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# NATIONAL GO-TO-SCHOOL DRIVE

★ ★ ★ ★ ★ 1944-45

A HANDBOOK FOR COMMUNITIES  
prepared by . . .

CHILDREN'S BUREAU . . . U. S. Department of Labor  
U. S. OFFICE OF EDUCATION . . . Federal Security Agency

★   ★   ★   ★   Even now, at this moment when our gallant fighters are locked in battles around the world; even now, when our total energies at home must be focused on producing the vast materials of war; even now, we say to our boys and girls: Go to school.

Go to school, and learn all you can from your teachers, your books, your laboratories, and your schoolmates. Learn how people live together harmoniously, work together creatively, play together joyously, and think together courageously.

Knowing such things will be of far greater value to you than any dollars and cents you earn now. Understanding such things, you will be able to take hold of the peace we win, and molding it with your young hands and hearts make it the beginning of a never-ending great adventure.

*Katharine F. Leisner*

*John H. Studdaker*

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*This handbook\* is addressed to parents, teachers, students, and all other citizens concerned with the future of our Nation, to aid them in their efforts to . . .*

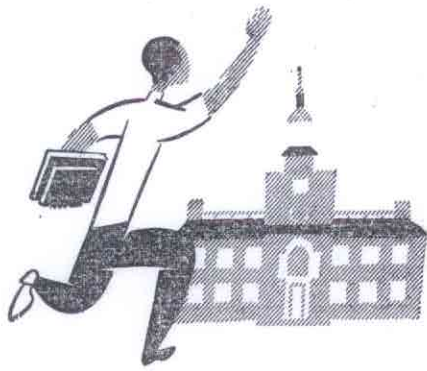
**ENROLL AND KEEP THE NATION'S BOYS  
AND GIRLS OF HIGH-SCHOOL AGE IN  
SCHOOL, EITHER FULL TIME OR IN A  
WELL-PLANNED SCHOOL-AND-WORK PROGRAM,  
UNTIL THEY COMPLETE THEIR COURSES.**

*Local publicity and activities promoting the GO-TO-SCHOOL drive should be started well in advance of local school openings and continued for at least a month after. National campaign materials will be released from August through October. This program is sponsored by the . . .*

**CHILDREN'S BUREAU . . . U. S. Department of Labor  
U. S. OFFICE OF EDUCATION . Federal Security Agency**

*It has the cooperation of the Office of War Information and the endorsement of the War Manpower Commission . . . . \*Everyone is free to use the material in this handbook and to quote from it as desired*





## LET SCHOOL BELLS RING

Hats off to American boys and girls! They have shown superb readiness and eagerness to share in the work of the war.

They have sold millions of war stamps and bonds. They have gathered millions of pounds of scrap. They have taken on innumerable home duties so fathers and mothers can fight and work for victory. Millions of youngsters have taken full-time jobs. Others have added jobs on top of school work. (See page 16 for The Facts of the Situation.)

Now the time has come when all of us must scrutinize far more carefully than we have in the first 3 years of war the use that is being made of the capacities, energies, and time of our teen-age young people. More than ever we need to realize ourselves and make vivid to our boys and girls the immense importance to them and to the Nation of school.

**One million fewer boys and girls were enrolled in our high schools**

**last year than in the year before we entered the war. There is danger ahead for them and for us if this drop in high-school enrollment continues.**

Most of this falling off in enrollment is due to the steady drain of young people from schools into jobs.

In the summer of 1943 some 5 million boys and girls from 14 through 17 years of age went to work. When schools opened in the fall, 400,000 fewer students enrolled in high schools than had enrolled the year before.

This summer probably more than 5 million of these teen-age young people have jobs. That is more than half of all our 14-through-17-year-old youth. The question is: How many of these boys and girls will return to school?

Every American boy and girl needs the best education and training the Nation can provide. Both for the children themselves and for the future of our country, more high-school training than ever is needed. Education is the key to the future.

We know the value of training and study. We know how much modern wars depend on scientific knowledge. We know how much a lasting peace will depend on intelligent and trained minds. We know how much a nation owes to the sound bodies and sound minds of its citizens. As a Nation, we believe that our children should be wiser, abler, and more successful people than we are. We know our schools can help them to become so.

Personal needs and local labor situations may require some boys and girls to work during the coming year. Some work experience may have significant educational value for some young people. For the vast majority of them, however, school provides the greatest opportunity for development, and adults should help them to give school **PRIORITY NUMBER ONE** now.

This handbook has been prepared to help local communities organize effective Go-to-School drives. It presents the facts about school enrollment and youth employment. It tells some of the reasons why boys and girls have flocked into jobs. It suggests some of the arguments adults might use in persuading young people to enroll for school. It outlines some activities for local organizations in a Go-to-School drive.

The biggest job of persuading must be done in communities where boys and girls live. Parents, employers, union members, school and church people, and neighbors, who are closest to these young people, will do the best job of putting across this campaign.

Children's Bureau, U. S. Department of Labor

**Katharine F. Lenroot, Chief**

U. S. Office of Education, Federal Security Agency

**John W. Studebaker, Commissioner**

## WHO'LL RING THE SCHOOL BELLS?

It's the school's job usually, but this year—if all the boys and girls are to hear them and answer them—the whole community should join in.

Here are various suggestions for community action. Some may be usable, others not. Each community will want to work up its own ideas, programs, and appeals.

All community-wide Go-to-School committees should consult and cooperate closely with local War Man-



power Commission officials, since they are the source of information on the labor-market situation and on the extent to which part-time school-and-work programs are needed.

## 1. Head up your drive with a community-wide committee

Some communities already have an appropriate committee, representing all groups of people who know and care what is happening to youth, to head up a Go-to-School drive. If so, this committee should take leadership promptly.

Where there is no such committee, a special one should be organized to do this one job.

The broader such a committee is,

the better it can work. In addition to local school authorities and War Manpower Commission officials, organizations of parents and teachers, employers, businessmen, labor unions, churches, youth-serving agencies, and young people themselves should be represented on a Go-to-School committee.

Its membership might include individuals who do not already belong to a civic organization. Perhaps the mayor would join. There may be a policeman who knows large numbers of young people, likes them, and cares mightily what happens to them. He might be invited to join. The man behind the counter of the corner drugstore might make a good member. So might the manager of a neighborhood movie house, a clergyman, a writer, or a radio-station manager.

