

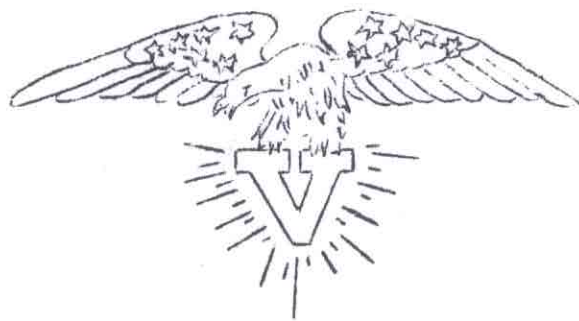
THE VICTORY CORPS PROGRAM

A

WARTIME PROGRAM

FOR

HIGH SCHOOLS



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CONTENTS

A Wartime Program for High Schools	1
The Wartime Commission and the High School Victory Corps . . .	2
Objectives of the High School Wartime Program which the Victory Corps Promotes	2-3
The High School Victory Corps.	3-4
Suggestions for Inaugurating and Developing the Victory Corps Program in the High School	4-7
Wartime Citizenship	7-21
Health and Physical Education.	21-22
Pre-induction Training	22-23
Pre-flight Aeronautics	23
Mathematics	23-25
Credit Allowed for Military Service	25
Opportunities for High School Boys in Forestry Service	25-26
Opportunities for High School Girls in Child Care	26

State Department of Education
REX PUTNAM, Superintendent
Salem, Oregon

A WARTIME PROGRAM FOR HIGH SCHOOLS

A century and a half ago, thirteen struggling colonies along the Atlantic seaboard established themselves as thirteen states and joined in a federation of United States. The document upon which this unity was based is one of the most significant in the history of mankind for it introduced into the family of nations a country whose faith was predicated not upon "I, the King" but "We, the People".

"We, the People" is expressive of the democratic faith upon which America is founded. This faith, translated into living, is the only way of life so far known to man in which human welfare, human worth, and human happiness are pre-eminent. It is the only existing way of life which recognizes the ever-changing nature of society and challenges men through individual achievement to build a better life for all.

The ways of democracy are not achieved by chance; they are not achieved by wishing. Through the thousands of years they have been sought by the blood and sweat and tears of those who chose to believe and endeavored to live. If now the faith seems too idealistic for men to attain, it can be truthfully said there will be no America without it; without America, civilization will perish in our time.

The faith by which we live does not teach us as a people to prepare for war. The fruition of our faith calls for a world which dwells in peace. Nevertheless, we are beginning to learn that when we waver from the tenets upon which our faith is based, when we become unable or unwilling to face the realities of the changing times, when we become untrue to the principles by which we live, the opposition rushes in to crush that which we have wrought and cherished. By nature of our being, it comes to us periodically that the education of our youth in the rugged virtues is essential if our free society is to survive. At these times we become confronted with the choice, either of doing what is essential and necessary, or doing nothing.

Since December 7, 1941 we, as a nation, have committed ourselves to doing what is "necessary". By sheer compulsion we have come to see that we must fight if we would survive. Slowly but daily we come to understand what "total war" implies. Steadily and more completely the utilization of our major resources is being directed toward the war effort. Our industries are being converted to war needs.

The basic resource of America is her youth; her greatest industry, education. Those responsible for the direction of youth shirk their responsibility if they do not provide guidance and training for all those young people who will be called upon for direct participation in the war effort. Those in charge of education who have complacently settled down to "school as usual" for the duration have yet to assemble the facts in the case. "Total war" makes imperative the preparation of youth for the manifold responsibilities and opportunities which now confound us if ultimately we are to achieve "total victory".

THE WARTIME COMMISSION AND THE HIGH SCHOOL VICTORY CORPS

The Wartime Commission of the U. S. Office of Education was set up some sixteen days after Pearl Harbor at the request of Paul V. McNutt. The Commission serves a two-fold purpose - acting as a channel of communication between government and education, and as a policy-making advisory body which would represent the thinking of the educators of the country and through which the needs of organized education can be presented to the government.

The membership of the commission is made up of representatives of every major educational association of a nonprofessional nature in America. Vocational education, parent-teacher organizations, libraries, health associations, safety associations, et cetera are all represented, for the most part by executive secretaries. Administrators such as county superintendents, city superintendents, principals, and college and university presidents also have representation. The members of the commission were chosen because they were located geographically near to Washington and could be called in conveniently for consultation. This explains why there are so few representatives from the western area. The commission has been meeting on an average of once a month and has been giving attention to the problems that have arisen in connection with education during the war.

The commission has some thirty subcommittees which work for no compensation in the detailed study of special problems. It became apparent as time went on that practically every agency in government which had a job to do in relation to the war effort felt at some time or another a need for coordination. So it was with education. Private organizations, Army, and Navy began to approach the schools with programs which they wished to have introduced. The Wartime Commission set up a subcommittee to consider this problem. This committee became known as the National Policy Committee.

The National Policy Committee was aided in the study of its assigned problem by a group of secondary school principals and other experts in the various fields discussed and by representatives of the Secretaries of War, Navy, and Commerce. Under the direction of the Policy Committee a group of practical school administrators representing all sections of the country worked out an over-all plan of wartime organization for high schools which could be developed on a national level and would coordinate all the activities which the secondary schools were called upon to perform in connection with the war effort. The plan of organization provided is the High School Victory Corps Program.

The Victory Corps program of coordination is flexible and is in all cases to be adapted to local needs. The organization is not social in nature and is not intended as another organization for students to join. In any adaptations standard and quality of the program should always be maintained. It should not disrupt the school program but should render it more effective for war needs and for the needs of reconstruction.

OBJECTIVES OF THE HIGH SCHOOL WARTIME PROGRAM WHICH THE VICTORY CORPS PROMOTES

- I. The training of youth for active participation in military service, war production, and essential community service occupations. This training is largely curricular and includes:

- A. Guidance into critical services and occupations
 - B. Training in wartime citizenship
 - C. Training in those physical activities which will contribute to physical fitness
 - D. Military drill
 - E. Competence in science and mathematics
 - F. Preflight training in aeronautics
 - G. Preinduction training for critical occupations
 - H. Preparation for essential community services
- II. Providing for the active participation of youth in the community's war effort while they are yet in school.

