

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Amar Telidji University, Laghouat  
Faculty of Letters and Languages  
Department of English



## **The American Educational Journey: A Socio-political Account from the 1930s to the 1960s**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Master Degree in English Literature and Civilization

**Presented by:**

Ben hassine Rania Nada

Habati Khaoula

**Supervised by:**

Mr. Seddiki Mohamed Cherif

**Members of the Jury:**

Mr. Kordoli Abdelkader

Mrs. Bedrina Sara

**Chairperson**

**Examiner**

**2019/2020**

## **Abstract**

Crises present enormous obstacles in achieving education for all; such obstacles may prompt unpredicted and undesirable shifts in education in a specific nation. Generally, conflict situations are linked to a broad range of circumstances in which children's access to education is in jeopardy. The interest of this research is to provide a historical analysis of the past century of American education in order to understand how far the national commitments have changed during international conflicts ranging from the 1930s until the 1960s. In the previous century, global emergencies exerted a dramatic influence on education; the Great Depression, World War II, and the Cold War presented some of the most significant challenges the United States had ever faced. Throughout these ordeals, citizens and leaders in America have challenged, questioned, or reinvigorated the development goals and progress of education. So to what extent did each period altered the educational institutions? And how did the government, educators and students respond to such circumstances? A case study of the relationship between each disruptive conflict on children and youth's access to quality education and its process of learning is examined using a historical analysis approach. During all of the mentioned calamities, the United States' education was drastically altered to keep up with the demands of the students, teachers and the government. Whether it is by establishing educational relief programs, calling for better educational movements, or even relying on youth's support, and awareness for strengthening social cohesion. The significance of this work relies initially on showcasing the public schools' shift towards a functional curriculum and adapting the new Progressive instruction to reflect the urgency of education not only as an essential pillar in reinforcing and elevating the American nation, but also its contribution in transforming America to a state of peace, democracy and stability.

**Keywords:** Education, International conflicts, Progressive education, National assistance.

# Acknowledgments

First and foremost, we would like to express our deepest gratitude to our supervisor Mr. Seddik Mohamed Cherif, who has gone with us through the ups and downs of this work and been invaluable source of knowledge and thoughtful advice. Thank you for giving us a wealth of ideas and generosity of time.

Our jury members are also deserving of thanks for their help in the final editing of this dissertation.

# Dedication

I dedicate this standard dissertation to my parents Nadjia and Ibrahim who have lovingly supported me through my educational endeavors. Also to my beloved siblings Ahlam, Taha, Mohamed, Rabab, and Mariam whom without their help, advice, motivation, and prayers, I would not have taken up this study or complete it.

I dedicate this work as well to all of my friends who have encouraged me throughout this process.

**Habati Khaoula**

# Dedication

This dissertation is dedicated to my dearest parents, who have always been by my side, in each step; they were my source of inspiration, strength, and encouragement.

To the two most important women in my life, my mother, Samira, who has always been a strong and gentle soul that taught me to trust Allah and believe in hard work, and to my grandmother Lalia for being my guardian and my number one supporter.

I also dedicate this work to my siblings, Islam, Raja, Mohamed, and Louay for helping me in their way. To my uncles Houcine, Mohamed, Abdelkader, soufiane, and lahcen, who supported me throughout the process. And finally, I dedicate this humble work to the memory of my beloved uncle, Fathi, who passed away three years ago.

