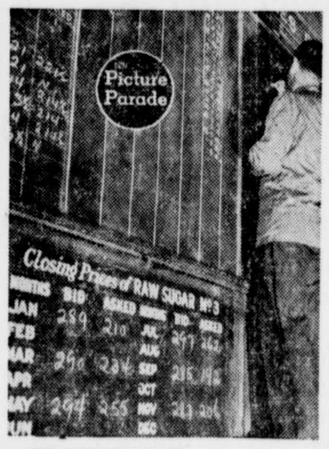
Commodity War Boom

With food ranking equally in importance as a vital war material with the stuff of which planes, tanks and guns are made, little wonder that America is witnessing a great boom in commodities. Commodity exchanges, principally those in New York and Chicago, are hectic spots these days. The following series of photos give you an idea of how business is done on the exchanges, where the lift of a trader's eyebrow may mean another penny more on your pound of drip-grind, or an extra dollar on the suit you're going to buy.

FUTURISTIC . . . When it comes to wool, you can't pull any of it over the eyes of these brokers on the New York Wool exchange. They buy the sheep's overcoat sometimes even before he has grown it.

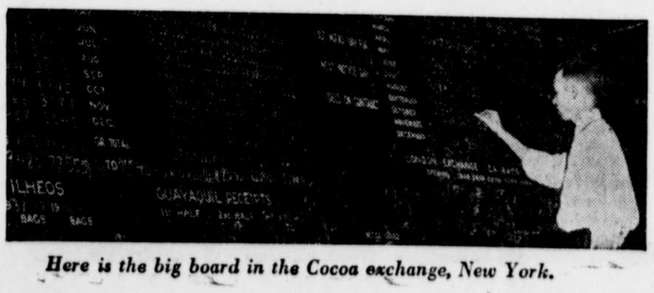
These men are cotton brokers on the New York Cotton exchange. They are seated at the trading ring during an intermission.



SWEET COFFEE . . . And here is part of the Coffee and Sugar exchange in New York. An employee is posting trading prices.

ROUND FIGURES . . . The bidding ring at the New York Cocoa exchange. It is very calm and dignified, with no fanfare or "fireworks."

THE PIT . . . View inside the Board of Trade building, in Chicago. Trading in this particular market is confined to corn, winter wheat, oats, barley, rye and hay.



Here is the big board in the Cocoa exchange, New York.

War Effort Strengthened By High School Graduates

Armed Services, Industry and Farms Lure 1942 Students; Vocational Training Now Becoming Increasingly Important.

By WILLARD E. GIVENS

Executive Secretary, National Education Association.

IT HAS been estimated that over one million boys and girls will leave high school this spring with their diplomas.

It is this same group of boys and girls, the youth of the nation, who were figuratively being spoken to when a commencement speaker said to a group of graduates before him:

"You have seen more history than you have read."

During the first half of 1942, the pages of history have been turning fast, recording the names of men and their deeds in the greatest drama of all ages.

And now today, not only the high school graduate, but all those who have read the story of man's upward struggle from the early dawn of history to the present time, recognize the climax of history in which they are now living. Each and everyone—especially the high school graduate—is seeking to find the proper place, the suitable niche in it.

The Significance of Today.

Only to the man who is in some measure educated is it granted to know what is going on about him and to estimate its significance.

There is an old story of two peasants of Brabant who were weeding their crops on a sultry June day in 1815 when the guns of the Iron Duke greeted those of Bonaparte at Waterloo. One of the peasants lifted his eyes from his hoe and scanned the horizon. "Soule," he said, "it thunders; it will rain today!" As the guns of destiny broke the silence of their fields, these two peasants went on hoeing their vegetables, almost as ignorant as their beets and cabbages of what went on anywhere else in the world but in the limited sphere in which they moved.

The mental isolation of mankind in the not-so-long-ago unhappy days of the human race when one class of men was privileged to enjoy the culture and refinement of wide knowledge, and another class was doomed to live and die in vulgarity and poverty, is banished. Universal education has banished it. The high school, especially, is responsible for making this vastly different world from the one which existed a century and a quarter ago when Europe was rocked as it is today by the clash of arms and ideals—and only a few knew the issues and fewer still had a part in resolving them.