THE HIGH SCHOOL VICTORY CORPS

1. What is the Victory Corps?
A voluntary organization for high schools.
2. Is it a National Organization?
No. There is a national pattern for organization.
3. Is There a Political Motive Back of it?
No. Direction of the thinking of the pupils is entirely in the control of the local school.
4. Does it Represent the Beginning of a Youth Movement?
No. There is no ideology and no roster of members.
5. By Whom is the Victory Corps Sponsored or Recommended?
The Wartime Commission of the U. S. Office of Education.
6. What is the Purpose of the Victory Corps?
To mobilize high school students, particularly juniors and seniors, for more effective preparation and participation in the Nation's war effort.
7. What is the Purpose of the Insignia?
It is simple recognition of the fact that the student has consciously identified himself with the war effort.

8. Should the Standards for Membership be Difficult to Achieve?

The standards for general membership should be such that students will respect them but not such that they are impossible of attainment save by a few. Standards for membership in the special divisions are more specific and will exclude those not specializing in these areas.

9. What is the Most Important Phase of the Victory Corps Program?

The course of study which the pupil pursues in school to prepare him for the war effort and the actual contribution the student makes to the war effort while in school.

10. Is There a Place for Other Youth Organizations such as Boy Scouts, Girl Scouts, et cetera in this Program?

Yes. Any war activity carried on by a student as a member of the Scouts can also enable him to qualify for membership in the Victory Corps.

11. Is Military Drill Required for Membership in the Victory Corps?

No. It is purely voluntary. Some elements of military drill should be included in the physical fitness program for all boys. Provision is made for this in the manual for "Physical Fitness Through Physical Education for the Victory Corps".

12. From What Source can Schools Secure the Various Publications Which Relate to the Victory Corps?

From the Superintendent of Documents, Washington, D. C. Remittance (no stamps) should always accompany orders as that office does not keep accounts. The accompanying bibliography lists the materials available. The minimum aids that all schools should have are: High School Victory Corps (manual). Physical Fitness Through Physical Education, Preinduction outlines, and such other materials listed in the bibliography as may be an aid to the special divisions that may be sponsored by the school.

SUGGESTIONS FOR INAUGURATING AND DEVELOPING THE
VICTORY CORPS PROGRAM IN THE HIGH SCHOOL

At this time most of the high schools in the state have a Victory Corps Program organized and underway.

In initiating the Victory Corps Program most high schools have found it advisable to work through committees or councils composed of faculty members, students, and members of the community who may be brought in for consultation. These committees will doubtless continue to function in directing the general organization.

A major factor in determining the success of the Victory Corps Program in the school is the extent to which the members of the faculty have been informed as to the purpose of the program and the degree to which they have been convinced that its promotion is important. In all schools where the program is developing successfully, one of the preparatory steps consisted of a series of staff meetings

in which the Victory Corps Manual issued by the U. S. Office of Education was carefully studied and adaptations of the program to meet local needs were considered. In this preliminary stage of developing the program it has been found advisable by most schools to confer with certain community leaders to make certain that the program will receive community support and that student participation in out-of-school wartime activities such as those connected with civilian defense will be possible. It should be noted here that this close cooperation with community organizations and community wartime activities will be important throughout the war period. The active participation of a student group working under the direction and in friendly cooperation with the faculty committee which plans the program would also seem essential to the ultimate success of the Victory Corps.

Schools have employed various methods to secure the interest and enthusiasm of the student body in the Victory Corps Program. In all events it is advisable to avoid conveying the erroneous impression to students that the Victory Corps is a new national organization which is soliciting the membership of high school students. An attractive folder prepared for use in the Portland school system makes the following introductory comment to students:

"Your government has asked your cooperation in the great war effort. Prior to graduation you will be asked to contribute portions of your time to community service.

"Upon graduation you may be asked to serve either in the armed forces or in industry.

"The High School Victory Corps is designed to aid you in both instances and prepare you to fill positions in which you are best fitted and most needed."

This is your program. It is developed to meet your needs.

The requirements for general membership in the Victory Corps should be challenging but should not be so difficult of attainment that it is impossible for any student, who is willing to make reasonable effort, to become a member. Membership in the separate divisions - air, land, sea, production, and community - should, of course, be limited to those who can meet the specific requirements, and especially to those juniors and seniors who are seriously pursuing work that will fit them for specific services. It is advisable that each of these divisions be directed by a faculty member with the assistance of a student committee.

Some schools have presented insignia to Victory Corps members and have asked that students give oral pledge of their intent and willingness to prepare for service which will contribute to the war effort. In one school the chairman of the County Civilian Defense Council was asked to administer the pledge at a student body assembly, thus adding to the occasion a dignity that made it more impressive. The entire program became the subject of the leading article in the local newspaper thus enhancing the prestige of the local organization.

Problems attendant upon the initiation of the Victory Corps Program in any high school must be worked out in the light of the facilities available in each community and in the light of the climate of public opinion in the community. Some schools can go much farther than others in adapting their programs. No school should attempt to do more than it can do well nor more than that for which it can see reason and purpose. By the nature of things it is also imperative that those who are resident in the community take the initiative in developing the program.

Persons from the outside may come in and make suggestions growing out of the experience of other schools, but the final responsibility rightly and of necessity rests in the hands of local school administrators.

In response to the request of many school people, the State Department suggests the following steps in initiating and expanding the Victory Corps Program in the high school. These suggestions are to be taken for what they may be worth, and are in no event to be construed as a fixed pattern of procedure nor as a directive from the state office.