Nobody outside a community can blueprint the perfect way to mobilize all forces in a community-wide Go-to-School committee. Each community will want to work out its own plans.

To get started, the trick is not to wait until somebody calls you up, but for you to start things moving by calling on one or two leaders of the groups mentioned above and offering your help to get a community-wide committee to act.

## 2. Spread the news

Community-wide Go-to-School committees will want to do a general publicity job:

To get the local press, radio stations, publications, and other media interested and informed.

To help each medium develop lively stories, interviews, polls, scripts.

These committees will want to develop action programs for different groups in the community: employers, school administrators and teachers, labor unions, parent-teacher groups, civic organizations, youth-serving agencies, and young people's groups.

The news can be gotten to them through correspondence, telephoning, addresses at meetings, and so forth.

## 3. Divide up the work

The job can best be done when committees are large enough to include representatives of all possible co-operating groups. It can be done most easily when each member or group in the committee shares in the work and has specific assignments.

Here are some action ideas that might be tried out.

### TO BOYS AND GIRLS OF HIGH-SCHOOL AGE:

Many of you have spent your summer vacation on farms, in stores and factories helping with the job of winning this war. Now that school is soon to begin once more, I trust that you will return to your classrooms and laboratories. Of course, it may be necessary in some labor-shortage areas to continue to enlist the help of high-school youth in supervised work-school programs. We are defending ourselves today against enemies who have attempted to make slaves of us all. When we have beaten them back, we will have won half the battle. But the big struggle will still remain, of seeing that our freedom stays won.

In this struggle you will have a big part to play. This is why it is so important that you continue your studies to equip yourselves to understand the great problems ahead and how to deal with them. The opening of school this fall is your "D-Day" in the struggle for a better world. I hope that every one of you will meet its challenge wholeheartedly, just as your older brothers are meeting their challenge all over the world.

Sincerely,



PAUL V. McNUTT, Chairman  
War Manpower Commission



# HERE'S HOW

## ACTION IDEAS FOR TEACHERS AND SCHOOL ADMINISTRATORS

1. The board of education might announce its support of the Go-to-School drive through the general press and its own channels. The superintendent of schools might use the drive as the topic of announcements or circular letters, stressing the importance of completing a high-school education.

2. The principal of each high school might write a letter to each eligible student registered in his school last spring, pointing out the importance of returning to school. Those who applied for work permits during the summer might well be praised for their contribution to the war, be reminded that their first duty is to complete their education, and be informed of school-and-work arrangements if part-time work is necessary.

3. In areas where student part-time work is needed, administrators should arrange with local employers schedules of hours for student employment which will not conflict with school work. In some cases school programs or hours may need to be shifted.

4. Where types of student jobs make it feasible, administrators and teachers might establish a policy regarding the granting of credits for work experience.

5. School guidance counselors might arrange "open house" for summer job holders to discuss job-and-school plans and the value of the experience and salary they are getting on their present jobs.

Where student work is essential to the war or personal income, counselors can help students obtain part-time work in school-and-work programs which will offer them the most valuable experience in line with their future plans and yet provide part of the necessary income.

6. School administrators or teachers might meet with work-permit officers to discuss plans for urging non-high-school graduates who apply for work permits in August and September to take only short-duration full-time jobs and when school opens to work in at least a part-time school program.

7. If, during the school year, a student seems likely to leave school to take a full-time job, counselors might anticipate the drop-out by suggesting a part-time work-and-study arrangement which will provide a compromise and work to the best advantage of the student's development.

8. Small teacher committees might reach parents of working children through telephone calls, home visits, and letters.

9. School officials might publicize new and interesting things in courses and in extracurricular activities which high schools are offering in the coming school term.

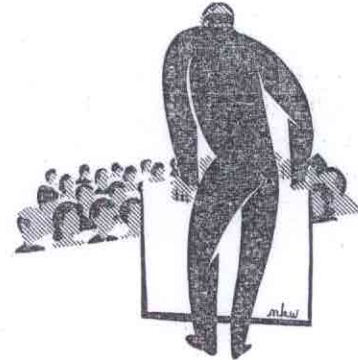
## ACTION IDEAS FOR EMPLOYERS

1. Volunteer your help in organizing a community-wide Go-to-School drive, or join a committee already at work. Your active support of such a committee may be the deciding factor in its success.

2. Make certain that there are no violations of State or Federal child-labor laws in your plant.

3. Bring the campaign to the attention of your labor-management committee, trade association, the chamber of commerce, and businessmen's clubs, and help them plan to support the campaign.

4. If you have a plant paper, see that it gives strong support to the Go-to-School drive.



5. Make an occasion when the mayor, the school superintendent, other prominent citizens, or a persuasive young person can address your employees on the importance of the Go-to-School drive.

6. Take a poll, before school opens, to find out how many of your high-school-age workers are signing up for school courses. Invite any young people now in your employ who have any doubt about the value of school to come in and talk over their plans with you or your personnel officer.

7. Use any available posters throughout the plant, or have some made.

8. Support the campaign in your advertising and publicity.

9. Immediately after the fall school term starts, post an honor roll of teen-agers in a prominent place in your plant, listing the young people who have left your employment for full-time school and those who are combining school courses with work.

10. See how close you can come to putting into practice in your shop



the suggested part-time standards for young workers who cannot return to school full time. Copies of these standards, drawn up by the War Manpower Commission, the U. S. Office of Education of the Federal Security Agency, and the Children's Bureau of the U. S. Department of Labor, can be obtained from these agencies in Washington, D. C.

## ACTION IDEAS FOR LABOR UNIONS

1. Offer the support of your organization to the community-wide Go-to-School committee.
2. Get campaign news to all union meetings and urge each of them to pass resolutions supporting the Go-to-School drive. See that the local newspapers receive copies of all resolutions.
3. Urge union-paper editors to give the campaign their backing. Suggest that they run interviews with returned soldiers who are union members and who support the campaign.
4. Give union backing to the campaign on any radio programs put on in your community.
5. Help to bring the campaign into the shop by seeing that posters are displayed and shop meetings are held and that shop stewards talk with young workers about the importance of school.
6. Through labor - management committees encourage plant policies that will enable young workers who must work to continue their education along with their jobs in well-balanced school-and-work programs.
7. Give the Go-to-School drive a place on Labor Day programs.

