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# Current News

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Occupations . . . Techniques . . . Personalities . . . Conferences

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## British Soldiers Go to School<sup>1</sup>

JOHN Bull as well as Uncle Sam encourages Service men and women to go to school. In both Britain and America books and bombs play their distinctive roles, and fox-holes often double as classrooms. The work of the Armed Forces Institute and the educational opportunities offered in the G.I. Bill of Rights are familiar to our readers (see OCCUPATIONS, March, 1945, pp. 320, 324; October, 1944, p. 47; December, 1943, p. 169). Less well known is the British program.

Like the Americans, the British provide for both in-service and post-war education. There are, however, certain differences in the programs of the two countries. In 1941, the British Army Bureau of Current Affairs launched the first compulsory scheme in soldier education. One hour each week of the soldier's training time is devoted to forum discussions of current affairs, national and international, social, and political. The platoon officer leaders are provided with weekly bulletins of background articles prepared by experts. The material is presented objectively, in order that the troops may learn to think problems through and reach their own conclusions.

Another educational program is compulsory for troops at home and optional for those overseas. Troops in Home Command attend three sessions weekly during working hours. One session is devoted to military work connected with the unit, the second to any subject the individual may elect, and the third to a course in general citizenship. So far the Royal Navy and the RAF have

not adopted the Army's policy of compulsory attendance in educational programs during working hours.

### PLANS FOR THE FUTURE

The Ministry of Labor, the Ministry of Education, and the Ministry of Agriculture have cooperated in preparing programs of free education for the post-war period. Three "schemes" offer training to Service personnel.

*Further Educational Scheme.* Under this program individuals who wish to prepare for a business or professional career, and whose training was interrupted or prevented by war service, receive grants to continue their education. This scheme provides the money; it does not offer the courses. Eligible to these grants are ex-Service men and women, members of the Merchant Navy, Civil Defense services, police auxiliaries, and the Civil Nursing Reserve. The tests for admission to the further education program are reasonable: Can the applicant benefit by training? Has he the ability? If necessary, he may be advised to train for another vocation. Candidates applying for training in professions such as medicine and law must show special promise.

Government financial aid will be granted according to need. Married men and those with dependents will receive special allowances. By special permission courses may be taken in Dominion or other overseas universities.

This scheme will not come into full operation until after the war but it is already open to men and women who have been discharged from the Armed Forces on medical grounds.

*Army Education Scheme.* This scheme is

<sup>1</sup> Based on an article by Elliseva Sayres, British Information Services.

designed for the interim between the end of the war in Europe and final victory in the Far East. It offers those who cannot yet be demobilized a grounding in civilian trades and professions to aid them in post-war adjustment. Under this program every man and woman in the British Army will have six to eight hours a week compulsory education. Two hours will be on a unit basis; the remaining time may be devoted to the following fields: engineering, general science, home, health, and hobbies (not primarily vocational); sociology; commerce; the professions. Examinations will be held and those students passing the "Forces Preliminary" will qualify either for admission to a university or to vocational training. A similar plan is being prepared for the Royal Air Force.

The Army Education Corps will be strengthened and Unit Education Officers will receive special training. Instructors are already being trained at a special school and civilian teachers will also be used. Books, tools, raw materials, films, and other equipment are being prepared and premises earmarked for educational use by the Army.

*Industrial Training of Non-Disabled Service Men and Women.* This scheme, which will not be activated until the end of the war, will provide industrial and agricultural training. Skilled craftsmen will receive refresher courses and the newest technical training so that Britain may maintain its tradition of fine workmanship in goods for the post-war export trade. It covers the same categories of personnel as the Further Education Scheme but members of the Armed Forces and Merchant Navy will have priority.

Training will be given in Government Training Centers administered by the Ministry of Labour and National Service, or less frequently in technical colleges or other educational institutions. The Ministry of Agriculture will provide agricultural training.

As in the Further Education Scheme, trainees and their dependents will receive living allowances.