1. All those concerned with the administration of the school and the school staff should acquaint themselves thoroughly with the Victory Corps Program, its purposes, and all that its inauguration in the school implies.
2. The principal and the faculty should survey the local school and determine which phases of the Victory Corps Program can be incorporated in the local school offerings in the light of:
 - a. Available facilities
 - b. Student enrollment
 - c. Character of the student body
 - d. The abilities, both potential and real, of the staff
 - e. The assistance which can be secured from the community
 - f. The cooperation which can be secured from the community
3. A representative group of students, probably the student council, and finally the entire student body should be acquainted with the program.
4. A council consisting of faculty members, faculty members and elected student representatives, or faculty members, students, and lay members of the community, depending upon the plan which seems most practical and useful to a given community, should be set up. This group should advise with the principal or the principal and superintendent, as the case may be, regarding the policies and activities connected with the program.
5. General membership, rather than membership in the special divisions, should be encouraged for the major part of the student body. This will make it possible for first- and second-year students to participate.
6. Essential curricular changes should first be made at the junior and senior years of high school where those students are to be found who will be the first to enter military service, defense industries, or essential community occupations.
7. By aptitude tests, diagnostic tests, and individual counseling, an attempt should be made to discover the interests, abilities, and educational deficiencies of the individual students. Some schools can do more in this respect than others, but all can do something.

8. The school should, where at all possible, take steps to incorporate in the school program that instruction which will remedy educational deficiencies prior to graduation, and also engage the abilities of those interested students in the study of fields which will equip them more satisfactorily for entrance into the armed services, industry, or community service. This change should be made as rapidly as is consistent with efficiency and to the end that the greatest possible number of students may profit by this instruction. Suggestions for some of these instructional changes have already been made; additional suggestions are incorporated in this bulletin.
9. The special divisions of the Victory Corps will have a limited membership. In some schools it will even be impossible to organize these special divisions.
10. Local administrators need not be concerned with the matter of credits and college requirements. These matters will be worked out cooperatively by representatives of the administrators' associations, the colleges, and the State Department.

WARTIME CITIZENSHIP

A program in wartime citizenship must be absorbed in the English and social studies program, since these subjects, with science, constitute the content subjects. To make place for the wartime emphasis, some of the traditional work now done in these fields must be given up. It is difficult to state what might be finally eliminated, as almost all that we do has value. Teachers working in fields singled out for temporary elimination often see real values in their work which are not so apparent to the individual who is not so conversant with the field. The following questions are raised in regard to shift of emphasis. Their practicality will be determined by their feasibility to those teachers concerned with adaptation of the school program.

1. Could some of the work in short story and essay, now given in English, be profitably replaced by more instruction in grammar, and in correct and concise usage, both written and spoken?
2. Should more emphasis be given in the classroom on correct usage of the spoken word with attention to diction and enunciation?
3. Could some of the work in American and English literature be replaced by current history? Where this is done, however, preparation should be thorough and the material studied should be studied for definite purpose.
4. Could some of the current social studies program be replaced with offerings which are more in keeping with the times and would have greater educational value?

It is essential, if students are to cope with current history and with modern controversial issues, that they have some understanding of the scientific approach to problem solving. Steps in this procedure should be outlined and practice given in them. Use of this procedure involves a real technique in thinking, and while students may grapple with the problem at first they will gain in proficiency through practice.

The bulk of the material to be covered in the wartime citizenship program may seem so great that it is impossible to take pupils through all of it. Among adults the practice of contribution to the group has been developed to the point where one group works on one phase of a problem, while another group works on another phase, each group finally contributing to an understanding of the whole. Argument against the use of this procedure may bring out the point that this necessitates the use of student reports which are often unintelligible to the rest of the group. This statement may be answered with the assertion that a like situation often prevails among adults and that the best way to overcome it is through practice. In this manner English work which would stress use of the spoken word can be helpful.

Good speaking demands logical presentation which implies clear thinking. Experience in the techniques of outlining will assist greatly in developing this type of thinking. The habits which students form in the use of the aforementioned techniques, with the opportunities offered for student leadership, outweigh values derived from straight textbook study. This type of procedure demands much work and careful preparation on the part of the teacher, and also requires much skill in seeing that students adhere to the points under discussion and that they observe the amenities while the discussion is being given. There are many books available which give valuable pointers on techniques involved in leading group discussions. At no time should the teacher disappear from the picture and assume that students can manage alone. Immaturity of students and need for guidance explains why we have teachers.

Five desirable units of work, with references for each unit, have been briefly described. These units can be worked out in social studies classes, preferably at 9th, 10th, or 12th grade level. They can most easily be worked into the school program by substituting them for some of the older units in socio-economic problems. Where it is obviously impossible to cover all the units and a selection must be made, those having to do with backgrounds of the war and postwar problems would seem preferable. References given by no means include all those available. These lists can easily be enlarged upon with additional good material. All of the units have to do with topics which are described as essential for wartime citizenship training in the Victory Corps Program.

Two good references for teachers to consult in connection with this work are Education for Democratic Survival by Myer and Coss, published by Civic Education Service, 744 Jackson Place, Washington, D. C., and The Training of Secondary School Teachers Especially with Reference to English, Report of a Joint Committee of the Faculty of Harvard College and of the Graduate School of Education, Harvard University Press.

BACKGROUND OF THE WAR

- I. Outstanding developments in international policy from World War I to World War II.
- II. The political background of World War II.
- III. The economic factors in World War II - technological development.
- IV. The contrasting philosophies of life involved in the war - nazism, fascism, communism, democracy.
- V. Purposes and methods of the Axis; Axis strategy in conquered countries.

VI. Difference in peace under the Axis and peace under the United Nations.

References (Starred references are those considered to be most helpful.)

*Bacon, Francis L. The War and America. Macmillan. 1942. 60¢

An account of the essential issues arising from the last war and the main developments leading to the present conflict. Can be used as a textbook. Readable.

*Boak, Slosson, Anderson. World History. (New state adoption) Houghton, Mifflin. 1942.

Sections on imperialism, the first world war and its sequel, your own day.

*Brown and Herlin. The War in Maps. Oxford Press.

An atlas of "New York Times" maps.

Brown, Lewis. Something Went Wrong. Macmillan. 1942. \$3.00

A dramatic historical summary which tries to show how we have arrived at the situation in which we now find ourselves.