Stress labor's interest in education and in supporting child-labor laws.

8. Support your State and Federal child-labor laws by making sure that no violations occur in plants covered by your union. Encourage your members to report any violations to the union, and urge your union to report these to the State labor department.

9. Promote the recommended standards for part-time school-and-work programs for young people who must work which have been prepared by the War Manpower Commission, the U. S. Office of Education of the Federal Security Agency, and the Children's Bureau of the U. S. Department of Labor.

Copies of these standards can be obtained from these agencies in Washington, D. C.

## ACTION IDEAS FOR PARENT-TEACHER, CIVIC, AND CHURCH GROUPS

1. Offer the support of your organizations to the community-wide Go-to-School committee.
2. Make sure that all members know about the campaign by reporting news of it in organization bulletins and arranging for speeches at meetings and by any

### TO THE YOUTH OF AMERICA:

Let me lay before you a serious problem we Americans must face; a problem only high-school students can solve. Our Nation, which has grown great by cultivating the abilities of its people, is now rolling up a colossal deficit in education. Our college classrooms have few men students. More than one million fewer young people your age are now in high school. Hundreds of millions of man hours of learning are being lost forever.

You want this country to be powerful and prosperous after the war. But this country can do its duty in world leadership only if its citizens continue to have the "know how."

The best place for you to get ready for tomorrow is in high school. The Army and Navy want boys and girls to complete their high-school education before joining the services. The War Manpower Commission says schooling comes first.

To give up a job in September and return to school may mean a temporary sacrifice of income. It may seem to mean sacrificing work essential to the war. But your "battle station" is in school. Your Nation asks that you return to your post of duty in high school and stay by it until you have finished the job.

Cordially,

*John W. Studebaker*  
JOHN W. STUDEBAKER  
U. S. Commissioner of Education



other device you use to reach your members.

3. Encourage each organization to pass resolutions supporting the campaign, and see that news of any action taken is reported to local newspapers.

4. Arrange meetings of parents of working boys and girls to explain the importance of returning to school, to report on the possibilities for part-time school-and-work arrangements, and to urge wider use by young workers of counseling services.

5. Use any radio time you can get to stimulate interest in the campaign.

6. Have posters made and displayed in clubs, ball parks, camps, stores, movie houses.

7. Encourage local stores to support the campaign in their newspaper and radio advertising and in window displays.

## ACTION IDEAS FOR YOUTH-SERVING AGENCIES

1. Encourage young people to participate in the community-wide Go-to-School committees.

2. Present the importance of going to school in forums, youth groups, and general meetings for the purpose of promoting the campaign.

3. Arrange for consultation services with qualified adults for young members who need advice on their school-and-work problems.

4. Encourage young people to prepare posters, and write and produce dramatic skits and radio shows to be presented to youth and to adults.

5. Hold a meeting of each youth

group to discuss the values of completing high-school education and of standards for part-time school-and-work programs where they are needed.

6. Arrange with managers of local movie houses for 2-minute talks at each movie show to be given during the week before school opens, urging all the boys and girls of high-school age in the audience to join the procession back to school.

7. See that full reports of activities by youth in behalf of the Go-to-School drive reach local newspapers and radio stations.

## HOW TO PRESENT THE GO-TO-SCHOOL IDEA

It is hard at any age to measure the long-time value of education, and for young people it is especially hard. The immediate advantage of being well prepared for military service can be demonstrated fairly easily. But boys and girls need help in understanding the importance of preparation for the post-war world, when competition for jobs will be keener than ever; when many new skills and much greater flexibility in adjusting to changes will be required; when everybody will need to know more about the world than people knew before the war if they are to be effective citizens.

To illustrate some of the ways of expressing the advantages of being a trained person, the following slogans and themes have been developed for possible use by community committees in preparing local publicity. Each community committee will, of course, be able

to improve on these and originate better slogans to fit the needs of its own boys and girls.

## THEMES FOR YOUTH

### Do you want to be a kite in a four-engine world?

That's what you might be, if you don't get all the education possible for the speedy, complicated world ahead when the war will be over. It takes training to keep pace with the great advances in skills going on now in wartime. There'll be even more when the war is won. Get your education now so you'll be ready for the exciting life ahead.

*Go to school!*

### He lost out because he was a Model T.

People who are Model Ts can operate on only four cylinders because they have had only grammar-school education or less. Some of them "get by," in a fashion. Most of them are far outdistanced by better-trained people. Don't be satisfied with anything less than the best training our schools provide.

*Go to school!*

### He's winning his service stripes. Are you winning your diploma?

When your brother or your father





comes home, he'll be wearing a badge of honor for giving his best service to the Nation in wartime. The best service you can give the Nation is to get all the training you can crowd into these important years of your life, so you will be ready for the big job ahead. What courses will you have completed by the end of the war?

**Go to school!**

### **Soldiers study, too.**

Men in the services know how valuable schooling is; even at the end of a hard day's work many of them go to school. The Army has organized a special institute to provide them with study courses. If a fighter has need for study, it might come in handy for you, too. Be sure to enroll for school this year.

**Go to school!**

### **Will it look BIG 5 years from now?**

That job you are holding down now is big. But how will it look 5 years from now? If you have a feeling you'll like a bigger one in 1950, don't trust to luck that it will come your way. Enlist in school now for as many courses as you can carry. That's where you get education for bigger and better jobs.

**Go to school!**

### **Ahead of YOU?**

Hundreds of thousands of boys and girls just your age are enrolling again for school this fall. Are you going along? Remember, your classmates will not wait for you. A

year from now they'll be out in front. Where will you be?

**Go to school!**

### **Thanks for the lift, partner.**

You boys and girls who have been helping to get things done this summer are grand sports—giving up your fun, working day in and day out, never complaining. The Nation thanks you from its heart. . . . It's school time, now. And that's where you are needed most. The War Manpower Commission says so: "In most cases, youth under 18 can best contribute to the

war program by continuing in school, and when their services are required, accepting vacation and part-time employment." So, good-bye for now, partner. See you next summer!