**Benhassine Rania**

# **Table of Contents**

## Table of Contents

---

|                                                                                                                   |           |
|-------------------------------------------------------------------------------------------------------------------|-----------|
| Abstract.....                                                                                                     | I         |
| Acknowledgment.....                                                                                               | II        |
| Dedication 1.....                                                                                                 | III       |
| Dedication 2.....                                                                                                 | IV        |
| Table of contents.....                                                                                            | V         |
| <b>General Introduction.....</b>                                                                                  | <b>01</b> |
| <b>Chapter One: U. S Education at Times of Economic and Political<br/>Upheavals.....</b>                          | <b>08</b> |
| Introduction.....                                                                                                 | 08        |
| I.1. Financial Crisis, Unemployment, and Education.....                                                           | 08        |
| I.2. The Depression Epoch’s Repercussions upon Educational Institutions.....                                      | 10        |
| 2.1. Public Schools.....                                                                                          | 10        |
| 2.2. Rural Schools.....                                                                                           | 11        |
| I.3. Education towards Recovery: The New Deal Programs.....                                                       | 13        |
| 3.1. The Conservation Civilian Corps.....                                                                         | 14        |
| 3.2. The National Youth Administration.....                                                                       | 15        |
| I.4. The Struggle for Control of Instruction: Progressivism “child-centered Vs<br>social-reconstructionists”..... | 16        |
| 4.1. The Eight Year Study.....                                                                                    | 19        |
| Conclusion.....                                                                                                   | 20        |
| <b>Chapter Two: The US Education during World War II.....</b>                                                     | <b>22</b> |
| Introduction.....                                                                                                 | 22        |

## Table of Contents

---

|                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| II.1. The Intractable Teaching Circumstances.....                           | 22        |
| 1.1. Women Enter Teaching.....                                              | 24        |
| II.2. Wartime Educational Systems.....                                      | 26        |
| 2.1. Elementary School.....                                                 | 26        |
| 2.2. Secondary School.....                                                  | 27        |
| 2.3. Higher Education.....                                                  | 30        |
| II.3. Opposing Values between Progressives and Conservatives .....          | 33        |
| 3.1. Progressives under Attack.....                                         | 35        |
| Conclusion.....                                                             | 36        |
| <b>Chapter Three: The U.S Battle for Supremacy during the Cold War.....</b> | <b>38</b> |
| Introduction.....                                                           | 38        |
| III.1. The Influence of Space Race on the American Education.....           | 38        |
| 1.1. The Reaction of the Federal Government.....                            | 40        |
| III.2. Educational Patterns Set during the Cold War .....                   | 41        |
| 2.1. The National Defence Education Act (NDEA).....                         | 42        |
| 2.2. The Implication of the NDEA on Elementary/Secondary Schools.....       | 44        |
| III.3. The Demise of Progressive Education.....                             | 46        |
| Conclusion.....                                                             | 48        |
| <b>General Conclusion.....</b>                                              | <b>51</b> |
| <b>Work Cited .....</b>                                                     | <b>53</b> |
| <b>Resumé.....</b>                                                          | <b>61</b> |
| <b>المُلخَص .....</b>                                                       | <b>62</b> |

# **General introduction**

## General introduction

---

It is agreed upon that the Black Tuesday<sup>1</sup> brought a startling end to an age of unprecedented economic prosperity. In any case, the nation was massively unprepared for the crash. Since the crisis took hold, employment reached 25 percent in 1933<sup>2</sup>, and almost half of the U.S. gross national product had been cut. Likewise, education in America was greatly influenced by changes in the economy, and many believed that the cost of education would bankrupt the government. According to a 1933 National Education Association (NEA) report, schools in such regions like Alabama were particularly hard-hit due to the reduced federal spending for education and the financial support offered by businessmen. For the most part, the overwhelming majority of schools witnessed significant financial cutbacks that put pressure on the education system. Although economic hardships had victimized the state, it also inspired changes and reforms that forced both teachers and schools to be more organized and efficient.

After the Great Depression period had passed, the United States was left once more in the midst of a new crisis. The Second World War began in 1939, which is known to be the most devastating armed confrontation in existence. This war caused millions of deaths, the destruction of huge capitals, and the horrors it left on the people who witnessed this horrible experience. Although the conflict was overseas and America participated years later, the effects of total war were felt in almost every aspect of the nation's social, political, and economical life; education was no exception. The Protestant Board of School Commissioners for the City of Montreal (PBSCM) reported in 1943 that "the War exercised the dominant role in the life and activities of the school." The Great War had devastating consequences for the youth and their education to the point where some drastic changes were needed to meet the war's requirements. People started to change their perspectives on schools and universities and what their curriculum should be consisted of; educational establishments did not only shift their focus on war-related activities and adjusting its curriculum to keep up with the circumstances, but they also were compelled to promote altruism, patriotism, knowledge of the war and national unity.