*Emergency Training Scheme.* There is in Britain, as in America, a shortage of teachers. The British Government is enlisting teachers from the Armed Forces. Teacher training

courses are already being given in a college to a small number of men and women released because of disabilities. Three more colleges were scheduled to begin training in April, 1945. Unit Education Officers and members of the Army Education Corps are advising those in the Services on preparation for teaching as a career.

Through this comprehensive educational program Britain hopes to prepare the veterans of World War II to earn a living and to take their places in the community as responsible citizens.—G. W.

### **Child Labor Committee to Study School-Work Programs**

Part-time employment of high school students under school supervision has expanded rapidly during the war period (OCCUPATIONS, March, 1945, p. 343; December 1944, p. 161; November, 1943, p. 83). Its relation to post-war education and employment will be studied by the National Child Labor Committee, according to an announcement by Gertrude Folks Zimand, General Secretary. She reports that the California Teachers Association recommends that work programs become a permanent part of the school curriculum as a result of successful experiments with part-time employment of youth in war industries in California.

The Committee has secured the services of Harold J. Dillon of the Connecticut State Department of Education, who will take a year's leave of absence to make the study. As Supervisor of Work Adjustment in the Bureau of Youth Services in the Connecticut Department of Education, Mr. Dillon has had experience in integrating part-time employment with school curricula. Assisting him as a special advisory committee will be representatives of industry, labor, and education. George E. Hutcherson, Chief, Bureau of Guidance, New York State Department of Education, is serving on this Committee; chairman is Eduard C. Lindeman.

The Committee will study representative examples of secondary school work-study programs. If it is agreed that such programs should be continued on a permanent basis, these factors will be considered: age or grades at which the programs would be

introduced into the schools, the basis on which children should be accepted for the program (open to all or selected according to individual aptitudes), the industries and occupations that should be included, the correlation between courses and work experience, and the most effective methods of school supervision.

### New Jersey High School Graduates

Thirteen boys entered nursing schools last year, 7,606 graduates are in the Armed Services. Figures on occupations of high school graduates for the school year, 1943-1944, released by the State Department of Public Instruction, reveal further that the per cent entering trades and industries is the lowest in five years. Of a total of 18,067 girl graduates, 1,324 enrolled in nursing schools. Less than half of those who took the agricultural course entered farming; 280 graduates became farmers although only 144 took the agricultural course. The business education curriculum showed a closer tie-up with occupation—61.7 per cent of those who took business courses have office and store jobs.

### Worksheets in Cincinnati Schools

Worksheets for classes in the 8th grades of the Cincinnati Public Schools have been developed by the counselors. The study of occupations and guidance is correlated with the social studies in the 8th grades and with civics in the 9th grade. In these busy times teachers have found it difficult to prepare materials on these subjects and the worksheets have served two purposes: (1) Through the special topics emphasized they have been a guide for the teachers in their classroom discussions, (2) they have provided helpful summaries for pupils. The eight worksheets have covered the following topics: Interdependence of Workers, Groups or Families of Occupations, Studying about Occupations, Knowing Yourself and Occupations, Questions about Occupations, Comprehensive High Schools, Vocational High Schools, and Making a Plan for School and Work.

The following worksheet is typical of the series:

### INTERDEPENDENCE OF WORKERS

One hundred fifty years ago when our ancestors moved westward into this part of the country they had to provide themselves with all the necessities of life. The family group divided up the jobs that had to be done and produced everything the family needed. If the children needed new clothing, the father planted flax, or sheared sheep. Mother spun the fibers into thread, wove the cloth and sewed the garment. If new furniture was needed for the log house, the father and boys chopped down trees to get the lumber to make into tables and chairs. We call this a self-sufficient family group, because it produced for itself all that it used.