**Go to school!**

### **Ever open an oyster with a toothpick?**

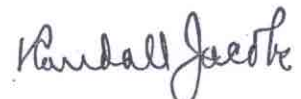
The world's your oyster, granted. But you want to know what goes on inside your oyster, don't you? It takes a strong, sharp knife to open an oyster. It takes wide knowledge and deep understanding

## **TO YOUNG MEN UNDER 17 YEARS OF AGE:**

The Navy needs young men who have the brains to think, the strength to fight, and the will to extend themselves. This means that every young man under 17 should do everything possible to develop his mind and his body. Specifically, it means that you as one of this group should let nothing stand in the way of your return to high school this fall. You probably have been employed during the summer in a factory or on a farm. Such work has certainly counted in winning the war. Your efforts will count more, though, if you return to school this fall, take all the courses in mathematics, science, and English that you can get, and above all undertake a regular daily program of vigorous physical development.

We are engaged in a technical war. We shall continue to need alert young men and women who can express themselves in clear language and who know enough about the fundamentals of mathematics and science to learn rapidly how to operate and maintain our technical equipment. The technical developments of the war are bound to continue and expand in the post-war period. For the success I know you desire in the near future as well as later, you need to see that you make the best possible use of your present opportunity to obtain a basic education. The time for that is NOW!

Sincerely,



**RANDALL JACOBS**  
Vice Admiral, U.S.N.  
Chief of Naval Personnel



to cope with the world that belongs to you. School will help you acquire both.

**Go to school!**

## THEMES FOR PARENTS

One of the things our country can take great pride in is the will our parents have to provide better education for their children than they themselves had. To that determination must go much credit for the great advances made in education in our country. In these war days the educational ambition of parents for their children has to compete with the lure of wartime jobs. How to persuade young people to put school ahead of any job not absolutely necessary is one of the hardest problems parents of teen-age boys and girls are struggling with today. They need all the ideas anyone can give them. Here are several:

### **"If I were only young again."**

If you were, would you crowd more schooling into your early years? Why are you so sure? Do your ruminating out loud with the boy or girl who is having a hard time making up his or her mind to enroll for classes this fall. The tale of your lost opportunities may strengthen that child's determination not to repeat your mistakes.

*Help enlist our high-school-age boys and girls in school this fall.*

### **Share your dreams.**

When the war is won, great leadership will be needed to rebuild the world and make every community a good place to live in. You believe that. Help your youngster to believe it. And the biggest chances for leadership, you know, will come to the best-trained young people. You want your youngster trained and ready when peace comes. School's the best place to get the

rounded education peacetime leaders must have.

*Help enlist our high-school-age boys and girls in school this fall.*

### **Half a loaf is better than none at all.**

Maybe your youngster must earn some money. Maybe a job gives him the chance for development that he needs. Maybe the community cannot get along without his help. (Check and double check these arguments before you accept them as facts.) Then balance against them the advantages of a part-time school-and-work program. If you want help, consult the school principal or counselor. Don't let your boy or girl lose out on school because you failed to help him plan.

*Help enlist our high-school-age boys and girls in school this fall.*

### **It's our problem — and we'll face it.**

Is your boy or girl holding back from school because of fear there won't be a job for him or her after the war is over? There's only one answer to such a fear. That is the determination of every adult to work for full employment after the war. If your youngster knows you share in that determination, maybe he will feel easier about giving up a present job and returning to school.

*Help enlist our high-school-age boys and girls in school this fall.*

## THEMES FOR EMPLOYERS

Some employers are in areas of acute labor shortage. Some are not.

An employer in a really tight labor market, where it is clearly impossible to enlist all high-school-age

youngsters in full-time school, can be of help in working out part-time school-and-work programs which will ease the labor situation and still give youngsters some chance for continued schooling.

An employer located in an area where the actual or potential labor supply is adequate can be urged to find adult workers rather than high-school-age boys and girls.

Many employers in both situations need to be reminded that there are child-labor statutes on the books, even in wartime, and these laws must be observed. A few need reminding that their own immediate necessities are less important than the safety and opportunity for development of our young people.

Three U. S. Government agencies—the War Manpower Commission, the Children's Bureau of the U. S. Department of Labor, and the U. S. Office of Education of the Federal Security Agency—have worked out minimum standards for the employment of in-school youth on a part-time basis. These standards have also been endorsed by the War and Navy Departments, the War Production Board, and the Maritime Commission.

Community committees can get from the sponsoring Federal agencies information on existing child-labor legislation and on recommended part-time school-and-work standards.

### **If he were your son . . . ?**

Would you have him start to work before he had had all the schooling he could use? Other fathers are away at war. Their sons, like your own, need your encouragement to keep on with school. You'll give it, won't you?

*Help enlist our high-school-age boys and girls in school this fall.*



### **Help him win his "E" too.**

He's been helping you at the plant. Now it's your turn to help him. The "E" that will mean most for him and the Nation is the "Excellent" he wins at school. Won't you try to persuade him?

*Help enlist our high-school-age boys and girls in school this fall.*

### **There's a bottom to that well.**

One out of every four youngsters from 14 through 17 years old was at work last winter full time or part time. Millions of high-school-age boys and girls got less than their full quota of school opportunities.

It was good to have their help. It would be nice to have it again. But can we afford it?

These are the people on whom we must depend, in the years ahead, for the knowledge and understanding the Nation will need to solve its many post-war problems and to fill its industrial needs. We help ourselves when we help them to get all the school experiences they can crowd into their younger years.

*Help enlist our high-school-age boys and girls in school this fall.*

### **No Purple Heart for him.**

(Find an illustration of a youngster who lost a hand, a foot, or suffered some other serious injury on the job. See page 16, and ask your State labor department for other examples.)

There is one for his big brother, injured on the battlefield, but none for him. His injury happened on the production line. He wanted to get in there and help with the war. He was too young and too eager on a job that required a man's judgment and control. He took a chance . . . and so did his boss.

*Give every high-school-age boy and girl a fair chance to study, learn, and mature in school. Help enlist each one you know in school this fall.*

### **I pledge allegiance—**

... to the flag;

... to the Republic;

... to youth;

... to the laws that have been passed for their protection against too early and too hazardous employment;

... to the opportunities all boys and girls should have for developing their skills, their knowledge, and their understanding of the world in which they will work and live as responsible adult citizens;

... to the principle that every child should have all the schooling he can use.

*Help enlist our high-school-age boys and girls in school this fall.*

### **Spare a kid some time, mister?**

Those high-school-age boys and girls working for you full time may never see the inside of a school again if they don't have a chance now. Help them to finish their high-school course by working out a part-time school-and-work program. Your school principal will help you plan one.

