations may reveal many interesting problems which will give students not only a new appreciation of how their fellow citizens live, but will offer opportunities whereby the school may do much to improve conditions in the community.

- c. **Safety:** Many schools have delayed too long the providing of safety courses and instruction conducive to the development of practical "safety habits." A large part of accidents are avoidable and the schools have a definite responsibility, as well as a real opportunity, to direct students in acquiring habits of safety. Such programs take on new importance during times of national emergency and may greatly affect the success of the National Defense Program.
- d. **Recreation:** Too many communities are still without planned, supervised, community recreational programs. People, young or old, desire and must have some recreation as a part of their daily lives. If recreation is without plan or direction, it may result in the development of habits and abilities that may be detrimental to the community's progress. Many of the problems arising from the unsupervised gatherings of young people may be eliminated if planned community recreational programs are provided and given the proper direction and supervision. If people are to acquire recrea-

tional habits in associating with their neighbors and with other groups of people, they must acquire these habits through practice. Habits developed in gatherings that are unsupervised and without direction may contribute to the producing of an individual who will be a community liability and who will offset much of the good work done by his fellow citizens. Recreational programs should be designed to meet the needs of the community, and should provide for the participation of all.

4. **Teach and Practice Conservation**

The conservation of natural resources has received ever-increasing emphasis in the United States during recent years. Neglected or utterly disregarded too long, much remains to be done in this important field. Of even greater importance to the welfare of the Nation is the wise use of physical, mental, and spiritual resources of individuals and groups. All of these problems are receiving and should receive increasing attention in the schools of America. Our success in dealing with such problems, and our accomplishments in developing the needed attitudes and abilities to enable students to deal with them effectively, will have untold influence upon our achievements in all of the defense preparations of the Nation.

- a. **New appreciations may be developed through study:** Through sound educational programs the schools can do much to develop new appreciations of the significance of the natural resources of the country. Studies of the food stuffs available, the annual consumption of individuals and of the Nation, the yearly additions to the total supply, and surpluses available for other nations, offer interesting situations for investigation and discussion. A study of products that must be secured from other nations and of the inter-dependence of certain nations upon each other aids in developing new appreciations of the problems arising during periods of war and national emergency.

A study of the responsibilities of individuals in conserving national resources may develop new attitudes of their important place in the scheme

of things. Many schools now conduct pupil surveys to investigate individual and community practices with reference to the waste of heat, light, food supplies, fuel, and other things necessary to the welfare of the people. In addition to the study of such problems, schools can do much to place some of the community responsibilities upon the students, to the end that a new attitude may be developed toward the conservation of resources which may have much influence upon the Nation's security during an emergency.

- b. **The conservation of human resources:** Through practical instruction concerning conservation of all resources of the Nation, students may be taught to understand and appreciate the significance of the human resources of their country. A well-trained, industrious, healthy people are essential to the security of any country. If a nation is to maintain and perpetuate its institutions, its citizens must develop good habits, must maintain a high morale, and must not waste or dissipate their energies through the use of narcotics, through the establishment of attitudes of disloyalty and indifference, or through the lack of industry. By setting up programs whereby students may acquire good habits and participate in activities which will increase their effectiveness and further develop their abilities, the schools can do much to increase the output of the many commodities essential to the security of the Nation.

5. **Make the Guidance Program Significant**

Much wasted effort and many wasted lives have resulted from a lack of well-planned and carefully directed guidance of individuals searching for their places in life. Waste in educational systems has, no doubt, resulted from the placement of students in classes without regard to their interests and abilities. At least a portion of this waste may be eliminated through a sound guidance program. The need is urgent if defense-training programs are to reach the maximum of their effectiveness.

Teachers and school leaders should give increasing attention to analyzing the abilities, attitudes, and interests

of students. Ability to work with others, to think, to create, are examples of a wide range of activities that should receive attention.

Sound basic training, and a rich background of experience in observing, studying, and comparing the occupations of others, are essential if students are to make a sensible appraisal of their own interests, and a wise choice of their own field of effort. Through practical, comprehensive programs of elementary and secondary education, the schools can do much to give young people the training they need to make these choices for themselves.

