

ADJUSTMENT OF HIGHER EDUCATION TO WAR

I. Introduction:

1. War is dramatic clash of ideologies.
2. Every person is in the war.
3. Every group, organization, and institution has responsibilities.

II. Wartime platform of higher institutions

Plank 1. War service comes first.

- a. Needed adjustments in curriculum, guidance, and administration must be made quickly and cheerfully.
- b. Institutions must not attempt to preserve institutions in status quo.
- c. War service includes activities contributing to
 - (1) armed forces and auxiliary forces.
 - (2) production of essential war material.
 - (3) maintenance of health and morale for
 - (a) the individual's own sake
 - (b) the essential support, physical and spiritual, of the military.

Plank 2. A portion of energy must be spent for peace and reconstruction, - for the continuity of life beyond the war.

- a. Many peace-time objectives are equally applicable in wartime; for example, the following are double-barreled objectives:
 - (1) Vocational - the college problem is not concerned with trades and skills, but with intermediate technical and professional occupations.
 - (2) Intelligent enlightened citizen conversant with the goals of America, devoted to and prepared to work for their achievement.
 - (3) Good health and hygiene. Every institution must take immediate steps necessary to bring each individual student to his highest possible level of physical fitness.
 - (4) Use of leisure.

"the measure of a man is his conduct when he is free to do as he pleases." What he does depends upon his social and intellectual interests - outgrowths of the programs in the humanities, social studies, natural sciences, and of planned leisure-time activities.

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- (5) The measure of the effectiveness of college education is in terms of the individual's ability to make adequate and wholesome adjustments, that is, his conduct in a wide variety of circumstances will be intelligent and effective.

Plank 3. Desirable acceleration of programs should be accomplished without lowering either admission standards or quality of work.

Plank 4. Provisions should be made now for credit to be awarded later for military service.

Plank 5. Provisions should be made to defer military service for men whose continued college education is essential to the war effort - medicine, engineering, dentistry, ministry, research in practical fields, etc.

Plank 6. Research must be maintained, but directed now more specifically to practical considerations.

III. General view of military leaders toward higher education.

1. They want to disrupt civilian institutions as little as possible.
2. They do not want to make trade schools out of our colleges.
3. They want colleges, first of all, to provide good general education which provides backgrounds of training which will enable men to acquire later, under their direction, the specific skills essential to modern mechanical warfare - manipulative techniques.
 - a. They want men who can make wholesome and intelligent adjustments to new physical and social environments.
4. In summary, the military leaders want men with physical strength, with educational backgrounds of essential knowledge, understanding of fundamental processes, and appreciation of basic values adequate:
 - a. to execute and give commands;
 - b. to acquire skills and information;
 - c. to use periods of recreation usefully and constructively.

The military leaders look upon college men as potential officer material.

IV. Curricular and course adjustments.

1. In general the military leaders have insisted that each man pursue a course best adapted to his general life plan and that only minor course adjustments be made in his total program.

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- a. The recommendations received to date suggest that in the field of general education for all students there be included the basic work in

1. Physical science
2. Physical education
3. Mathematics through trigonometry or one year of college
4. American history and ideals
5. English

2. Shortages in terms of war-time needs exist in certain fields of college specialization, namely

- a. Management and administration - accounting, auditing, statistics, personnel work.
- b. Most scientific fields related to medicine.
- c. Engineering.
- d. Social sciences, such as economics, geography, psychology, and recreational leadership.
- e. Fine arts.
- f. Foreign language - Japanese, Russian and German.
- g. Journalism.

The principle applied with reference to these fields is that guidance activities should be directed to get those students into these fields in accordance with their personality, backgrounds, and interests.

Furthermore, emphasis, especially in the use of illustrative material, should be placed upon war-time ends and activities.

3. Shortages of teachers for our schools and colleges also is increasing.

- a. A recent survey of 548 colleges and universities which employed 48,000 faculty members showed that

1. 1,167 faculty men are now in the armed forces.
2. 363 faculty men are in governmental service.
3. 300 faculty men are in industry.
4. Many are leaving every day (e.g. San Diego State College, 6 gone and 18 more in prospect, of 64 men members of faculty)

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- b. Teacher shortage in elementary and high schools growing, especially in Central and Southern States. Some schools are now closed because no teachers are available.
- c. Fields in secondary schools and colleges in which shortage is greatest are Physical sciences; commerce; engineering; industrial arts; physical education (500 in California high schools next year).