*Help enlist our high-school-age boys and girls in school this fall.*

## **THEMES FOR CITIZENS GENERALLY**

Only as adults rally around schools as the well and center of learning can boys and girls be persuaded to

seek out school. Millions of adults, whether or not they are parents or employers, have a large stake in making our schools the place where young people want to gather. More than a summons to school is necessary, but a declaration of faith in education is a long start toward making school the rendezvous of eager, exploring, and creative youth.

### **Let's make ours a Nation of high-school graduates.**

We can . . . but only if EVERY boy and girl is encouraged and helped to finish high school. When we entered the war, the average citizen had had only a little more than a grammar-school education. During the war high-school enrollment has dropped off 1 million. Let's turn the tide NOW toward school instead of away from it. Every year of school lost now sets us back.

*Help enlist our high-school-age boys and girls in school this fall.*

### **Where's that higher standard of living coming from?**

From the knowledge and skill of grammar-school graduates? . . .

That isn't impossible . . . but the chance for raising our living standards is much better with a Nation of high-school graduates.

*Help enlist our high-school-age boys and girls in school this fall.*

### **Saipan meant nothing in your life.**

You could grow up without giving a thought to the far-away spots of the world where now your son and



your neighbor's son are fighting. Today even the remotest part of the world is part of your life. It will be even more important in the lives of our boys and girls. Let's give them every chance possible to know and understand the complicated world they are growing up in.

*Help enlist our high-school-age boys and girls in school this fall.*

## WHY HAVE YOUNG PEOPLE LEFT SCHOOL FOR WORK?

No Nation-wide poll has been taken on this question. Competent observers, however, list these as some of the reasons given by young people, parents, school personnel, and others close to the situation:

**Desire to earn money.** "Jobs are easier than ever to get. Pay is good. Money in the pocket helps



you to get respect, be your own boss, and have a good time."

**Desire to help the Nation.** "Uncle Sam wants everybody to fight or work. Youngsters can't go to war, but they can take jobs. So leaving

school and working is the patriotic thing to do."

**Desire to help employers.** "Schools have been an easy reservoir to tap for workers. When labor shortages appear, many employers turn to school-age young people for help, rather than first seeking out other sources of labor. You don't help a teacher when you go to school. You do help a boss when you go to work."

**Desire to help the family.** "In millions of homes where the adults are either in the service or at work, a young person is apt to be out of things or in the way. But getting a job helps to get attention, add to the family income, and put you on a par with the patriotic older members of the family."

**Doubt of the future.** "These teenage boys and girls are children of the depression. They and their parents remember when jobs were hard to get. They are fearful of a lack of jobs when the war is over. Better work now while jobs are plentiful. School can wait."

We cannot afford to waste manpower by exposing youth to hazardous occupations or to working conditions or hours that would endanger their physical and intellectual development. Their services must be used in such ways as to bring about their maximum contribution to manpower needs consistent with their health and welfare and with the fullest use and development of their aptitudes and abilities.

*Paul V. McNutt, Chairman  
War Manpower Commission*

**Doubt of education.** "Youngsters cannot be expected to take the long view of education and balance its values against immediate pleasures or economic returns. Nor can they anticipate the difficulties in returning to school after breaking off. When adult interest in education lags, the youngster's interest in school lags. Too little emphasis has been given to the value of school during war by parents, communities, and the Nation."

## WHAT YOUNG PEOPLE MISS BY DROPPING OUT OF SCHOOL

### SCHOOLS PREPARE FOR WARTIME SERVICE

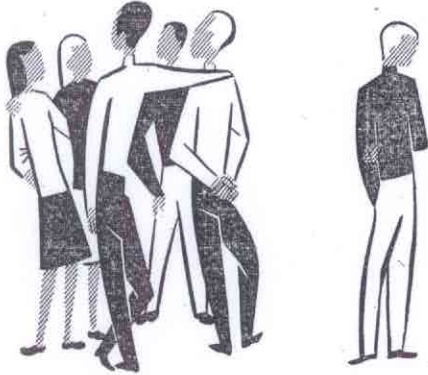
If a student does not return for the last year of high school, he will probably miss physics or chemistry, advanced high-school mathematics, the fourth year of English, American history, second year of a foreign language, an intensive year of physical education, courses which will develop speed in typewriting, courses in health education, first aid, and home nursing. It is precisely these courses which the Army and Navy and civilian industry ask students to complete before reporting for service.

*John W. Studebaker  
U. S. Commissioner of Education*

A British soldier was guarding a group of German prisoners en route to South Africa. From one section to another below deck they



were singing. The tune was *Die Lorelei*, but the words were different. Because this soldier knew German, he nipped in the bud plans these prisoners had made to overcome their guards at mealtime.



Lt. Col. Pierpont Morgan Hamilton was awarded the Congressional Medal of Honor for his services in winning over the French forces at Port Lyautey. Colonel Hamilton was captured immediately after the death of his superior officer, but he completed his mission successfully. In an interview he later gave the credit for saving his own life and accomplishing his task to his fluent knowledge of French.

★

The GIs try to talk with the civilians. Some use their hands; others, the little English-French phrase book. But the ones who can speak French are the lucky and envied ones.

*Morris Engel, U. S. Navy  
In the invasion theater*

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**Languages are learned in school.**

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... boys who wish to enter naval flying ... cannot have mathematics or physics enough.

*Rear Admiral (then Capt.)  
A. W. Radford,  
Deputy to the Vice Chief of  
Naval Operations for Air,  
U. S. Navy*

The inductee ... will need to know enough mathematics to enable him to keep his personal finances straight; read simple charts and graphs; estimate distances and numbers; add, subtract, multiply, and divide.

*Maj. Gen. Walter S. Weible  
Director of Military Training  
Army Service Forces*

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**Mathematics and science are learned in school.**

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A knowledge of the causes and events leading up to the present war and the principles for which we are fighting is an indispensable consideration of every American soldier.

*Gen. George C. Marshall  
Chief of Staff*

★

The soldier who understands what is going on in the world and where it is taking place ... will be the soldier who will undertake the rest of his military work with greater zeal ...

