

which a blank space seemed to suggest conspicuous implications. The variation in the percentages of affirmative replies on individual items, as is shown below, indicates that the principals were discriminative in their replies. Of course it need not be assumed that any two schools which 'emphasize wartime conservation,' for example, conduct the work with equal effectiveness.

Affirmative replies to the various items pertaining to the wartime effort of schools were reduced to percentages based on the number of schools and are stated both for the 347 high schools and for four separate divisions of these schools. The first division includes 13 high schools in cities of the first class; the second, 60 either second class city or community high schools (also Shawnee Mission); the third, 245 either third class city or rural high schools; the fourth, 29 junior high schools. In several cases junior and senior high schools were reported jointly but only the senior school was credited in the tabulation.

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Percentages of affirmative replies from the 347 high schools and from the several divisions on each of the items listed.

A. Provision made for participation of students in activities related to wartime need	Divisions*				
	All H.S.'s	I	II	III	IV
The Activities					
1. Knitting or sewing groups or clubs in the school	18	46	23	15	17
2. Use of films, dramatics, or radio on war themes	69	84	83	59	93
3. Sale of defense stamps and bonds	74	84	90	66	97
4. Scrap drives conducted (paper, metal, rubber)	96	76	95	97	100
5. Practice on air raid drills or civilian defense work	27	68	25	22	58
6. School forums on war issues or situations	42	38	43	43	24
7. Special physical conditioning opportunities for boys	65	76	67	65	55
"                    "                    "                    "                    for girls	42	62	35	43	44
8. Entertainment provided for soldiers or sailors	7	7	8	7	3
9. War benefit programs - dances, parties, etc.	17	7	25	17	14
10. More than usual emphasis on Red Cross, health drives, etc.	74	84	71	73	82
11. Use of school publications to serve military and defense needs	31	55	35	29	27
12. New opportunities for self-discipline or officer-like qualities	28	38	28	26	30
B. Modifications in curricular content or emphasis with reference to wartime needs					
Changes introduced as a war service					
1. Courses in mechanics or metal work	33	46	58	27	30
2. Other shop or craft courses	42	46	50	40	34
3. First aid or home nursing instruction	52	84	73	44	52
4. Civilian defense training	15	22	15	14	20
5. Cooking for boys, as aid in army kitchen work	15	38	17	12	30
6. Food raising or processing (other than cooking)	29	7	33	29	30
7. Special emphasis on wartime conservation of materials	73	68	82	71	75
8. Aid in understanding problems of production faced by industry	49	38	48	50	41
9. Training youth to understand problems of labor unions	36	31	30	37	48
10. Diet needs with reference to health and cost of living	63	62	68	62	75
11. Instruction in preflight aeronautics	43	76	75	37	10
12. Teaching understanding of democracy by first-hand experience in it as a definitely planned part of the school program	85	76	94	83	90

\* The classification into divisions is explained above