*Brown, William B., Stewart, Maxwell, and Myer, Walter E. America in a World at War. Silver Burdett. 1942.

Describes American foreign policy, clash of interests which produced the war, what America is fighting to defend, and economic and military conduct of the war. Liked by students.

Dean, Vera Micheles. Europe in Retreat. Knopf. 1939.

Points out some of the principal factors following World War I that paved the way for the Munich settlement. Good and readable.

Emery, Julia. Background of World Affairs. (New state-adopted supplementary.) World Book. 1942.

Entire book is good for this purpose.

*Goslin and Goslin. American Democracy Today and Tomorrow. Harcourt Brace. 1942. (New state adoption for 12th grade.)

Unit IX. Understanding Our Place in the World; This Changing World; The Threat of the Axis; From Isolation to War.

*Griffin, Robert A., and Shaw, Ronald M. School of the Citizen Soldier. D. Appleton-Century. 1942.

Material adapted from the course of study given to all men of the Second Army on world geography and trade, fundamentals of American history, world history from 1919 to 1942, organization of our armed forces, and the use of propaganda. Excellent.

Nevins, Allan. America in World Affairs. Oxford University Press.
1942. \$1.00

Good summary of American diplomacy during the past 20 years, including America's share in responsibility for the present situation.

Overstreet, Harry Allen. Our Free Minds. Norton. 1941. \$2.00

An effort to clarify the issues at stake in this war and to suggest possible forthcoming social and economic changes which must be carried through in the American way.

*Our Freedom Series. Row Peterson. 1940. (Adopted as supplementaries.)

Describes the four freedoms for which we fight.

*United States War Department, Public Relations Bureau. A Graphic History of the War.

*Wasserman, Louis. Handbook of Political "Isms". Association Press.
1941. \$1.25

A wholly objective discussion of each "Ism", the pattern of society it proposes and the manner in which it would bring about the society desired. Has been criticized in some quarters as being too objective. Could constitute a unit of work in itself if surrounded by sufficient supplementary reading.

Zelomek, A. Wilbert, and Shook, Robert C. American Business in a Changing World. McGraw-Hill. 1941.

Presents the economic background of the present war, prospects for America in case of either a German or an English victory. Not easy to read. This book or material of this nature should be considered.

AMERICA MOBILIZES FOR WAR

- I. Organization of government for the emergency.
- II. Mobilization of industry for defense.
- III. Mobilization of our armed forces.
- IV. Mobilization of the civilian population.
- V. Organizing for war on the home front.

References (Starred references are those considered to be most helpful.)

*Office for Emergency Management; functions and administration. For sale by Superintendent of Documents. 1942.

"describes functions and authorities of Federal War Agencies whose activities are coordinated with the O. E. M." Has good charts.

*United States Government Manual - Fall, 1942. Bureau of Public Inquiries, Office of War Information, Washington, D. C. For sale by Superintendent of Documents. \$1.00 per copy. \$2.75 for subscription (3 editions.)

Treats all branches of government and war agencies. Has excellent organization charts.

Boutwell and others. America Prepares for Tomorrow. Harpers. 1941.

An attempt to inform the citizen what his government and fellow citizens are doing in the utilization of manpower and resources for defense.

Finney, Burnham. Arsenal of Democracy; how industry builds our defense. McGraw-Hill. 1941.

Describes what American industry is doing to put through the defense program; what has already been accomplished in the key industries; difficulties the program faces; what needs to be done in the future. Excellent.

Andrews, Marshall. Our New Army. Little, Brown. 1942.

Describes training of enlistees in all branches of the service. Would be most interesting to students.

Carse, Robert. There Go the Ships. Morrow. 1942.

Story of the convoys that go to Murmansk in Russia around the North Cape and through the Barents Sea.

Hicks, James E. (Major, Ordnance Dept., Army of the United States.) What the Citizen should Know about our Arms and Weapons. Norton. 1941.

Discussion of various types of arms and weapons, pistols, rifles, machine guns, aircraft bombs, etc.

Pratt, Fletcher. What the Citizen Should Know about Modern War. Norton. 1942.

Modern war terms explained in readable prose. Many illustrations. A good, practical handbook.

Thompson, Lieut. Col. Paul W. What the Citizen Should Know about the Army Engineers. Norton. 1942.

Woodbury, David Oakes. What the Citizen Should Know about Submarine Warfare. Norton. 1942.

Dupuy, Colonel R. Ernest, and Carter, Lieutenant Hodding. Civilian Defense of the United States. Farrar and Rhinehart. 1942.

An outline of the diverse activities in which civilian war services are now being organized. Interesting.

Brindze, Ruth. Stretching Your Dollar in Wartime. 1942.

"How to buy, what to buy, and when to buy essential commodities."

Childs, M. This is Your War. 1942.

" . . . suggestions concerning the adjustments each of us will be called upon to make and the morale we must maintain."

How to Win on the Home Front. Public Affairs Pamphlet. No. 72. 1942.
Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York.

A discussion of rationing, price control, and stretching the food dollar.

*Paying for the War. A resource unit for teachers of the social studies. Bulletin No. 18. National Council for the Social Studies. Washington, D. C. 1942. 30¢

Provides a background of content material for teachers, learning activities, and extensive lists of materials for teachers and pupils on this important problem.

*The War on the Home Front. Consumer Division, OPA. (Already available to teachers.)

A series of nine units dealing with the problems of consumer education in wartime.

Wartime Consumer Education. Bulletin of the National Association of Secondary School Principals. November, 1942.

Devoted to a discussion of the various phases of consumer education in wartime. Extensive bibliographies included.

UNDERSTANDING THE OTHER AMERICAS

NOTE: In some schools students will have covered this material in the ninth grade. Where this has been done, there should not be repetition in the eleventh or twelfth grade.

- I. An understanding of the geography of the other Americas: their location with relation to the rest of the nations of the world; the people - their number, their history, their customs; the resources; the industries; the obstacles in the way of progress.
- II. Relationship of the economic and political conditions in the other Americas to conditions in other parts of the world.
- III. Relationship - commercial, cultural, and political of the countries of the other Americas to the United States.
- IV. Measures which may be taken to bring about closer and more amicable relations between all the Americas.