Our society today is no longer made up of self-sufficient family groups. Work is now specialized: that is, each person does only one small part of the job of producing an object. We live in an interdependent society. We each depend upon thousands of workers for the things we use and they, in turn, depend on us. The shoe factory workers make shoes for the lumbermen, the cooks, the barbers, the doctors, etc., and these workers produce lumber for the homes of the shoe workers, cook their meals, cut their hair and treat them when they are ill.

In this way each worker does the job for which he is best trained and depends upon other workers to provide for him other goods and services which he may purchase with his earnings.

In wartime a great many young men and women have been taken out of their usual occupations to serve in the Armed Forces—but they too are still dependent upon the work of others, and are serving all of us at home.

See how many workers you can name who help to keep an Army flyer equipped and in service. Think of the workers who produce the plane, service it, make the clothing, provide the food for the flyer, etc.

#### WORKERS WHO HELP AN ARMY FLYER:

_____	_____	_____
_____	_____	_____
_____	_____	_____

#### *Suggestions for Discussion:*

1. Which one of the workers listed above helps the most?

2. Which could the pilot do without most easily?
3. From your answers to the above questions what conclusions do you reach about the interdependence of workers?

### State Supervisors

Lake Preston, South Dakota, credits Supervisor Emerson for providing the stimulus which launched the new guidance program in its schools. A testing program has been set up, occupational information is being assembled and filed to conform to the *Dictionary of Occupational Information*. Pupils are being counseled and every one is very enthusiastic about the innovation.

Acting Supervisor Ostrom reports from North Dakota that the California Test of Personality and Bell Adjustment Inventory have been administered to 200 pupils. Findings of the two tests will be studied in order to have a basis for recommending Personality Tests throughout the state. . . . Individualized testing programs are being introduced in 16 schools. A display presenting this program was exhibited at the meeting of the N. D. Educational Association at Fargo. . . . Adult counseling institutes to train counselors for returning Service personnel are among the projects under consideration.

Six high schools have been participating in a county-wide workshop in Pope County, Arkansas. Supervisor Dolph Camp reports that 30 persons from the schools enrolled in his extension class of the University of Arkansas and earned two hours extension credit. The high schools are also planning career days for the spring.

After a military leave of absence of almost two years, C. A. Michelman has returned to his post as Illinois State Supervisor of Occupational Information and Guidance. As Lieutenant, USNR, he was in charge of Officer Training, Navy V-12 program.

From Puerto Rico, Supervisor Hughes writes that a testing program is being initiated, following the translation into Spanish of the California Test of Mental Maturity,

Non-verbal Form, Intermediate and Advanced editions, and the MacQuarrie Test of Mechanical Ability. Zenaida Carrión, Assistant Supervisor, made the translation for the directions for the California Test of Mental Maturity and the complete manual of the MacQuarrie Test. Dona Carmen Gómez Tejera, professor at the University of Puerto Rico and President of the local Branch NVGA, served as consultant on the translation.

### Apprentice-Training

In view of the charge that high school students need more vocational information made by Edward C. Roeber in *OCCUPATIONS* (November, 1944), we call our readers' attention to recent little pamphlets issued by the Bureau of Training, Apprentice-Training Service, War Manpower Commission. American industry normally needs more than 5 million skilled workers, which would require 105,700 apprentices to be graduated annually and 618,300 to be constantly in training. These figures, based on a study made by Apprentice-Training Service, suggest the demand for skilled workers after the war. In "Training America's Youth for a Post-War Career," William F. Patterson further points out that apprentice training, even if incomplete, is good preparation for military service. He describes work-study programs in which industry cooperates with the schools in California, Wisconsin, Connecticut, and other states.

"Apprentice Training for Veterans" outlines the apprentice opportunities open to veterans and their benefits under the G.I. Bill. Veterans who meet certain requirements are "given preference in the selection of applicants for apprentice training."

"Looking Ahead by Way of Apprenticeship" briefly explains training and its advantages. It also explains the function of joint management-labor apprenticeship committees, the Apprentice-Training Service, and State Apprenticeship agencies in establishing programs.