

War Effort Strengthened By High School Graduates

Armed Services, Industry and Farms Lure 1942 Students;
Vocational Training Now Becoming
Increasingly Important.

By WILLARD E. GIVENS

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IT HAS been estimated that over one million boys and girls will leave high school this spring with their diplomas.

It is this same group of boys and girls, the youth of the nation, who were figuratively being spoken to when a commencement speaker said to a group of graduates before him:

"You have seen more history than you have read."

During the first half of 1942, the pages of history have been turning fast, recording the names of men and their deeds in the greatest drama of all ages.

And now today, not only the high school graduate, but all those who have read the story of man's upward struggle from the early dawn of history to the present time, recognize the climax of history in which they are now living. Each and everyone—especially the high school graduate—is seeking to find the proper place, the suitable niche in it.

The Significance of Today.

Only to the man who is in some measure educated is it granted to know what is going on about him and to estimate its significance.

There is an old story of two peasants of Brabant who were weeding their crops on a sultry June day in 1815 when the guns of the Iron Duke greeted those of Bonaparte at Waterloo. One of the peasants lifted his eyes from his hoe and scanned the horizon. "Soule," he said, "it thunders; it will rain today!" As the guns of destiny broke the silence of their fields, these two peasants went on hoeing their vegetables, almost as ignorant as their beets and cabbages of what went on anywhere else in the world but in the limited sphere in which they moved.

The mental isolation of mankind in the not-so-long-ago unhappy days of the human race when one class of men was privileged to enjoy the culture and refinement of wide knowledge, and another class was doomed to live and die in vulgarity and poverty, is banished. Universal education has banished it. The high school, especially, is responsible for making this vastly different world from the one which existed a century and a quarter ago when Europe was rocked as it is today by the clash of arms and ideals—and only a few knew the issues and fewer still had a part in resolving them.

Today, high school students see themselves in the setting of time and events. In their hearts is a stirring that finds its expression in a common question, "What is my place in all this?"

Some of the boys may volunteer at once for service in the armed forces. The army has just announced that volunteers 18 and 19 years old may select training in the combat branch of their own preference—infantry, cavalry, artillery, tank corps, air corps, signal corps, or corps of engineers. Others will wait the decision of the Selective Service system as to where and when they may serve best.

Many graduates will continue their education under the direction of the navy, which has in operation plans by which graduates may go on to college and pursue studies in which they may earn college credits and at the same time prepare for more effective service in the navy. From this group, the huge two-ocean battle fleet now building in our shipyards will secure many of its commissioned officers.

War Industries to Hire Many.

Some thousands of these high



A mechanized army calls for the utmost inventive and operational skills which the American people can produce. These Denver high school boys will know how to operate an electric semaphore if they should serve in the signal corps of the army.

Victory vs. Luxury

"John's older brother who finished high school in 1941 burned up the tires of his old jalopy on the highways at sixty miles an hour, either pleasure or business bent. John will ride a bus or walk to 'go places and do things.' Susan who graduates in 1942 will find that permanents, fluffy evening dresses, silk and nylon hose were luxuries that her older sister of 1940 did not bequeath to her. Youth, like the rest of us, must sacrifice some of the refinements of existence, and before the struggle is over, may forego some of the necessities."

workers, electricians, ship carpenters, joiners and other skilled trades.

There is opportunity of some kind today for youth everywhere. All can join in the "great adventure" in some capacity. This is true for girls as well as for boys. Many girls are taking their places in the war industries. The great expansion of offices in Washington and other centers of administration of the war effort issue calls for typists, stenographers, clerks and secretaries. Many girls are enrolling in nursing courses which lead to direct or indirect service, for some of which officer's commissions are available, in the armed forces.

The kinds of military work for girls to choose from are numerous, and announcements of further opportunities are expected from time to time.

Oftentimes the impulse to seek service far afield is ill advised. There is also the home front. Whole states must be prepared to resist invasion from land, sea or air. Civilian defense is vital. First aid, air raid duty, auxiliary fire and police service must be manned and administered.