- a. **Responsibilities of the schools:** School leaders must stand ready to make such changes in, or additions to, their curriculums as seem necessary to develop an effective guidance program. Many schools are finding it advisable to offer courses in occupational information and guidance. By making courses more flexible and more in keeping with actual life situations in the community, increasingly worthwhile results may be attained. Field trips to factories and plants, interviews with workers, and a study of local and national labor conditions, may enable students to develop a broader occupational outlook, and make a wiser appraisal of their own interests and abilities, thereby acquiring a better understanding of the possible opportunities available.
- b. **Responsibilities of teachers:** By giving some thought and study to guidance problems, teachers can do much to help turn out efficient workers who will more rapidly discover themselves and, in turn, their places in the Nation's preparedness program. Teachers must devote themselves more fully to a thorough study of their students—their needs, interests, and talents. The use of tests, rating devices, more efficient recording systems, and other means must be brought into active use to aid the teacher with the guidance program.

As a result of guidance studies, teachers may do much to help students make their choice of an occupation and begin to fit themselves for their

vocation without loss of time and effort. Without the help of persons who have given some thought to guidance problems, young people often get into the wrong field of activity, experience a failure which should never have occurred, and are forced to start all over again with the attitude of discouragement, defeatism, and bitterness which is inevitable.

- c. **Responsibilities of students:** In times of national emergency all persons receiving training for national-defense activities have a responsibility to the Nation, as well as to themselves, to make a sensible appraisal of their interests and abilities, and to proceed with all diligence to prepare themselves for participation in worthwhile activity. Too long have many young people hoped for the "pot-of-gold at the end of the rainbow." Not everyone can find gainful participation in activities that are far away, adventurous, glamorous, exciting. Many persons are not, never could be, useful in such activities, many of which do not exist anyway.

Students must expect and be willing to prepare themselves for occupations and tasks which are available, must make it their business to execute their duties unselfishly, must work hard, and resolve to be happy while doing so.

The Principle of Practice and Appreciation for Work

In the past, some individuals have wondered whether it might be advisable to give learners some practice in connection with the skill or job they were attempting to master, some practice in connection with their "education."

What an individual learns is what he practices. Learning is a self-active process. Without practice, abilities will not be developed. Through supervised practice in shop, laboratory, factory, or field, individuals may acquire such skills as they will need to make them employable in the Nation's defense-training industries. Such training takes on new significance since, as the Nation prepares to defend itself, there will not only be an opportunity, but an obligation that large numbers of individuals find their places in the assembly and production lines of industry.

As the preparedness program gains momentum, increasing numbers of workers will be needed in defense industries. It is practical and fitting that the schools of the Nation expand their programs in order to give larger numbers of both in-school and out-of-school youth the training needed for useful employment in industries essential to the Nation's security. In addition to the thousands of workers needed for new jobs in defense industries, many other trained workers will be needed to replace the workers who leave their present jobs for defense activities or who leave for service in the armed forces.

Emphasis on practice: The National Defense Program places emphasis upon the necessity for practice in the training of workers for industries essential to national defense. Whether the courses are designed for training, re-training, or refresher training of workers, practice is recognized as essential to the development of skills on the part of the learners. Only through practice can workers acquire the skills and abilities they will need if they are to take places in the defense industries now under way. The participation of increasing numbers of rural and urban schools is essential if the needed workers are to become available.

The on-going program expanded: For nearly a quarter of a century, through programs of vocational education in Kentucky, students have received instruction designed to prepare them for useful employment. Instruction in agriculture and home economics, and trade and industrial courses to prepare for skilled occupations have been offered. Likewise, the schools have provided commercial and business education courses designed to prepare individuals for useful employment. In recent years training for employment in distributive occupations has been expanded.

Although Kentucky's schools have been turning out trained workers during this time, the increasing momentum of the National Defense Program makes necessary a rapid expansion of going programs in order to turn out the new workers needed. With the thousands of well-equipped shops and skilled instructors available in every part of the country, it is fitting that the schools should be called upon to further develop these programs and to make such expansion as is necessary to meet the emergency. Founded on a basis of developing abilities through practical work, such schools find themselves in a unique position

which makes them unusually well qualified to meet the national-defense emergency.