*School of the Citizen Soldier  
U. S. Army training manual*

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**History and world affairs are learned in school.**

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It's no pretty turn of phrase to say, "Life hangs by a hair." It does. The woman at her bench in a war plant assembling parts, inspecting items, or machining stock may look as if she were working with easy carelessness. But those parts must be accurate to a one-thousandth, even a ten-thousandth of an inch. ... Precision doesn't come by

chance. It requires muscles trained and coordinated.

*Augusta H. Clawson, author  
Shipyard Diary of a Woman  
Welder*

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**Technical skills are learned in school.**

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Col. Leonard Rowntree, Medical Director of Selective Service quotes a conversation he had not long ago in an Army hospital with a soldier wounded in Tunisia.

"Son," he said, "did we neglect anything in your training-camp routine that might have helped you avoid this injury?"

"Colonel," the soldier replied, "I'd still be in action if I could have run 1,000 yards to cover. The fellows who could run that far reached their foxholes before the German planes opened on us with machine guns. But I couldn't make it. My legs gave out."

★

War is a business of endurance, and the soldier who can outlast his opponent will be the one to walk off the battlefield instead of being carried off.

*Lt. Gen. Jacob L. Devers*

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**Physical fitness is developed in school.**

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Some now in our schools will form part of our Army and Navy. Some will help to man our industrial plants. ... But the vast majority will and should remain in schools. Their duty is plain—to spend their days and their nights in preparing

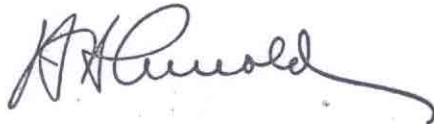


## TO YOUTH UNDER 18:

We of the armed forces urge every young man and woman of premilitary age who has been filling a summer war job to return to school this autumn. Such war work is important, but your education has top priority. You will serve your country best by making the most of your educational opportunities, for this is not only a brave man's war—it is also a smart man's war.

If you plan to enter military service, you will find that a good education offers the best assurance of progress and recognition. In all branches of service we need trained leaders, engineers, scientists, and specialists. And in the years to follow victory we will need them even more, as our Nation charts its progress in the post-war world.

Sincerely,



H. H. ARNOLD  
General, U. S. Army  
Commanding General, Army Air Forces

themselves as never before for the day when their active services will be needed. It is for them to become a reservoir of unmatched strength to answer the call of the future, both of finishing the war and of building the new world that will follow victory.

*U. S. Senator Elbert D. Thomas,  
Utah  
Chairman, Senate Committee on  
Education and Labor*

I know how strong the temptation is to quit school, make some money, and have a good time while you have the chance. It is a human impulse, but do not yield to it . . . You will be far more valuable to the armed forces and to your Nation in this hour of trouble if you continue your education right through the high school. There is another side to the story . . . Some day the war will be over. You must be prepared for that responsible job. This, your school, is a

training ground for peace, just as it is the basic camp for the ways of war.

*Col. Hans Christian Adamson  
U. S. Army Air Forces*

Formal schooling is not, to be sure, the only avenue to education. But it is the one instrument which we, as a society, have established to give our maturing citizens some familiarity with our history, with the meaning of the democratic process. In grade school they are generally too young to learn these things well. Without high-school education they are very likely indeed to be deficient in any true understanding of what we call the American way of life.

*Washington Post, editorial,  
March 22, 1944*

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**Democracy is learned in  
school.**

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## SCHOOLS PREPARE FOR PEACETIME LIVING

Educate and inform the whole mass of the people. Enable them to see that it is to their interest to preserve peace and order, and they will preserve them. They are the only sure reliance for the preservation of our liberty.

*Thomas Jefferson*

★

What the best and wisest parent wants for his own child, that must the community want for all of its children.

*John Dewey, Educator*

★

Education alone can conduct us to that enjoyment which is at once best in quality and infinite in quantity.

*Horace Mann, Educator*

★

Will the next generation of voters and legislators be alert, informed, world-minded citizens, or will our civilization be impaired by a stupid, prejudiced, gullible public? The answer depends upon American schools.

*Dr. Samuel J. J. McLaughlin,  
Educator*

★

This war will end, as all wars must. The coming of peace will confront mankind with a staggering task of rebuilding a shattered, sick, distraught, and impoverished world. From every part of the globe will arise a cry for help. That cry will be addressed mainly to the peoples of the Western Hemisphere. There



will be a call for physicians, scientists, nurses, teachers, ministers, engineers, musicians, artists, publishers, writers, architects, and statesmen. There will be a call for these skilled servants of humanity by the millions, and there will be a call for tens of millions of well-educated ordinary citizens, of good will, sound health, productive skill, intelligence, and industry.

*William G. Carr, Educator*

★

No nation can rise higher than its masses, and until these masses, the world's richest undeveloped resource, are developed through education—until the people are taught to participate themselves in their own reconstruction—world leaders can cry peace! But there will be no peace.

*Y. C. James Yen, China,  
Educator*

★

## YOUNG PEOPLE IN SERVICE STATE THE CASE

For the fellows and girls still in school who are impatient and restless, it may seem useless to continue to study while the war is going on. But if they could only be made to realize that they are being offered the greatest opportunity in the world today, they might become more serious about their work. . . . I doubt seriously whether there is a fellow or a girl my age in the

armed forces who wouldn't give anything to be able to continue his education . . .

*James MacCracken, U. S. Army  
Arlington High School  
Poughkeepsie, N. Y.*



My advice to boys and girls still in school is **STAY THERE!** Don't get any "mised-patriotism" ideas about enlisting or leaving to take a war job. Whatever you do, finish high school, at least.

*George H. Werner  
Army Student Training  
Program  
Brighton High School  
Rochester, N. Y.*

A high-school diploma will mean a great deal after this conflict and it will be very difficult to return to school and try to get into the harness once again.

*Jean W. Otto, WAVES  
Maples Central School  
New York State*

I quit in my last year. I thought that because I was young, ambitious, and physically able, I would be able to get ahead in the Marine Corps. It has been nearly 2 years since I enlisted and I've missed three opportunities to get ahead already. At Parris Island I took a test for radio, which I passed, but I didn't have enough schooling to make the grade. At North Island, San Diego, I had another chance for bombardier school, but again not enough schooling. I took two tests for officers'-candidate and navigation schools. I passed one

and missed the other by one point—again not enough schooling. I got sick and tired of hearing "not enough schooling," so I started to take up a correspondence course with the Marine Corps Institute. It takes up nearly all my sack time. I think it's worth it. I've got a lot of patience now.

