

**YOUTH
GOES TO WAR**

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Youth goes to war by Various

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VARIOUS

**YOUTH
GOES TO WAR**



Factory Corps

There must be an all-out effort on the education front. Let us be realistic. Every able-bodied boy is destined at the appointed age for the armed services. The tempo of war is such that a complex college education is impossible. Those able to go to college must devote this time to training for the specialized work which the services demand. Those who do not or cannot go to college must begin now, whether they're in school or out of school, to prepare themselves for the tasks which are for them inevitable and unavoidable.— Lieutenant General Brehon B. Somervell, Commanding General, Army Service Forces, United States War Department

YOUTH GOES TO WAR

by Lyle M. Spencer and Robert K. Burns,
Directors, SCIENCE RESEARCH ASSOCI-
ATES, with the Assistance of Louis W.
Sidran. Published by SCIENCE RESEARCH
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In preparing "Youth Goes to War," the authors drew heavily on numerous government and private sources. The following proved especially helpful: the various recruiting and press relations staffs of the Army, Navy, Marine Corps, and Coast Guard; the War Manpower Commission; the United States Employment Service; the United States Civil Service Commission; the Office of War Information; the Women's Bureau of the Department of Labor; the American Council on Education. The job descriptions were adapted from material supplied by the War Department (for Army jobs) and the Navy Department (for Navy jobs). Civilian job definitions were adapted from the "Dictionary of Occupational Titles" (assembled by the United States Department of Labor and the United States Employment Service), and from definitions supplied by the War Manpower Commission.

While many individuals deserve acknowledgment for their advice and counsel in the development of "Youth Goes to War," the authors particularly are indebted to Carl M. Horn, Chief, Occupational Information and Guidance, Michigan State Board of Control for Vocational Education; O. I. Schmaelzle, Director of Counseling and Guidance, San Francisco Unified School District; and C. C. Hathaway, Chief, Information and Recruiting Division, United States Civil Service Commission.

Among the members of Science Research Associates who made particular contributions are Robert B. McCombe, who was responsible for the typography, John R. Yale, Executive Editor, and Harriet E. Sankey.

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A NOTE TO THE READER

This is every American's war.

It will not be won easily. It will not be won through the efforts of a few. It will be won only through the efforts of all Americans working together intelligently, harmoniously, and *hard*.

The lack of manpower threatens to become our worst bottleneck of the war, and that bottleneck will not be smashed unless free American workers dedicate all their efforts to fighting and producing for victory. In no other way can enough workers be fed to our short-handed factories and fields, or soldiers to the far-flung fighting fronts.

In this victory effort, the schools have a solemn and all-important responsibility: to prepare their students, who make up one of our most important manpower reserves, for the right war job in the right place at the right time.

Despite the conflicting advice and confusing rumors now rife in educational circles, the following confirmed facts stand out:

1. Supplying trained man- and woman-power to replace workers who have gone to war is clearly the most important wartime function of America's schools. They will be expected to supply at least *one million* trained men to the armed services *each year as long as the war lasts*; more than a *million and a half* workers, mostly women, to essential war and civilian industries; and *two million boys and girls* for part-time, after-school, and vacation labor!

2. Since the passage of the 'teen-age draft bill, no boy can plan to do more than complete his current semester of work after he reaches eighteen, unless he is training directly for one of the highly technical war occupations. Terminal education must wait until *after* the war. This applies in a limited sense also to girls.

3. Young people in high school must be trained *specifically* to become *better warriors and war workers*. While in high school, the student's job is to prepare himself to assume adult responsibilities when called to active service, whether in a Flying Fortress or a factory.

4. There are *twenty major subjects* which high schools can teach to help prepare their students directly for war jobs. These subjects provide direct training for more than one thousand military and

civilian occupations in which there is either a shortage of workers now or a shortage is expected soon. About two-fifths of these occupations should provide good job opportunities for young people in the postwar world.

5. In ordinary times, not quite half of all the girls go out to find a job for at least a short time after they leave school. While the war lasts, every girl must be taught that it is her *patriotic duty* to work at some essential job. America's critical manpower shortage *cannot be solved* unless this is done.

6. Each young person *must* make a tentative war job selection while he is still in high school and start preparing for it. If he does not, the selection will be made for him arbitrarily by the inevitable trend of war events.

The War Department has already made it plain to every high-school student that he should regard himself as in the reserves. Young people everywhere recognize that they are "destined for the services" as soon as their schooling is finished. The question, "What can I do to help?" is uppermost in their minds today.

Youth Goes to War was written to provide the basic information young people need to answer that question intelligently for themselves.*

The reader is asked to note carefully the descriptions, beginning on page 190, of 383 war-service jobs. This list includes those military and civilian jobs which young people can do well to fit themselves for and in which there are definite shortages of workers today.

Teachers may secure from Science Research Associates a free mimeographed teachers' guide outlining methods of presenting the material in *Youth Goes to War* and giving suggested student activities. Furthermore, it is suggested that the Science Research Associates publication, *A Wartime Guidance Program for Your School*, will be especially useful as a guide to the practical techniques teachers and counselors can employ in meeting their wartime responsibilities to their students.

*The timeliness of the information in *Youth Goes to War* is essential to the success of its classroom use. Teachers are urged to keep that information up to date by checking it against any changes of the moment, which they will find listed in the latest issues of the monthly magazine *Vocational Trends*.



N. Y. A. Photo

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