Appreciation for work: There seems to be a growing tendency on the part of many young people in this country to look upon manual work as degrading, and as a thing to be avoided. The so-called "white-collar" job is the aim of too many of the youth of today. The schools have an obligation to develop citizens who not only may become skilled workers, but who have pride in their work, satisfaction in work well done, and an appreciation of the importance of all workers to the national security. The manual laborer who points with pride to the straightest ditch, the truest furrow, the strongest weld, must not disappear from the national scene.

DEFENSE TRAINING PROGRAM FOR INDUSTRIAL WORKERS

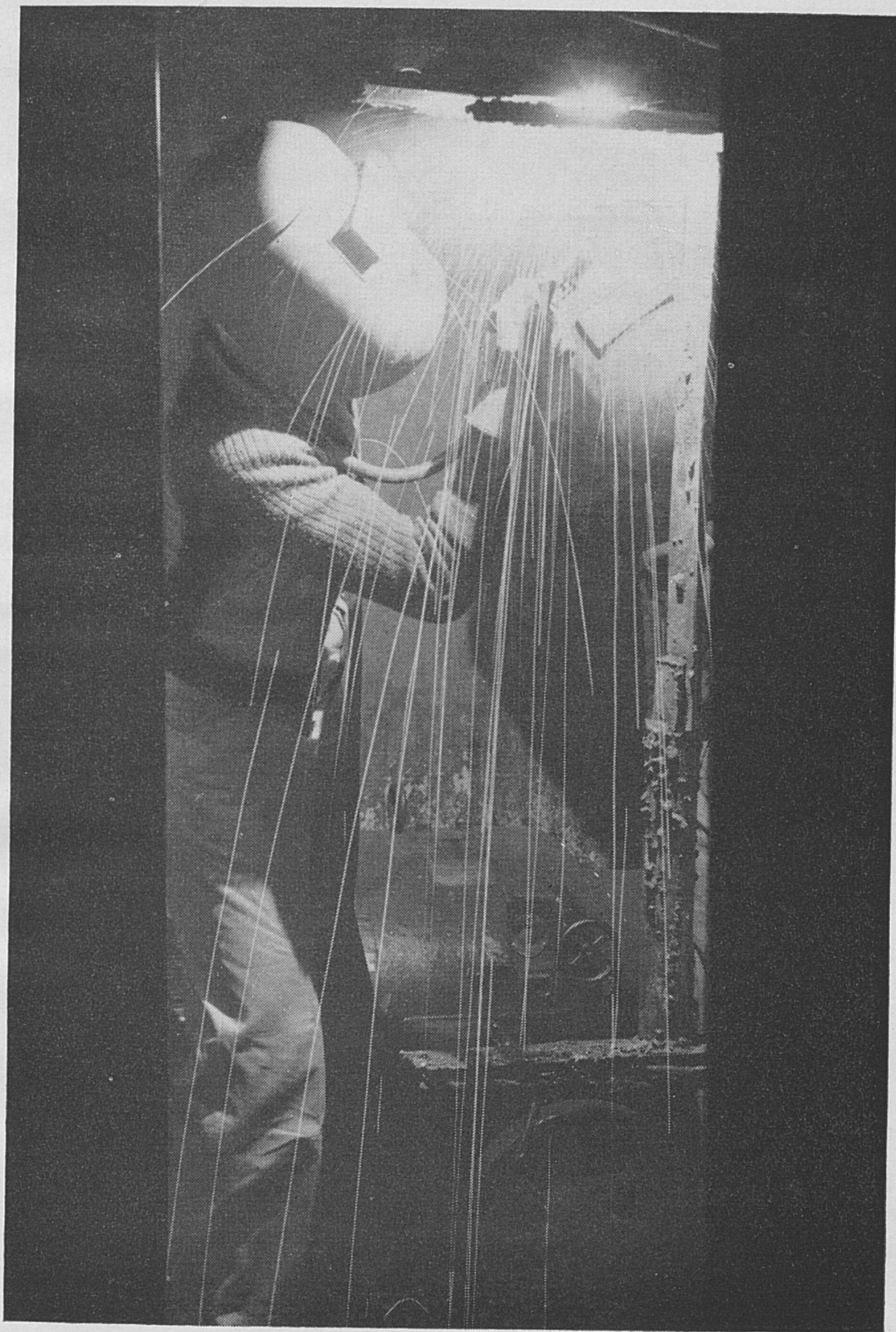
Education of defense workers under this heading is commonly referred to as the Number 1, or main Defense Training Program, because its controlling purpose is to train workers for specific occupations in industries essential to national defense. Launched in Kentucky on July 1, 1940, four days after the President had