The principle with which this shortage is met is to

(1) Intensify recruitment.

(2) Provide refresher courses for teachers who have been out of service.

4. Special adaptations have been introduced into courses, especially in

Mathematics; physics; chemistry; physical geography; astronomy; English; drafting; history (both American and World); hygiene; physical education; home economics; especially in consumer education and nutrition.

5. Special classes, usually without credit, are being offered; such as fire prevention, gas decontamination, first aid, nutrition.

6. Some colleges and universities are requiring every student to take at least one course each term designated as having defense value; e.g. U. of C.

7. In general the approach to all courses is becoming more realistically set in the here-and-now.

- a. To help orientation of student into new setting in which he lives in terms of -

- a. Understanding causes of war
 - b. Reasons for sacrifice and contribution
 - c. Preparation for greater competency as citizen, as person, and as potential military unit.

- b. To develop comprehensive view of democracy, its place in the world, its methods of survival, and the requirements it places upon the individual in wartime and for the peace which will follow.
Must bear in mind the type of young man who will return from the war.

- c. Work is more concentrated; materials are more carefully selected; standards of achievement are higher.

- d. Curriculum and course selection are more carefully geared into adequate and effective guidance services.

- e. Evaluation of effectiveness of curriculum needs to be made more in terms of behavior than memory mastery.

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V. Deferred reserves

The Army, Navy, Marine Corps, and Maritime Commission select men, place them in their reserves, and have them continue in college.

1. Each branch has its own program.
2. In general there are few specific requirements beyond physical education, elementary courses in chemistry and physics, American history, and mathematics, including trigonometry.
3. Army and Navy both developing policy of administering examinations during last half of sophomore year to determine whether student status should continue.
4. The idea is growing that colleges and universities, so far as men students are concerned, will become officer training institutions, governed as at present but used by the military for their purposes.

VI. Many colleges and universities are contracting with the Navy and with the Federal Government for special instructional services.

A. For men in the armed forces

1. Naval Aviation Cadets (pre-flight, at St. Mary's, Georgia, North Carolina, and Iowa)
 - a. Physical conditioning
 - b. Indoctrination in naval history and customs
 - c. Military drill and seamanship
 - d. Communications and ordnance.
2. Commerce - typing, shorthand, and letter writing.
3. Radio communications - radio; physics; and mathematics.
 - a. A modification has developed in which men are selected and paid \$75.00 per month to attend college for special instruction.
4. Correspondence courses

The Army Institute at Madison, Wisconsin, has charge of handling correspondence courses for men who have been in the service for four months.

- a. Cooperating with the Institute are 80 colleges and universities which provide courses for credit with the government paying one-half of the cost, but not exceeding \$20 for each man.

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5. R.O.T.C. units (no new ones) are being greatly expanded along technical lines - produce 10,000 officers per year.
6. New Quartermaster Corps (Harvard, Alabama, Michigan, and Washington)
7. New Ordnance Units
8. Ski patrol (University of Wisconsin)

B. For men not in the armed forces

1. Engineering

Engineering colleges are provided funds by the Federal Government through the U.S. Office of Education to provide basic and specialized courses in Engineering Science and Management for men employed in the defense industries (175 institutions)

2. Civilian Pilot Training

The Civil Aeronautics Authority contracts with colleges and universities for ground school instruction for college students.

VII. Acceleration and other administrative adjustments.

1. Almost universally higher institutions, including junior colleges, have shortened the time required for completing curriculum requirements, but very little has been done to eliminate courses.
 - a. Schemes for colleges and universities to reduce time required for graduation from 4 years to 3 years or $2\frac{1}{2}$ years.
 - (1) Four quarters
 - (2) Three trimesters
 - (3) Two semesters and lengthened summer term
 - b. One junior college (L.A.C.C.) has developed a plan consisting of
 - (1) Two semesters of twenty weeks each and a summer session of six weeks, with
 - (2) Semesters divided into two ten-week terms, enabling students to complete or begin course at end of any term.
 - c. The problem of financing education becomes an acute one for parents and students. Proposals are being made for federal subsidies in the form of loans to students.
2. Vacations during the school year have been eliminated in some institutions and the summer vacation has been shortened.