References (Starred references are those considered to be most helpful.)

Carr, Katherine. South American Primer. Reynal, Hitchcock. New York. 1939.

Gives brief historical background and much factual information on the various countries of South America.

*Chamberlain, James Franklin. Geography and Society. Lippincott. 1942. (New state adoption for ninth grade.)

Chapter 39 treats of geography of the Americas.

Crow, Carl. Meet the South Americans. Harpers. 1941.

Readable account of life on that continent.

*deHaas, J. Anton. Building Our Fences in Latin America. America in a World at War Series. Oxford University Press. New York. 1941. 10¢

Brief analysis of economic obstacles which stand in the way of hemisphere cooperation.

*Goetz, Delia, and Fry, Varian. The Good Neighbors: The Story of the two Americas. Foreign Policy Association. New York. 1939. 25¢

A brief history of Latin America and the relations of the United States with these countries.

*Gunther, John. Inside Latin America. Harpers. New York, 1941.

A highly readable account of life in the other Americas.

Hemisphere Solidarity. Education and National Defense Series. Pamphlet No. 13. Federal Security Agency, U. S. Office of Education. For sale by Superintendent of Documents. 15¢

Suggests methods, problems, and sources of information on teaching of hemisphere solidarity.

Inman, Samuel Guy. Latin America: Its Place in World Life. Willett, Clark, and Co. New York. 1937.

Good material on the politics and international relations of Latin America.

*Inter-American Relations - Helps for Elementary and High Schools. State Department of Education, Salem, Oregon. Free to Oregon teachers.

Has an extremely valuable list of sources of materials and teaching aids in Inter-American relations.

McCulloch, John I. B. Challenge to the Americas. Foreign Policy Association. New York. 1940. 25¢

Has good material on European possessions in the Americas, population, raw materials, foreign trade, etc.

Raushenbush, Joan. Look at Latin America. Foreign Policy Association.
New York. 1940. 25¢

General introductory material to Latin America.

Understanding the other American Republics. Education and National
Defense Series. Pamphlet No. 12. Federal Security Agency, U. S.
Office of Education. For sale by Superintendent of Documents. 20¢

A program for primary, intermediate, and upper grades on hemisphere
solidarity.

Whitbeck, R. H., and Williams, Frank E. Economic Geography of South
America. McGraw-Hill. 1940.

Treats the geography of South America in terms of its economic
importance.

UNDERSTANDING THE UNITED NATIONS

- I. An interpretation of the people, their customs, their outlook.
- II. An understanding of the differences and points held in common by
the United Nations.
- III. An understanding of what the United Nations, individually and
collectively, are fighting for in this war.
- IV. An impression of the effect of the war upon the peoples of the
United Nations.

References (Starred references are those considered to be most helpful.)

Alexander, Fred. Australia and the United States. World Peace Founda-
tion. 1941.

From the pamphlet series "America Looks Ahead". Describes cultural
relations between Australia and the United States, political develop-
ments, strategic considerations, etc. Somewhat difficult.

*Callender, Harold. The Enigma of the British. Oxford University Press.
1942.

A pamphlet designed "to assist Americans to understand the British"
and to secure "better cooperation with them in a common cause".

Carroll, Wallace. We're in this with Russia. Houghton-Mifflin.

Views of a war correspondent about Russia.

*Chamberlain, James Franklin. Geography and Society. Lippincott. 1942.
(New state adoption for ninth grade.)

Has new and easily accessible material.

Chiang Kai-shek, Madam. This is Our China. Harpers. 1942.

An analysis and portrayal by Madam Chiang Kai-shek of her country and her people.

*Davies, Joseph E. Mission to Moscow. Simon and Schuster. 1941.

Mr. Davies, former United States Ambassador to Russia, presents his story of life in the Soviet. This book is interesting and will be liked by students.

Davies, R. A., and Steiger, A. J. Soviet Asia - Democracy's First Line of Defense.

For those who would know more about Russia.

*de Haas, J. Anton. Our Allies: The Netherlands East Indies. America in a World at War Series. Pamphlet No. 20. Oxford University Press. New York. 1942. 10¢

Statement of the economic importance of the Netherlands East Indies and description of their government.

Dostert, Leon. France and the War. America in a World at War Series. No. 24. Oxford University Press. New York. 1942. 10¢

"attempts to trace the principal factors which help to explain the sudden collapse of French military and political resistance; . . . and to suggest what the future role of France may be as the war unfolds to its victorious conclusion for the United Nations."

Duranty, Walter. The Kremlin and the People. Reynal and Hitchcock. 1941.

An interesting account by the former Russian correspondent of the New York Times of Russia and its people.

*Gunther, John. Inside Europe. Harpers. 1940.

Highly readable accounts of the countries of Europe and the people who dominate them.

*Gunther, John. Inside Asia. Harpers. 1942.

This book does for Asia what Inside Europe does for Europe. Interesting but not always accurate.

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Outlines the geography of the U. S. S. R.

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An interesting discussion of the development of the U. S. S. R.

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Gives the history of Australia, the growth of institutions and industries, the character of the people, and the importance of the island continent in the strategy of the United Nations.

Williams, Albert Rhys. The Soviets. Harcourt Brace. 1937.

Gives a picture of Soviet life and institutions, how they came into being, plans and prospects for the future.

Yutang, Lin. My Country and My People. Reynal and Hitchcock. 1935.

Written by a Chinese scholar, this book is considered to give one of the best available pictures of Chinese life.

Aids to the Study of China in Schools, also

A Teachers' Guide to Books on China (high school and adults) prepared for the School's Committee of United China Relief, 1790 Broadway, New York City. (May be borrowed from the Oregon State Library.)

UNDERSTANDING THE AXIS NATIONS

- I. An interpretation of the people, their customs, their outlook.
- II. An idea of the war psychology of the Axis nations.
- III. An understanding of the plight of the Axis conquered countries.
- IV. An understanding of the purposes and intents of the Axis nations in this war.