MACHINE SHOP CLASS
Dressing a piece of steel on the shaper.

signed the Act of Congress appropriating money for the purpose, the Program has had an average of 2,070 people in training to date. For the country as a whole, there had been a total of over 213,000 persons enrolled at some time through the period ending October 15.

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The Program is based upon a functioning Federal-state cooperation which makes it possible to achieve some degree of centralized administration and at the same time meet specific local needs. The State Board of Education administers the Program through the Division of Vocational Education. The State Supervisor of Trade and Industrial Education is directly responsible for the successful operation of the Program.

Persons Eligible for Training

Trainees must be selected from two sources: men who have had some experience in the occupations for which training is offered, and workers who are already employed in occupations essential to national defense. While no definite age limits are specified, all trainees must be of employable age upon completion of training.

Where Training is Given

Because of the specific nature of the training demanded under this Program, it was considered practicable to establish courses only in centers where regular trade schools were being operated. The heavy expense of completely equipping new shops for training and of providing sufficient floor space and other facilities made it inadvisable to attempt to set up additional training programs in new centers. The centers are:

1. Ashland
2. Fayette County
3. Kenton County
4. Louisville
5. Mayo State Vocational School
6. Owensboro
7. Paducah
8. West Kentucky Vocational Training
School

Nature of the Training

All courses in this Program must be instituted on a basis of need, being designed primarily to train workers for occupations considered essential to national defense. The U. S. Commissioner of Education, upon the advice and counsel of the War and Navy Departments, has determined the industries that are essential to the defense effort. On the basis of these industries, certain fields in which training can be given have been specified. They are: Aircraft, Machine Tools, Shipbuilding, Automotive, Electrical, Forging, Boiler

and Heavy Steel Plating, Foundry, Light Manufacturing, Sheet Metal, Woodworking, Chemicals, Ammunition and Ordnance.

In order to make people quickly employable in these occupations, the period of training is short and intensive. Two types of instruction are offered under the Program: pre-employment refresher courses, and supplementary courses. All persons who are to enroll in the former must be selected from the registers of public employment agencies. State and local school authorities are responsible for the selection of enrollees from the group of persons submitted by the employment service. There must be reasonable assurance that upon completion of the training, the enrollees will be employable in jobs for which training was given.

It is the responsibility of school officials, at an early stage in the training period, to determine whether individuals can be made employable for the work for which they are being trained. If they cannot, they should be transferred to other programs, or should be eliminated.

The enrollees in supplementary courses must be workers who are employed in jobs closely related to those jobs considered essential to national defense. They should be enrolled upon the endorsement of employers and representatives of their trade unions.

Operation of the Program

Courses in the eight training centers listed are under the immediate control of local boards of education except in the State schools. The same cooperative relationship with the Department of Vocational Education prevails for this program as for the regular program of trade and industrial education.

The complete cost of training is borne by funds allotted to the State Board of Education by the U. S. Office of Education. The State Board of Education through its Vocational Division reimburses local centers for the cost of operating defense-training classes.

In Kentucky, training has been given in the fields of auto-mechanics, electricity, machine shop, sheet metal, welding, and woodwork. At the present time, 1,390 trainees are attending supplementary courses, and 870 are attending pre-employment refresher courses. Approximately one-half of the pre-employment refresher trainees were selected from the rolls of the WPA. Three hundred and thirty refresher trainees had been placed in employment by January 1, 1941.