In hundreds of agricultural communities high school graduates will immediately lay aside their diplomas for cultivator handles and hoes. There is much truth in the slogan that "Food will win the war." The

school graduates, boys and girls, will at once enter war-industries to help manufacture the guns and tanks and planes upon which the fighting men on far-flung battle fronts depend. The graduates may enter these industries at once, or they may enroll in one of many different types of training for more skilled service in the factories producing the material of war.

These training opportunities range from the elementary vocational schools where the simpler skills of the assembly line are acquired, to the technical and engineering schools of our great universities which are turning out recruits for highly responsible positions both in the armed forces and in industrial ranks.

The high schools themselves in many city school systems, and in some of the village schools serving farm areas, are equipped to offer a high grade vocational training. Some graduates who have taken non-vocational courses in high school will immediately begin such courses, if available, in the schools from which they have been graduated, or they will seek that kind of training in neighboring communities.

The federal government in June, 1940, appropriated \$15,000,000 to equip and staff the rapidly ex-



Many high school graduates, such as these at the Hannah Penn, junior high school, York, Pa., will be able to take their places without much further training in the ranks of those who are planning to defend their communities from death dropping down during air raids.

panding vocational departments and schools of less than college grade which had undertaken to train workers for defense industries. The need of workers was so urgent and the plan of meeting it so successful that subsequently other sums were appropriated for this purpose.

By March, this year, approximately 2,463,862 workers had been prepared for the war industries in this manner. This number is in addition to those trained for similar occupations in the vocational courses that constitute the normal service of the schools.

The demand for the graduates of these vocational courses is much greater than the supply and is increasing. According to the War Production board, over ten million additional war industry workers will be needed within the year ahead to staff plants now being built or expanded.

The vocational training activities in Oakland, Calif., are typical of those in many cities near great shipyards or other centers producing the machinery of war. On April 1, 1942, there were 199 classes in "defense training" in the Oakland schools, enrolling 3,901 students. This was 473 less than the number of students the Oakland schools were prepared to accommodate in this kind of work.

During January, February and March an average of 500 trained workers a month were placed in war manufacturing from this school system. There have never been sufficient trainees enrolled to meet the demand for riveters, chippers, caulkers, ship fitters, sheet metal

AROUND THE HOUSE

Cinnamon toast may be made without sugar by blending 2½ tablespoons of honey with two-thirds tablespoon butter. Increase amounts as desired.

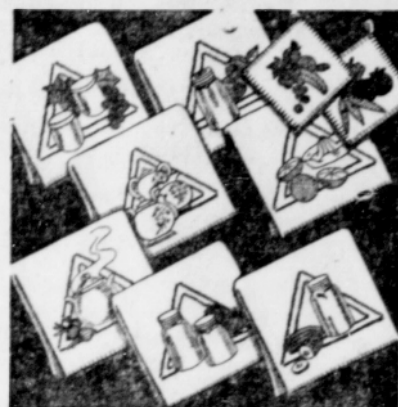
Only half the quantity of sugar will be required to sweeten stewed fruits if sugar is added after fruit is cooked.

As dried fruit is usually soaked before cooking, save the soaking water to cook the fruit in, thereby saving much of the food value of the fruit.

Individual service table mats save lots of laundering. Use them in place of luncheon or tablecloths. For outdoor or porch serving try the prettily decorated oilcloth mats; they only need a daily wiping with a dampened cloth.

If the summer porch rug looks rather forlorn give it a good scrubbing then, when dry, a coat of porch paint. After two days spread with clear floor varnish, and you have a rug which will probably give you another year's wear at small cost.

Pleasing Designs for Your Kitchen Towels



HERE are some new tea towel designs that are truly different. Grapes and jampots, oranges and a juicer, apples and a fruit jar—from these and cross stitch triangle backgrounds, tea towels are to be decorated. Four more tea towel motifs and two panholders (one fruit, one vegetable) complete the set. It's one you will want in your own kitchen, or to make as a gift.

Pattern No. Z9262, 15 cents, brings these 9 motifs in the new hot iron transfer that can be stamped several times. Send your order to:

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