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An interesting account of Japan, its development, its economy, its government, and the issues in the war in Asia.

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Interesting study of those forces which led to Japanese expansion in continental Asia; also a description of Japanese internal development.

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Describes conditions in the occupied countries of Europe, the reaction of the German people to the Russian War, the effect of British bombings on German industrial workers, etc.

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*Hartshorne, E. Y. German Youth and the Nazi Dream of Victory. America in a World at War Series. Oxford University Press. Pamphlet No. 12. 1941. 10¢

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*Johnstone, William C. America Faces Japan. America in a World at War Series. Pamphlet No. 17. Oxford University Press. New York. 1941. 10¢

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Moen, Lars. Under the Iron Heel. Lippincott. 1941.

Describes German invasion of Belgium and life there during the German occupation. Readable.

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Personal narrative of 12 refugees who escaped from Europe and fled to America.

Oechsner, Frederick and others. This is the Enemy. Little Brown. 1942.

"Five stars of the United Press shed illumination on Europe at war."

Prange, Gordon W. Hitler's Speeches and the United States. America in a World at War Series. Pamphlet No. 16. Oxford University Press. New York. 1941. 10¢

Deals with those topics in Hitler's speeches that have a bearing upon the United States.

*Price, Willard. Japan Rides the Tiger. Reynal and Hitchcock. 1942.

First-hand information about Japan and its people, based on extensive travels by the author in that country. Excellent.

*Shirer, William. Berlin Diary. Knopf. 1941.

A description by an American foreign correspondent of the period in Berlin from August, 1939 to the end of 1940.

St. John, Robert. From the Land of Silent People. Doubleday Doran. 1942.

Story of the subjugation of Yugoslavia and the evacuation of the allied forces from Greece. A grim story which spares the reader none of the horrors.

Torres, Henry. Campaign of Treachery. Dodd, Mead. 1942.

An account by one of France's most brilliant lawyers of tactics employed by Hitler to demoralize certain French politicians and journalists before the war.

*Weigert, H. W. German Geopolitics. America in a World at War Series. Pamphlet No. 19. Oxford University Press. New York. 1941. 10¢

An examination of the ideas of the Nazi geographer, Dr. Karl Haushofer.

WORLD TRENDS AND POSTWAR PROBLEMS

- I. Domestic problems to be faced in the United States when the war ends.
- II. World problems which will concern the United States when the war ends.
- III. Significant world trends.

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A study of Africa's role in the war.

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*Chase, Stuart. The Road We are Traveling. Twentieth Century Fund. 1942.

This is the first book in a series the purpose of which is to depict some of the problems which will face the United States after the war. Other titles in the series are:

Goals for America: A Budget of Our Needs and Resources.

The Dollar Dilemma: Problems of Postwar Finance.

Tomorrow's Trade: Problems of our Foreign Commerce.

Farmer, Worker, Businessman: Their Place in Postwar America.

Winning the Peace.

Cole, G. D. H. Europe, Russia, and the Future. Macmillan. 1942.

A somewhat difficult but timely discussion of the problems which will face postwar Europe.

*Corey, Lewis. The Unfinished Task. Economic reconstruction for democracy. Viking Press. 1942.

Treats inescapable postwar world economic problems. Somewhat difficult; good for seniors.

*DeSeversky, Major Alexander P. Victory Through Air Power. Simon and Schuster. 1942.

Shows the importance of air power to winning the war and what we may expect of air power in the future.

*Dreber, Carl. The Coming Showdown. Little, Brown. 1942.

Presentation by the author of adjustments which he believes must be made after the war if our economic system is to survive and operate effectively.

Farson, Negley. Behind God's Back. Harcourt, Brace. 1941.

A most readable account of life and politics on the continent of Africa.

Farley, Miriam S. America's Economic Stake in the Far East. American Council, Institute of Pacific Relations. 1941. 10¢

Portrays the interests of the United States in the Far East.

For a Better Postwar Agriculture. National Planning Association, 800 21st Street, N. W., Washington, D. C. Pamphlet No. 11. 1942. 25¢

Presents some of the problems which must be faced to improve the conditions for agriculture in the postwar world.

Galloway, George B. Postwar Planning in the United States. Twentieth Century Fund. New York. 1942. 60¢

An analysis of postwar plans which are being made by various organizations in the United States.

Haynes, William. This Chemical Age. Knopf. 1942.

Gives an idea of the chemical revolution and its possibilities for the future.

McWilliams, Carey. Ill Fares the Land. Little, Brown. 1942.

Shows the effects of the machine age on agriculture, and the changes which agriculture has undergone in modern times.

Moody, Blair. Boom or Bust. Duell, Sloan, and Pearce. 1941.

Describes plans for converting industry from a war to a peace basis.

*National Resources Planning Board. Pamphlets. For sale by Superintendent of Documents.

After Defense - What? 5¢

After the War - Full Employment. 5¢

Better Cities. 5¢

The Role of the Housebuilding Industry. 5¢

The Future of Transportation.

Our National Resources. 10¢

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Peffer, Nathaniel. Basis for Peace in the Far East. Harper. 1942.

Written by an associate professor of international relations at Columbia University, this book describes the problems which attend the making of peace in the Far East.

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A collection of magazine articles describing the latest scientific developments and the part they will play in the future.

*Renner, George T. Human Geography in the Air Age. Air Age Education Series. Macmillan. 1942.

Describes the influence of aviation on geography and indicates the importance of understanding this change for the future.

Staley, Eugene. World Economy in Transition. Council on Foreign Relations, 45 East 65th Street, New York. 1939.

Shows how each part of the world has become dependent upon the other parts for its economic welfare.

Stevens, Alden. Arms and the People. Harpers. 1942.

Gives background material on problems which may be dealt with after the war.

Teaching War and Postwar Problems. Published by the Public Affairs Committee and the Foreign Policy Association. Distributed by Silver Burdett. 1942. 15¢

HEALTH AND PHYSICAL EDUCATION

No part of the secondary school program is affected more in this war period than that which pertains to health and physical education. This phase of the program is covered thoroughly in the new manual Physical Fitness Through Physical Education issued recently by the U. S. Office of Education.