Courses are conducted in school shops in the afternoon after the regular vocational classes close, and at night. In some cases it

is necessary to hold classes in commercial shops at hours when they are available for the use of the training classes.

Local programs are operated with the advice and counsel of local advisory committees. On each committee there is an equal number of persons representing employees and employers. Local committees approve the establishment of all courses and offer counsel and guidance in selecting trainees and instructors. The state advisory committee deals with problems which cannot adequately be handled by local advisory committees.

The Future of the Program

The future development in vocational education for defense workers will depend entirely upon the extent and duration of the emergency. The increased need for skilled workers, brought about by the national emergency, has helped to focus attention on the necessity for expanding the regular vocational education program. We are rapidly coming to realize that a comprehensive program of vocational education is now, and will continue to be, essential to workers and their employers. Kentucky, at this time, is just beginning to feel the full impact of the need for skilled workers to man jobs essential to national defense. The need for skilled workers will continue to increase as new defense industries are established in the State and in surrounding areas.

Kentucky has not yet felt the full force of the need for skilled mechanics, but as defense industries are established in the State and in surrounding states, the need is becoming more apparent.

Supplementary training for employed workers is expanding with increased employment. The number of people on the unemployed rolls is becoming smaller and smaller. It now seems that younger people will have to be started in training. Selection will be based largely upon aptitude rather than upon previous experience.

As the need for skilled operators increases, the necessity for training will be increased. The demand for buildings, equipment, and teachers is becoming increasingly great. Anticipating this condition, the Federal Government has made appropriations for purchasing additional teaching equipment, and for acquiring other facilities needed to make the training program effective.

As persons leave defense-training courses, a record of their achievement and of their ability to accept specific employment is made available to the Kentucky State Employment Service. These people are also provided with a training record card which they can present to prospective employers. These cards are given only

to people who have satisfactorily completed one or more definite units of instruction. A copy of the information entered on the card is also retained by the school so that a permanent record of this training will be on file.

DEFENSE TRAINING COURSES IN ENGINEERING

Engineering Defense Training was initiated in October, 1940, when Congress appropriated \$9,000,000 to pay the cost of short, intensive courses of college grade to meet the deficit in engineers with specialized training in fields essential to the national defense. Each course is specifically designed to prepare students with some technical training and experience for service with manufacturers or Federal agencies engaged in the national-defense program in such capacities as designers, inspectors, or supervisors of production.

Training Determined by Needs

Accepted students will have the cost of their instruction paid by the Federal Government, but will be required to maintain themselves and buy the needed textbooks. While placement after completion of the course is not guaranteed, the fact that courses will be aimed at recognized needs for specially trained personnel indicates that jobs will be available. The U. S. Civil Service Commission, State and Federal employment offices, and college placement bureaus will assist those who complete courses in finding jobs.

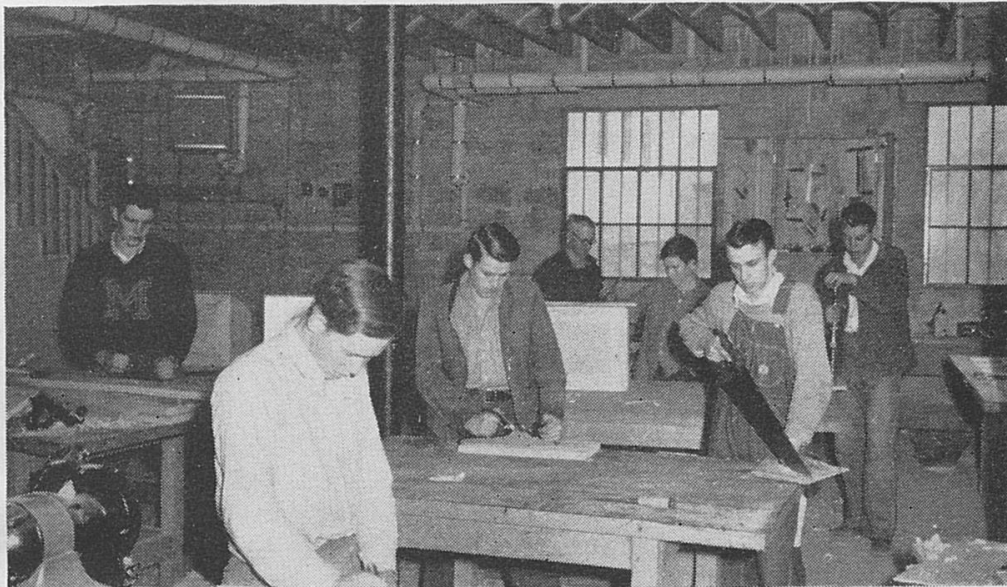
Instruction under the Engineering Defense Training Program is designed both for pre-employment training and up-grading of workers now employed in defense. Some courses will be given during the day, others at night. Many are being set up in temporary quarters near industries to be served, for the greater convenience of part-time students. Courses vary from 8 weeks to 6 months in length, depending on the subject and the study load that can be carried by students.