3. Participation in the accelerated program is usually optional with the student. It is most frequently compulsory in medical and engineering schools.
4. The University of Chicago is giving the A.B. degree at the end of the second year in college.
 - a. The A.B. degree in this case is not directly comparable to the traditional liberal arts A.B. degree.
 - (1) It denotes completion of the period of general education.
 - (2) The terminal two years are in effect the upper division of an integrated four-year junior college program containing grades 11, 12, 13 and 14.
 - (3) Many of the services and objectives of the 4-year program are not included in the 2-year program, so there is not a saving of two years of work. The implication of the plan is that capable students will begin a specialized program of three years or five years in length after receiving the A.B. degree; thus the time span from the freshman year to the master's degree will continue to be five years.
5. The University of Chicago has developed a cooperative plan with employers.
 - a. Student attends college three days per week and is employed three days; thus
 - b. Two students hold one position, and secure finance for education and assist employers.

VIII. The college woman

1. There is little tendency to encourage women to accelerate their programs. Few, if any, women's colleges to date have made provision for acceleration.
2. There is a growing feeling that women have obligation to serve in war-time activities if needed. Some institutions are encouraging women to prepare for work in the fields of engineering, chemistry, physics, mathematics, accounting, statistics, economics, stenography, typing, secretarial work, personnel work, languages, piloting, and air field ground work.
3. Some special developments for women.
 - a. U.C. trains women in drafting and engineering shops of defense industries.

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b. U. of Cha. this summer will offer a free course for women for supervisory posts in personnel, accounting, statistical, and administrative offices in defense industries.

c. U.C. in its 1942 summer sessions will offer a study workshop for women in the fields of nutrition and family living.

IX. Supplementary services.

1. 140 Key Centers of Information and Training.
2. Civilian defense courses and adaptations.
3. Service to soldiers in camps and community, both students and faculty.
4. Use of plants by military units.
5. Bond and stamp drives.
6. Faculty members giving part-time advisory or technical service to military and defense activities. Survey of 548 institutions showed 2,500 men in part-time activity.

X. Extra-curriculum.

1. Re-direction of activities of campus organizations.
2. Curtailment of program of activities - athletic, social.
3. Expansion of activities to include special defense courses, lecture programs without credit, contribution to community enterprises.
4. Protection of life and property.
5. Proposals to organize corps of workers for agriculture.
General instruction is to work through the local U.S. Employment Service offices.

XI. Special problems.

1. How can the student's courses be planned so that if he must enter service before the completion of his course he will derive the maximum contribution toward his immediate adjustment?
2. How can the program of general education be shortened without jeopardizing its essential values?
3. How can young men of potential officer caliber be encouraged to enter or to continue in college?

4. What kind of education should be planned for the young men when they return from service?
5. How can confidence in the basic values in general education be developed when so much emphasis has necessarily been put on specific technical skills?
6. How can the schools be properly manned with teachers now and after the war without a great lowering of standards, which now throughout the country are none too high?

XII. President Roosevelt's statement can be used most effectively to summarize the major problem before the higher educational institutions:

"We have one great task before us. That is to win the war. At the same time, it is perfectly clear that it will be futile to win the war unless during its winning we lay the foundation for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which war is fought. Colleges and universities are in the particularly difficult position of balancing their contributions to these two ends. I am sure, nevertheless, that the leaders of our colleges and universities can be depended upon to find the wisest solution for the difficult problem of how to make this two-fold contribution.

"I am anxious that this national crisis shall not result in the destruction or impairment of those institutions which have contributed so largely to the development of American culture...

"The United States needs the services of its institutions of higher learning, and we know we can depend upon their cooperation in carrying forward the present war effort."

President Roosevelt, in a letter to the Association of American Colleges and to the American Association of Junior Colleges in session at Baltimore, Maryland, January 2-6, 1942.