The desired wartime program for secondary schools in physical education has been thoroughly discussed and ably demonstrated in a series of nine institutes held in the nine Army Corps Areas. Similar discussions and demonstrations will be presented in a series of institutes in approximately 15 centers in Oregon.

Complete adaptation of the physical education program to wartime needs is essential. It is quite generally agreed that the usual program of voluntary sports that gives major emphasis to interschool contests will not suffice at this time. Likewise, the peacetime program in physical education which centered around those students in the beginning years of high school and made no specific requirements of those in the senior year will not suffice. The war emergency compels a revision of this order and demands that first consideration in the physical education program be given to the training of junior and senior boys who may be parti-

icipating in some type of military training in a year or even less. Where teaching facilities will not permit a full program for all students, the circumstances of the times would dictate the heaviest program for the advanced students in the school.

Army and Navy officials are asking that the minimum program in physical education, especially for senior boys, be approximately one hour per day of physical activity under the direction of a teacher and ten hours per week of supplemental activity. The latter may consist of physical work or participation in voluntary sports.

PRE-INDUCTION TRAINING

The "all-out" effort of the high schools to do their part in winning the war is bringing about many changes in the high school program of studies. One of the best balanced and most intelligent discussions of a wartime education program for high schools is to be found in a pamphlet issued by the Educational Policies Commission and entitled "What the Schools Should Teach in Wartime". A splendid synopsis of this article is to be found in the January issue of the N. E. A. Journal. This synopsis should be read by every high school teacher.

The war emergency demands that high school administrators and teachers accept a flexible program which will make it possible to depart from traditional procedures. Former courses that have been planned to run through a full year may have to be reduced to a shorter period or give way entirely to include new content more in line with immediate needs.

The question may justly be asked "How can juniors and seniors take the additional courses suggested in the Victory Corps Program, complete the required courses, and carry to the end of the year the courses in which they are now registered?" The answer to this question is to be found in providing the aforementioned flexible program. By this time all high school principals should have copies of five new pre-induction courses of study issued by the War Department. Each of the outlined courses can be made the basis for a full semester course. It is not essential that schools plan to offer all these courses. In some schools it may be possible to add these courses to the program and still continue the regular program of studies. In other schools it will be necessary to substitute the new work for some of the older courses or plan the inclusion of the new work in the regular courses. For example, a senior boy registered in a course in physics and having completed one-half year's work might profitably transfer to a course in Fundamentals of Radio or Fundamentals of Electricity at the beginning of the second semester. If staff and facilities were adequate in the school the regular work in physics might still be offered to interested students. Where staff and facilities are inadequate, the pre-induction work would replace the regular physics or be incorporated in it. The interest and ability of the students, the extent to which students will be able to make immediate application of what they learn, and the ability of the staff to teach these courses should be the factors which determine program modification.

In "A Wartime Education Program" issued by the Educational Policies Commission, the following statement is made:

"Pre-induction training should be an integral part of the education of every able-bodied youth before he attains his eighteenth birthday. It should be accorded academic prestige. It is recommended that high schools issue certificates of competence to boys who success-

fully complete one or more of these pre-induction courses and that these certificates be presented to the Army reception centers upon induction."

In view of the fact that a majority of junior and senior boys within a year's time will hold positions in the armed service requiring specialized training, it becomes almost mandatory upon the schools that they make every effort to provide some such training as that now outlined in the pre-induction courses issued by the War Department.

No government agency has prepared text material for the pre-induction courses. Texts are being prepared by a number of reputable publishing companies. In this emergency it would be neither practical nor possible for the State Department of Education or the State Textbook Commission to attempt to examine all the materials which will be offered in these fields and to attempt to issue an approved list. School officials in choosing texts for any of these courses will have to rely upon their own judgment or the judgment of such specialists in these fields as may be consulted. Care should be taken that content in the textbooks selected corresponds with the courses as outlined by the War Department, that the texts are written by good authors, and that they are published by reputable companies. The State Department will be glad to confer with schools whenever possible relative to selection of texts in these fields.

PRE-FLIGHT AERONAUTICS

According to records in this office, 46 high schools in Oregon are now offering a course in pre-flight training in aeronautics. Approximately 1,000 high school students in the state are taking this course. In most schools the work offered constitutes a full year's course. Text materials prepared under the direction of the C. A. A. and published by the Macmillan Company are being used.

A number of inquiries have been received concerning text materials that may be used in teaching the pre-induction courses. For the pre-flight aeronautics the C. A. A. has produced a series of texts. These texts are published by the Macmillan Company and since the material was prepared by a government agency, it has what might be considered official approval. However, there are a number of other good texts in this field that may be used.

MATHEMATICS

It has been said that when the fleets meet in the Pacific victory will go to the side having the best mathematicians. While mathematics has been emphasized as being essential to the prosecution of the war, teaching of it for this purpose does require some direction.

Quoting from the N. E. A. Journal for January, 1943, from an article entitled "A Wartime Education Program": "It does not follow that all high school students should be required to take extended instruction in advanced, formal mathematics and science. . . . It is better for the war effort that the great majority of people should have a mastery of arithmetic and no systematic algebra, geometry, or trigonometry, than that they should have a smattering of advanced mathematics without mastery of arithmetic. Students now in high schools who lack ability to handle arithmetical operations should learn there the arithmetic they ought to know and should have practice in applying this skill in solving simple, every-day problems. . . . Beyond arithmetic, wartime mathematics instruction in the secondary school should be definitely related to actual wartime duties - problems of aviation, navigation, mechanized warfare."

It is suggested that all high school seniors be given a test which is diagnostic in nature and which would determine whether or not they are proficient in the fundamentals of arithmetic. Where students are deficient in these fundamentals, the school should make every effort, either through special classes, or through special instruction in regular courses, to remedy these deficiencies.

The test used by the Navy on navy recruits might be helpful for this purpose and is included here for the convenience of those teachers who desire to use it. Teachers can also construct their own tests for this purpose. Tests which are sold commercially and which would be helpful are:

Stanford Achievement Test, Advanced Arithmetic Test, either of the four forms. World Book Company, San Francisco.

