

THE UNIVERSITY OF KANSAS

SCHOOL OF EDUCATION

Lawrence

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To High School Principals Who Participated In Wartime Adjustment Study:

In response to a request, dated October 15, 1942, from the School of Education of this University, 347 high schools promptly supplied information pertaining to the wartime adjustments made to date in those schools. Still other schools reported after the tabulations had been completed. In addition to the changes reported several schools stated that further changes were planned for the second semester.

Two-thirds of these schools assert that all students in the school have opportunity to participate in some organized form of war effort. Similar opportunity is provided for at least a portion of the students in 3.4 per cent of the schools. Three out of ten of the reports replied in the negative or made no reply to this question. No attempt was made to appraise the effectiveness of such participation and it would of course be difficult to measure it.

It was not necessary to ask the schools concerning their participation in the important tasks of rationing the nation's sugar or gasoline. Neither were they asked specifically about the making of model airplanes, although several referred to this project in their reports. Credit for these meritorious achievements is already a matter of record. There is also a growing recognition of what high schools are contributing to the war effort in the way of providing emergency help to farmers, industries, business, and some other types of need. This service will doubtless continue to grow.

While recognizing that some high schools have long offered such technical training usable in the war program as shop courses, food raising and food processing, this inquiry is restricted to those extensions or developments which have originated directly from wartime needs. It follows that the tabulations in this study, if all principals observed the directions, must from its very nature be an understatement of the services of schools to our war effort. Indeed, it may be asserted that in the long view widespread literacy, a working knowledge of and devotion to democracy, as well as the foundations of physical and mental health constitute their most important contribution.

The two-page question form which was mailed to all high school principals in Kansas listed 12 types of provision for student activities, 19 types of change in curricular content or emphasis, and 11 administrative adjustments related to wartime needs. Spaces were provided for listing other wartime services of the schools than those indicated on the inquiry sheets. Relatively few additional services were reported. They included rifle clubs, victory gardens, emergency labor by students, and making personal articles for men in armed forces.

Information secured by asking principals to report what their schools are doing or attempting is valuable only to the extent that principals are competent and trustworthy in reporting. It is a pleasant privilege to be able to state here that there was commendable evidence of care and discrimination in stating what is and in not claiming credit which is not due. Frequently the response on what was to the principal a doubtful item was accompanied by a notation or explanation. Perhaps he merely said "not yet", or "for several years". Often too no credit was claimed for his school on items for which an affirmative reply would seem desirable or on