*Seymour Ouzer  
U. S. Marine Corps  
Benjamin Franklin High School  
Rochester, N. Y.*

You're just a dumbbell if you do what I did. I quit school in grade 10. If I would have finished school and got a high-school diploma, I could have gone to college at the Navy's expense for 2 years. I could be an ensign right now, but I was foolish and quit school.

*Gordon Bower  
1st Class Seaman, U. S. Navy  
Kern Avenue Junior High School  
Los Angeles, Calif.*

In the armed services you meet and live with all types of men, from paupers to millionaires' sons, rugged individualists and boot-lickers; and nobody picks up after you. You keep yourself clean and wash your own clothes and you have to learn self-reliance. . . . You carry a lot more responsibilities than you do in high school, plus a lot more homework, and all this has to be done. There's no getting out of it. If you don't do it today, there is just that much more to do tomorrow. . . . When I leave here, I will probably go to sea; and out there you don't parade around in "dress blues," go to dances, and see your best girl like you do ashore. Out there, I understand, you really work. . . . If you finish high school, your chances of getting to service school are very much greater.

*R. G. S., Letter to  
Washington (D. C.) Post*



# THE FACTS OF THE SITUATION

## WHAT HAS HAPPENED TO SCHOOL ENROLLMENT

For a generation until the present war our country slowly but steadily built up its high-school enrollment. In 1940-41 the number of students reached its all-time high of 7,244,000. Then the tide of students started flowing out of school.

Each year of the war has seen fewer boys and girls in high-school classes. In 1941-42 there was a shrinkage of 300,000. Another drop of 300,000 occurred in the next year. In 1943-44 high-school rolls were down another 400,000.

*That was a drop of 1,000,000 students in 3 years.*

We are back now to the high-school enrollment we had in 1934.

A part of this drop was due to a decrease in the number of boys and girls of high-school age. Most of it points directly to the great increase in the number of boys and girls going to work.

## HOW EMPLOYMENT OF YOUNG WORKERS HAS SOARED

Jobs, more than any other one thing, have been the magnet that has pulled young people out of our high schools.

Estimates for October 1943 show that approximately 2,750,000 boys and girls from 14 through 17 years of age were working full or part time. That was three times as many as were at work when the census was taken in March 1940.

In April 1944 the number of young workers had reached close to 3,000,000. Somewhat less than a million were 14 or 15 years old—one out of every five children of these ages in the population. Around 2,000,000 were 16 or 17—two out of every five of these ages. In addition, thousands of children under 14, for whom there is no official count, were known to be working.



Summer of each year has seen a great swelling in the number of boys and girls at work. In July 1943 more than half of the 14-through 17-year-olds had regular or vacation jobs. Probably a slightly larger number are at work in the summer of 1944.

Inroads into the high-school-age population for building the wartime labor force have been greater than for any other age group. According to the Bureau of Labor Statistics, there are about 6,000,000 more persons in the labor force and in the armed services than would have been expected, judging from figures in 1940. Of the total in excess of normal, roughly 1,500,000, or about one-fourth, are boys and girls from 14 through 17 years of age, very few of whom are in the armed forces. This is almost as great as the number of workers in excess of normal who are women 35 years of age or over, a surprising fact since women have generally been thought of as the greatest source of additional labor supply during the war period.

## SOME HIGH COSTS OF YOUTH EMPLOYMENT

Uncontrolled and unsupervised work by teen-agers can be, and often is, expensive to employers, to young workers themselves, and to the Nation.

Accidents are frequent to immature, reckless, and irresponsible young workers. Newspapers and Government reports tell such stories as these:

A 13-year-old boy employed on odd jobs in a bakery started to clean a dough-mixing machine while it was running. His arm caught in the machinery and he died as a result of the injuries received.

A 14-year-old boy was helping to operate a delinting machine in a cotton-ginning plant when his leg was struck by a part of the machine. He was knocked into the machine, where the saws caught his arm and mangled it.

A 15-year-old boy on the night shift in a laundry tried to extract a tangled sheet from an operating mangle. He was drawn into the mangle. His right arm was torn off above the elbow.

A 16-year-old farm hand fell asleep at 4 o'clock in the morning while he was driving a truck to market. In the resulting accident he was severely injured.

A 16-year-old boy who was a helper on a coal truck tried to jump onto the truck while it was moving. His foot slipped, and he fell under the rear wheel, which crushed his head.

Too young and inexperienced to know what they would like best to do, and without proper guidance, many teen-age workers move restlessly from job to job.



The Chief of the Bureau of Attendance of Cleveland's Board of Education reports that a third of some 12,000 youths applying for work permits were changing their jobs. "They shift from job to job upon the slightest pretext."

Pittsburgh's Board of Education says, "Many of the youths to whom certificates are issued on Monday come back on Thursday and say they have promise of another job. Some even come back the same or the following day. . . . Judging from the comments . . . lack of proper guidance has been a factor conditioning the wholesale changes of positions."

Undirected, uncounseled, and left to seek their own way, boys and girls frequently pile impossible work loads on top of school. Here are some reported to the Children's Bureau:

A 13-year-old girl works afternoons and evenings in a restaurant, with a total of 56 hours a week of school and work.

A 14-year-old boy sells candy in a theater after school. His part-time school-and-work program amounts to 73½ hours a week.

Nearly 400 students in 3 high schools in one city work 35 or more hours a week; 257 of them, 40 or more hours a week; this, in addition to their 25 hours a week of school.

Employment open to young boys and girls, especially those 14 and 15 years old, is often in occupations that subject them to conditions leading to delinquency.

Employment of younger boys and girls in places where liquor is sold, in dance halls, "honky tonks," "juke joints," on the streets, and so forth, often brings them into undesirable surroundings or into association with persons who contribute to their becoming delinquent.

When they leave their jobs late at night, tired and unprotected, it is hard for them to withstand temptations.

## ARE YOUNG WORKERS NEEDED?

In some areas of the country manpower shortages still exist. New shortages may appear as the war progresses. No one rule for the Nation can be laid down as to what age workers or how many of each age are needed.

The War Manpower Commission is responsible for defining areas of

manpower need. Its agent, the United States Employment Service, is responsible for recruiting and assisting in the placement of workers to meet local needs.

Communities should follow closely the reports of these agencies. Boys and girls should not be left to guess whether or where their help is needed or how it can best contribute to the war.