Metropolitan Achievement Tests, Revised, Advanced Arithmetic Test, either form. World Book Company, San Francisco.

Unit Scales of Attainment, Arithmetic.
Educational Publishers Inc., Minneapolis.

SAMPLE EXAMINATION OF EQUIVALENT DIFFICULTY
(Result marks of 3,052 representative navy recruits tested
in November and December 1941)

	<u>Answers</u>	<u>Use this space for figuring</u>
1. $768 \times 97 =$	_____	_____
2. $60,952 \div 76 =$	_____	_____
3. $1/3 \div 2/5 \div 3/4 =$	_____	_____
4. $3/5 - 1/4 =$	_____	_____
5. $1/5 \times 1/4 \times 5/8 \times 1/6 =$	_____	_____
6. $7/8 \div 1/4 =$	_____	_____
7. $2 \div 89.369 \div 148.37 =$	_____	_____
8. $6.5 - 4.468 =$	_____	_____
9. $3.78 \times 4.263 =$	_____	_____
10. $23.75 \div 6.25 =$	_____	_____
11. Express .6 as a common fraction in lowest terms	_____	_____
12. Express $5/8$ as a decimal	_____	_____
13. $2/3$ of 57 =	_____	_____
14. 425 is $5/8$ of what number?	_____	_____
15. 45 per cent of 4,180 =	_____	_____
16. 650 is 40% of what number?	_____	_____
17. Solve for the value of x $8/84 = 7/x; x =$	_____	_____

- | | | <u>Answers</u> | <u>Use this space for figuring</u> |
|-----|---|----------------|------------------------------------|
| 18. | From 9 hrs. 11 min. 18 sec.
Subtract 6 hrs. 28 min. 40 sec.
Answer _____
<u>Hrs.</u> <u>Min.</u> <u>Sec.</u> | | |
| 19. | How many cubic inches in 4
cubic yards? | | |
| 20. | What is the square root of 21,609? | | |

CREDIT ALLOWED FOR MILITARY SERVICE

In November, 1940 a statement was issued by the superintendent of public instruction authorizing schools to allow a maximum of two elective units toward graduation to those high school students who complete at least nine months of military service. This policy was established to accommodate those high school boys who were inducted into military service through the National Guard. The same policy applies to boys who enter military service under the Selective Service Act. The policy has been modified to the extent that senior boys who have completed only one-half year's work in the required course in social science may be granted credit for the second semester's work in this field on the basis of military service.

OPPORTUNITIES FOR HIGH SCHOOL BOYS IN FORESTRY SERVICE

The various state, private, and Federal forest protective agencies of Oregon will need approximately 2,000 men to fill positions as lookouts, patrolmen, and fire crew members for the coming fire season. The only requirements for employment will be that applicants be at least 16 years of age and that they be physically and mentally equipped to do forest work.

The period of employment will begin approximately June 1 and will last until September 15 or later, depending upon fall weather conditions. All new men will be started at a salary of at least \$100.00 plus board and lodgings per month, or the equivalent in salary without board and lodgings. There will be excellent opportunities for salary increases for all men who show special aptitudes.

Crews will be housed either in houses or in floored tents, and cots, mattresses, and sleeping bags will be provided by the hiring agencies. The work will consist of forest improvement work such as trail and road building, telephone line construction, and wood cutting, in addition to fire control duties when the fire season becomes acute. Except on the fire line all work days will be limited to eight hours with holidays provided when weather conditions permit.

As a means of recruiting and selecting men for these positions the forest protective agencies will hold training classes under the High School Victory Program in all high schools in the state where sufficient interest is shown. These classes will be held during the spring term and will consist of 10 hours of classroom instruction and as many field trips to forest areas as time and travel restrictions will permit.

The course of instruction will include such subjects as map reading and forest surveying; telephone line construction and maintenance; the use of two-way portable radiophones; the operation of the lookout's fire-finder; and methods of fire control. All boys who attend these classes will be given employment agreements as soon as they have demonstrated their willingness, aptitude, and physical fitness for the jobs to which they are assigned.

All class members, whether seeking employment or not, will be eligible for membership in the Civilian Defense Forest Fire Fighters' Service.

Training classes will be started in any school where there is a sufficient number of boys interested to justify the forestry department in providing an instructor. No definite minimum size of class has been set, but it might be said that in any school where there are as many as six boys who are interested in this work the principal should get in touch with Mr. John B. Woods, Jr., State Forestry Department, State Forester's Office, Salem, Oregon, as soon as possible. Classes will be started early in March.

OPPORTUNITIES FOR HIGH SCHOOL GIRLS IN CHILD-CARE

Lanham Act funds are now available to defense areas in this state for the purpose of providing extended school services to the children of working mothers. These services will be of two types - nursery schools and extended school services. Since many persons will be needed to assist in caring for these children, a plan has been suggested whereby homemaking departments working cooperatively with those in charge of extended services may provide training for high school girls so that they may assist in the care of children either at home, at school, or in the community.

There is a wide variety of ways in which these girls may work with children, hence many different types of ability are needed. The training should be available to all girls in the school, whether or not they have previously been enrolled in homemaking courses. The training may be given as a separate course or as part of a course already existent in the school. Such training has two major objectives: (1) to help students learn how to work with children so that the contact contributes to the growth and development of both the child and the student; and (2) to give the students the specific skills and abilities they will need to meet the requirements of the job for which they are training. It is impossible to prepare a standardized program for this purpose. The aim in this work is to develop understandings, appreciations, and skills; not to cover a set amount of content. This is a field in which many phases of the school program may contribute.

Where centers are located for this purpose, it is suggested that those responsible for developing the training program read "Child-Care Training Through the Victory Corps" in Education for Victory, December 15, 1942, before beginning the program. It is further suggested that they get in touch with the Director of Services to Children of Working Mothers, Mrs. Frances Wright Jonasson, State Department of Education, and the State Supervisor of Home Economics, Miss Bertha Kohlhagen, State Department of Education.

1/13/43 - 500