As all instruction is of college grade, a high school diploma is the minimum requirement for entrance. More stringent educational qualifications are necessary for advanced subjects. Each school determines admission requirements for its courses, and is the sole judge of qualifications of prospective students. In Kentucky such courses are being offered at the University of Louisville. Inquiries and applications should be addressed directly to that institution.

DEFENSE TRAINING FOR RURAL AND NON-RURAL YOUTH

The purpose of the out-of-school youth defense-training program is to give pre-employment training to youth in rural communities and small towns to better fit them to take their place in industry, should the need arise, without causing industry serious loss because of inexperienced workers. This program should develop in areas where there are large numbers of unemployed youth, a reservoir upon which expanding industry can draw for needed workers.

In the past, too few opportunities have been made available to youth living in rural areas. Although training for skilled trades has long been available to urban youth, no such training has been



A RURAL YOUTH WOODWORKING CLASS IN ACTION

within reach of the vast majority of rural youth. Doubtless there was some truth to the charge, made in World War I, that urban youth manned the factories, while rural youth manned the trenches.

At present it seems inevitable that many of these youth from rural communities and small towns will be needed in industry essential to national defense, and it is the responsibility of the schools to provide these youth with necessary basic training. School people throughout the State have accepted the challenge with enthusiasm, and regard it as a real opportunity to contribute to national security.

The Program

The rural and non-rural defense-training program is designed for rural and small urban communities.

Persons Eligible to Take the Training

Out-of-school youth who have attained the age of seventeen but who have not reached their twenty-fifth birthday, who file a registration card with a public employment office, who have the ability to profit from the instruction, and who probably will accept employment if and when offered them, are eligible for training.

Length of Courses

General pre-employment courses must run not less than 15 hours per week for at least 8 weeks. Ten or more eligible youth will constitute a class.

Where the Program May Be Conducted

The training may be given in any public school where adequate shop facilities are available, and where there are enough youth to justify the work (10 or more youth may constitute a class), provided the instruction is under public supervision and control. Most of the classes are conducted in vocational agriculture farm shops.

Nature of the Training

Two general types of training may be given:

1. General pre-employment courses which offer basic vocational instruction
 - a. Operation, care, and repair of tractors, trucks, and automobiles (including both gas and Diesel engines).
 - b. Metal work, including simple welds, tempering, drilling, shaping, and machinery repairs.
 - c. Woodworking.
 - d. Elementary electricity, including operation, care, and repair of electrical equipment.
2. Specific pre-employment preparatory courses which provide training for specific jobs such as:
 - a. Riveting.
 - b. Welding.
 - c. Machine shop occupations such as lathe work, drill-press operation, and bench work.
 - d. Aircraft sheet metal work.
 - e. Radio service and repair.

Operation of the Program

The first programs started in a few schools having good farm shops on December 16, 1940. On March 1, 1941, schools had made applications for and received approval on approximately 392 courses to be conducted in 184 centers.

At the beginning of the program Kentucky rural high schools had about 100 good farm shop rooms or buildings. Since the inception of the program, approximately 50 new farm shops have been planned. Many are now under construction. Many of these buildings are being constructed with NYA aid. The Division of Vocational Education, Frankfort, has developed plans for constructing farm shop buildings. These plans are being used for most of the new buildings.