Today, high school students see themselves in the setting of time and events. In their hearts is a stirring that finds its expression in a common question, "What is my place in all this?"

Some of the boys may volunteer at once for service in the armed forces. The army has just announced that volunteers 18 and 19 years old may select training in the combat branch of their own preference—infantry, cavalry, artillery, tank corps, air corps, signal corps, or corps of engineers. Others will wait the decision of the Selective Service system as to where and when they may serve best.

Many graduates will continue their education under the direction of the navy, which has in operation plans by which graduates may go on to college and pursue studies in which they may earn college credits and at the same time prepare for more effective service in the navy. From this group, the huge two-ocean battle fleet now building in our shipyards will secure many of its commissioned officers.

War Industries to Hire Many.

Some thousands of these high school graduates, boys and girls, will at once enter war-industries to help manufacture the guns and tanks and planes upon which the fighting men on far-flung battle fronts depend. The graduates may enter these industries at once, or they may enroll in one of many different types of training for more skilled service in the factories producing the material of war.

These training opportunities range from the elementary vocational schools where the simpler skills of the assembly line are acquired, to the technical and engineering schools of our great universities which are turning out recruits for highly responsible positions both in the armed forces and in industrial ranks.

The high schools themselves in many city school systems, and in some of the village schools serving farm areas, are equipped to offer a high grade vocational training. Some graduates who have taken non - vocational courses in high school will immediately begin such courses, if available, in the schools from which they have been graduated, or they will seek that kind of training in neighboring communities.

The federal government in June, 1940, appropriated $15,000,000 to equip and staff the rapidly expanding vocational departments and schools of less than college grade which had undertaken to train workers for defense industries. The need of workers was so urgent and the plan of meeting it so successful that subsequently other sums were appropriated for this purpose.

By March, this year, approximately 2,463,862 workers had been prepared for the war industries in this manner. This number is in addition to those trained for similar occupations in the vocational courses that constitute the normal service of the schools.

The demand for the graduates of these vocational courses is much greater than the supply and is increasing. According to the War Production board, over ten million additional war industry workers will be needed within the year ahead to staff plants now being built or expanded.

The vocational training activities in Oakland, Calif., are typical of those in many cities near great shipyards or other centers producing the machinery of war. On April 1, 1942, there were 199 classes in "defense training" in the Oakland schools, enrolling 3,901 students. This was 473 less than the number of students the Oakland schools were prepared to accommodate in this kind of work.

During January, February and March an average of 500 trained workers a month were placed in war manufacturing from this school system. There have never been sufficient trainees enrolled to meet the demand for riveters, chippers, caulkers, ship fitters, sheet metal workers, electricians, ship carpenters, joiners and other skilled trades.

There is opportunity of some kind today for youth everywhere. All can join in the "great adventure" in some capacity. This is true for girls as well as for boys. Many girls are taking their places in the war industries. The great expansion of offices in Washington and other centers of administration of the war effort issue calls for typists, stenographers, clerks and secretaries. Many girls are enrolling in nursing courses which lead to direct or indirect service, for some of which officer's commissions are available, in the armed forces.

The kinds of military work for girls to choose from are numerous, and announcements of further opportunities are expected from time to time.

Ofttimes the impulse to seek service far afield is ill advised. There is also the home front. Whole states must be prepared to resist invasion from land, sea or air. Civilian defense is vital. First aid, air raid duty, auxiliary fire and police service must be manned and administered.

In hundreds of agricultural communities high school graduates will immediately lay aside their diplomas for cultivator handles and hoes. There is much truth in the slogan that "Food will win the war." The provision of food stuffs and the use of foods dictated by modern knowledge of nutrition for both civilian and soldier are of vital importance.

Many of the opportunities may be seized without leaving home or community. The alert and eager high school graduate will look about him for unfilled places in the ranks, step in where he is best qualified and serve.

The student selected by fate for graduation in 1942 faces towering handicaps as well as opportunities. For many of these graduates, school days are ended. In any case, educational careers will be interrupted or diverted from original purposes.

The Test They Face.