In situations in which there is a declared labor shortage, the three Federal agencies—War Manpower Commission, U. S. Office of Educa-

## TO AMERICA'S BOYS AND GIRLS:

Do you want to do something good for yourself and good for the country at the same time?

Then my advice is to get all the schooling you can get before you are 18.

You will be much more help in winning the war if you are well-trained. Military experts who know say so.

But the war is not going to last forever. When peace comes, we shall have such a chance as we never had in war to make life exciting and worth while.

We'll have the chance to build good houses for people and improve our cities; to grow the food people like and need; to make clothes and cars and the hundreds of things that all of us want; to travel and play and get to know the world.

We'll have the greatest job we have ever had to help people get the many services they need for good living.

We can't have these things if we don't have people who know how to make them come true. School is the best place to get the basic training for this.

So, if you want to get ready for what's ahead, go to school. If you can't make it full time, be sure you make it at least part time.

Sincerely yours,

*Katharine F. Lenroot*  
KATHARINE F. LENROOT  
Chief, Children's Bureau  
U. S. Department of Labor



tion, and Children's Bureau—are agreed that these policies should be followed:

1. Employment of young workers should fully comply with child-labor laws, school-attendance requirements, and other regulations in State and Federal laws.
2. Any shortening of the hours of school attendance should be restricted to youths 16 years of age or over.
3. Combined hours of school and work should be limited daily and weekly.
4. Plans for combined school-and-work programs should be worked out with labor, employer, and other community groups in close cooperation with schools and the U. S. Employment Service.

## WHAT ARE WISE LIMITS ON SCHOOL-AND-WORK PROGRAMS?

Standards for part-time school-and-work programs have been agreed upon by the War Manpower Commission, the U. S. Office of Education, and the Children's Bureau. Communities are urged to use these standards, which are summarized here, as guides in planning such programs.

In general, students under 18 cannot successfully carry a combined school-and-work program of more than 8 hours a day. Over any considerable period, shorter hours of work may be necessary for many because of travel, study requirements, or health.

For 16- and 17-year-olds daily hours of employment should not exceed 4 on a schoolday and 8 when school is not in session. In no case should

the combined hours of school and work exceed 9 a day, and they should reach 9 hours for occasional days only. Weekly hours of work should be held to not more than 28 during weeks when school is in session and to not more than 48 hours otherwise. Evening employment should not extend beyond 10 p. m., and in all cases students should have at least 9 consecutive night hours off the job.

For students 14 and 15 years of age work should be limited to 3 hours on schooldays and to 8 on other days, and in no case should it interfere with their attending school for a full day of class work and study. Combined hours of work and school should not exceed 8 a day. When school is in session, these students should not work more than 18 hours a week, and when school is not in session, not more than 40 hours. Youngsters in this age group should not be employed after 7 p. m. or before 7 a. m.

For all student workers 1 day of rest in 7 should be allowed. Adequate provision should be made for meal and rest periods and for sanitary facilities.

Good supervision and safety measures should be provided in all instances, because young workers are not so careful as older ones are expected to be.

In no case should a boy or girl be employed on a hazardous job. Both State and Federal laws place safeguards around youth in this respect. But protection beyond the limit of the law is needed. As a guide, the Children's Bureau has issued a series of leaflets entitled *Which Jobs for Young Workers?* These give advisory standards for war industries. The leaflets can be had for the asking.

All laws prohibiting the employment of minors around places in which they are exposed to immoral

influences should be vigorously upheld. Federal and State child-labor laws should be observed to the letter, not only as to age restrictions and prohibition of night work but also as to certificate requirements.

Three-way action is needed—by employers, schools, and the U. S. Employment Service—to put these recommendations into effect. The responsibility falls particularly on employers, for as long as they have jobs to give out, boys and girls are likely to take what is offered them without question.

## WHY YOUTH NEEDS SPECIAL HEALTH PROTECTION

This is what the doctors in the Children's Bureau say:

Boys and girls in their middle teens are growing rapidly. They are undergoing many physical and emotional changes. This rapid growth—in fact, the whole maturing process—throws an added strain upon the young worker.

Because he is still growing, the young worker is especially susceptible to unfavorable health conditions that may alter the course of his physical development.

Everything that interferes with his normal growth—overfatigue, improper or insufficient food, inadequate rest, or lack of fresh air, sunshine, and exercise—may have a lasting effect upon him.

Safeguarding the health and safety of young workers should be a public concern at all times. It becomes doubly important in wartime when young, immature, and inexperienced workers are expected to handle jobs previously performed by adults and work under the pressure of war-production goals.



## HOW SCHOOL-AND-WORK PROGRAMS OPERATE

*In Birmingham, Ala.:* Students in the Paul Hayne Vocational High School spend half of each day in school and half in industry, working at jobs related to the courses they are pursuing. This arrangement covers 11 areas of work, ranging from auto mechanics to beauty culture and from machine-shop to tearoom management. The half day in industry takes the place of the half day these pupils formerly spent in the school shop.

*In Los Angeles, Calif.:* Schools here have a "4-4 plan," with 4 hours in school and 4 on the job. The plan is limited to those pupils who can qualify, legally and vocationally. Last year 20,000 students

were employed, and 16,000 of these maintained school programs which insured graduation on schedule. One group goes to school in the morning and works in the afternoon; the other does the reverse. The entire program is kept fluid and fitted to the student's educational and job needs. But the 8-hour legal daily limit for school and work is carefully observed.

*In San Francisco, Calif.:* When work experience is under the supervision of the school, students can earn a restricted number of credits.

*In Philadelphia, Pa.:* Plans have been developed for supplying sales help to retail merchants on a basis of afternoon work during the school week and a full 8-hour day on Saturdays. Work schedules for part-time student workers have also

been arranged with the U. S. Signal Corps Depot, the Quartermaster's Department, and the Naval Aviation Depot. Where the home school has difficulty arranging a satisfactory student-work schedule, a central committee of the schools helps to place the student.

*In Connecticut:* The State board of education has set up a bureau of youth services, which works out part-time programs in business and industry for students who have reached 16. For example, in the business field, two students may be assigned to each clerical job, each working 4 hours a day. In industrial jobs two students may be assigned to one job, each alternating 2 weeks of work and 2 weeks of school. Many schools have appointed work-experience coordinators to select and supervise working students.