Programs are also under way providing instruction for youth enrolled in CCC camps and on NYA work projects.

**INSTRUCTION FOR YOUTH EMPLOYED
BY THE
NATIONAL YOUTH ADMINISTRATION**

In accordance with provisions of recent national legislation, it is now the responsibility of Kentucky schools to provide vocational courses and related or other necessary instruction for young persons employed on work projects by the National Youth Administration. The U. S. Office of Education has been allotted necessary funds to make payment to the states for the cost of such instruction. The program in Kentucky is administered by the State Board of Education through the Division of Vocational Education.

Persons Eligible for Training

Only young persons employed by the National Youth Administration on resident or non-resident work projects are eligible for this training. In general, any instruction which educational authorities regard important in assisting National Youth Administration workers in making their necessary adjustments to occupational and civic life may be provided.

Nature of the Training

Suitable related and other instruction may be offered in conjunction with any work project where it is practicable to arrange an adequate work-study schedule.

Provision is made for the following three specific types of courses:

- (a) Extension training supplementary to work experience
Courses of this type include subjects related to work experience. For example, a course in extension training for a building-trades project would be related mathematics, science, and blueprint reading.
- (b) Preparatory training for occupational adjustment.
Courses under this heading embrace craft skills and homemaking. For example, a course in wood shop would include instruction in elementary skills, and a course in homemaking would include instruction in the activities carried on by a homemaker.
- (c) Instruction for civic and vocational intelligence
Courses in this category are in the conventional academic subjects of English, civics, safety, hygiene, first aid, and any others necessary to a well-rounded education.

Explanation of the Program

For workers on resident projects at least 15 hours of instruction per week must be given, which means that the worker will ordinarily spend one-half day in classes and one-half day at work. Workers on non-resident projects attend classes for a period of time decided upon by the local school authorities. No specified number of hours of instruction per week is required, but it is considered impracticable to organize a class for less than two hours per week or for fewer than ten pupils. It is believed that the greatest need at present is for "Type (a)" or related subjects classes. Unless special conditions prevail, these classes will be organized first. Classes for clerical workers and homemakers are exceptions and will be organized as "Type (b)". Instruction must be offered in segregated classes conducted at any time during the twenty-four hours of the day when satisfactory facilities are available. All costs of this training program are borne by the Federal Government. The local board of education employs instructors and has immediate responsibility for the operation of the program. Instructors of related subjects must meet the requirements prescribed for such teachers on page 29 of the bulletin, Organization and Administration of Vocational Education, published by the State Department of Education. Teachers of homemaking and clerical work must be certificated to teach these subjects in high school. The rate of pay for teachers shall be in line with local salary schedules. Local boards are reimbursed monthly for the cost of the program.

Operation of the Program

The State NYA administrator furnishes the Division of Vocational Education information on the location and nature of the various work projects that are maintained in the State, and offers suggestions as to the specific training needs of the young people employed on them. The Division of Vocational Education then advises the local school superintendents in whose districts the projects are located, to confer with the local NYA authorities and plan an educational program which will fit the needs of the workers concerned.

When this has been done, he fills in a questionnaire which has been sent to him by the State office and returns it with appropriate suggestions for setting up the program. He is then supplied with the necessary official forms for requesting classes and information sheets to be filled in by prospective teachers. When these are returned, the superintendent is advised to start the instruction if all standards have been met. If additional help is needed from the

State office, a staff member is sent to offer his services. Assistance in working out suitable courses of study and in providing instructional materials and other aids are available from the Division of Vocational Education.

A pamphlet entitled "Questions and Answers Relating to Training for Youth Employed on NYA Projects" has been sent to all superintendents having projects located in their districts. This release gives complete information on the program, and it should be studied carefully. Additional copies may be obtained from the State Department of Education. The Department will also answer specific questions relating to local programs.