Ambitions must be modified, new emphasis placed upon ideals and duties. The high school graduate of 1942 faces the severest kind of test which can be given to individuals—the test of flexibility, adjustment to untoward circumstances. This applies to the minor as well as to the major enterprises of life.

The contrast is still greater if we compare this generation with grandfather's as an illustration of change in our national life. To that elderly gentleman now toasting his slippered heels in retirement by the fireplace, Horace Greeley's advice, "Go West, young man," was an inspiration. There was an immeasurably wealthy West to conquer. Grandfather saw the finishing touches given to the world's greatest economic empire, as the ingenuity, energy, and determination of a New world, assembled from the tribes from the Old, trimmed off the last frontiers from the American wilderness.

Looking beyond the present strife, there is the citizen-in-the-making getting ready for the years ahead. Complete and final victory would be unavailing if we lost in peace what we had won in war. There is a tremendous task of reconstruction ahead of all the world. There is the rubble to clear away; but much more important there are new structures to take the place of the old.

The vision and capacity of today's youth will determine whether they live in the ruins of a past or in new edifices builded upon the ideals of freedom and liberty.

Victory vs. Luxury

"John's older brother who finished high school in 1941 burned up the tires of his old jallopy on the highways at sixty miles an hour, either pleasure or business bent. John will ride a bus or walk to "go places and do things." Susan who graduates in 1942 will find that permanents, fluffy evening dresses, silk and nylon hose were luxuries that her older sister of 1940 did not bequeath to her. Youth, like the rest of us, must sacrifice some of the refinements of existence, and before the struggle is over, may forego some of the necessities."

Many high school graduates, such as these at the Hannah Penn, junior high school, York, Pa., will be able to take their places without much further training in the ranks of those who are planning to defend their communities from death dropping down during air raids.

A mechanized army calls for the utmost inventive and operational skills which the American people can produce. These Denver high school boys will know how to operate an electric semaphore if they should serve in the signal corps of the army.

Problems of Education Aired at Conference

At an annual meeting of the American Council of Education, Chicago, Ill., the following statements were made by educators:

Roscoe L. West, president, State Teachers college, Trenton, N. J., said: "People know intuitively that education must focus on getting folks ready to live better in their community than they would have lived otherwise. And by community I mean the nation and the world."

William J. Hamilton, superintendent of schools, Oak Park, Ill., spoke on this problem which faced education: "There is evidence that during the post-war period, conditions pertaining to the support of the public schools will not be improved. The demand for social security is already being given much consideration as the principal factor in the new social order and may supersede education in importance . . . public education will become involved in a confusing mass of legislation."

ASK ME ANOTHER?

A General Quiz

The Questions

1. What is the meaning of the phrase "to catch a tartar"?
2. What is "Rotten Row"?
3. What bird that is considered one of the most beautiful birds in the world is related to our crow?
4. What name is given to the greenish deposit which forms on copper?
5. What lands are these: (1) Land of Promise? (2) Land of Nod? (3) Land of Bondage?
6. Has a foreign sovereign ever been portrayed on a U. S. coin?
7. What heavyweight boxing champion of the world was known as "Gentleman Jim"?

The Answers

1. To catch a person who, on being attacked, proves too strong for his assailant.
2. A fashionable driveway through Hyde Park, London.
3. The Bird of Paradise.
4. Verdigris.
5. (1) Canaan or Palestine; (2) Dreamland; (3) Egypt.
6. Yes, one, Queen Isabella of Spain, on an 1893 quarter.
7. Corbett.

HE FOUND A BETTER WAY

IN 63 B.C. MARCUS TULLIUS TIRO INVENTED A SYSTEM OF SHORTHAND USED IN THE ROMAN SENATE – AND CREATED A BETTER WAY OF RECORDING SPEECH.

THE BETTER WAY TO TREAT CONSTIPATION DUE TO LACK OF PROPER "BULK" IN THE DIET IS TO CORRECT THE CAUSE OF THE TROUBLE WITH A DELICIOUS CEREAL, KELLOGG'S ALL-BRAN. EAT IT EVERY DAY AND DRINK PLENTY OF WATER.

For Victory

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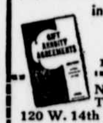

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