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Under Southern Stars

Choose to Live

Preventing Blindness and Saving Sight

Posture

Delay is Dangerous

Body Defenses Against Disease

Drinking Health

On the Firing Line

The House Fly

Keeping Out Bad Foods

Let My People Live

Care of the Teeth

Behind the Shadows

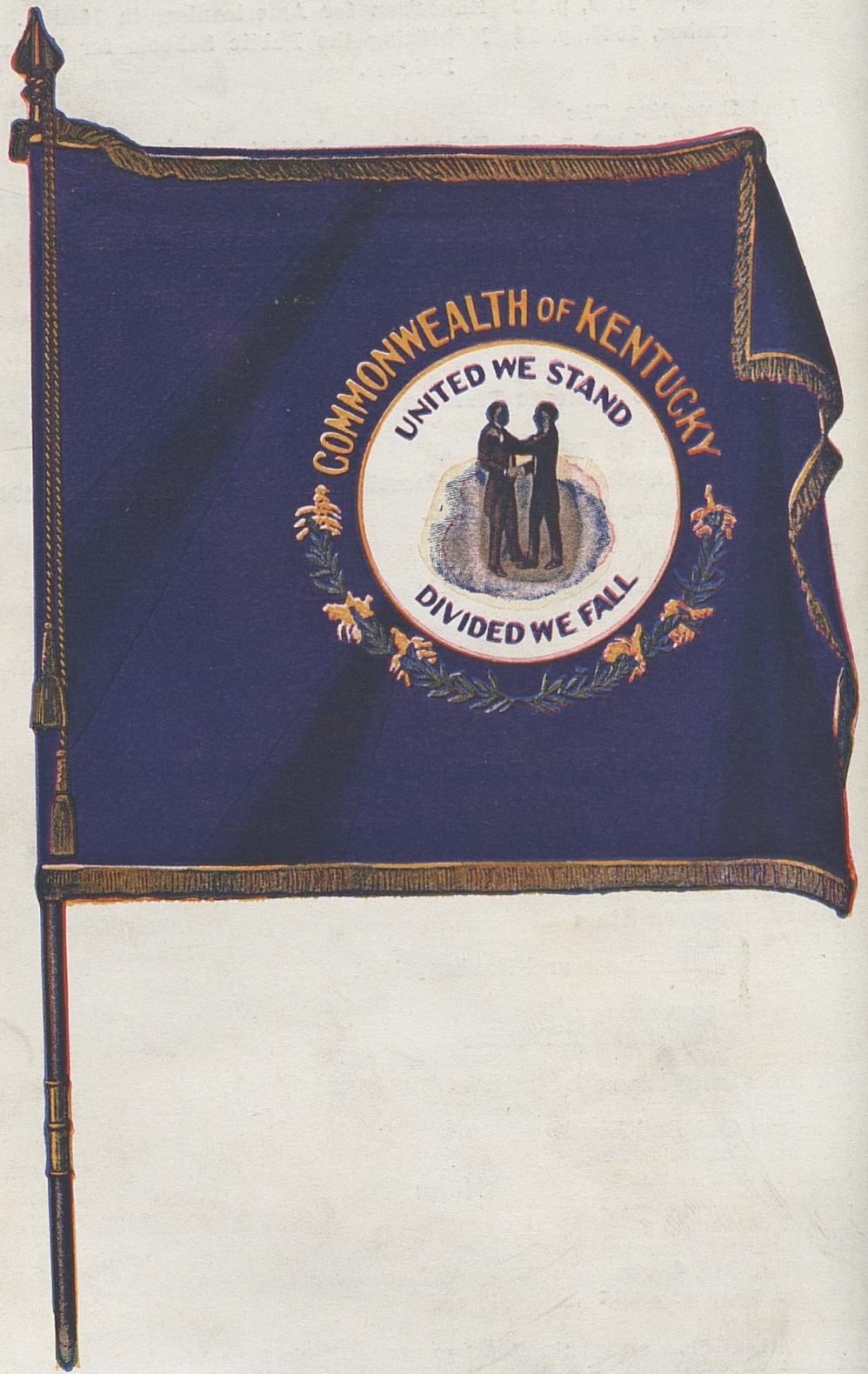
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Story of My Life

Goodbye Mr. Germ

They Do Come Back

* All of these films except the first two are available from W. Gayle Starnes, Department of University Extension, University of Kentucky, Lexington, Ky.



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