After World War II, international relations were shaped by a confrontation between the United States and the Soviet Union, an east-west conflict framed by divergent models of their political system, economic system, and ideologies. These differences were exacerbated into an international conflict; the Cold War, in which each superpower established its distinct and competing system. The Cold War witnessed the beginning of technological advancement and the

---

<sup>1</sup> Black Tuesday was the fourth and last day of the stock market crash of the 1929. Investors traded a record 16.4 million shares. They lost \$41 billion on the New York Exchange, worth \$206 billion in 2019 dollars ( The Balance).

<sup>2</sup> According to a survey done by the National Bureau of Economic Research in 1933(NBER).

## General introduction

---

use of nuclear weaponry at its height. The urgency of competition was widely felt in America during that era, particularly after the Sputnik Crisis. The launch of the world's first human-made satellite into an elliptical low earth orbit shocked the American nation and made them panic and afraid that the Soviet Union had become more advanced than the U.S. Aside from that, many government officials and ordinary Americans ascribed to the belief in a “missile gap”<sup>3</sup>, the idea that the U.S. lagged behind the Soviet Union in missile technology. The panic resulting from Sputnik was precisely the trigger that was needed to rectify a variety of issues faced by public schools across the nation, along with pushing the federal government to intervene by enacting legislation that drastically changed education policy in the United States, a strong and an improved education system was required, particularly in the areas of science, technology, engineering, and mathematics.

Throughout history, American education underwent several shifts that characterized each specific period, whether it is the curriculum that was altered, the role of educational institutions, or even the extent of the governmental involvement concerning this sector. The Great Depression was probably one of the most memorable events in the United States history that wrecked its economy; education was no exception. It was heavily influenced by it. During that period, many schools faced budget cutbacks, forcing the government to find innovative ways of maintaining schools going or shutting them entirely, education was hard to reach and not available to everyone, many children were unable to have this “luxury” and were obliged to leave schools at a young age due to the harsh conditions they faced. When the Depression ended, the United States found itself involved with the devastating Second World War. This well-known war also had its share of adjusting education and educator's role; schools were expected to promote patriotism and national unity to help in the war effort. Unlike the Great Depression period, education had an outstanding status and was considered vital for facing such a crucial time. Shortly after World War II was over, the United States emerged as a dominant superpower that was able to overcome any other nation, but soon enough, things were about to change when the Soviet Union emerged as the new nation that was competing for superiority. Another war seemed to threaten the United States; however, this war held different principals than the previous one. The Cold War represented an ideological battle in which the United States and the Soviet Union sought to impose their respective domestically and internationally. After the Russian advancements in science and technology, as well as the threat of a nuclear war,

---

<sup>3</sup> Missile gap was the term used in the United States for the disparity between the number and power of the weapons in the U.S.S.R. and U.S. ballistic missile arsenals during the Cold War (Definitions.Net).

## General introduction

---

indoctrination through education became a legitimized practice adopted by both nations. The United States was forced to rethink how it prepared its children, particularly after the launch of Sputnik. The country became aware that to offer its children the best future possible, it needed to invest in their education. For the first time in history, schools were seen as a form of national defense.

The central arguments for this research are:

What are the significant developments in the historical evolution of American education? What changes in curriculum and classroom routine did students experience in each crisis?

Sub-questions that will be answered throughout this research:

- What are the repercussions of the Great Depression upon Education?
- On what level did the American educational institutions had to change its function during World War II in order to adapt to the new situation?
- How was the reflection of the Cold War in the classroom?

In an attempt to expand upon a basic history of education at all levels in the United States, this study examines the relationship between education and major crises, the Great Depression, World War II, and the Cold War. The key point to this work is to showcase how these conflicts impacted American education on different levels, as it is considered to be one of the countries that were directly affected by each one of the mentioned shocks. When thinking of similar incidents, the first thing that comes to mind is the economic, political, and even social remnants caused by these devastating conflicts, however, education is probably the last thing linked to such events. That is to say, this dissertation attempts to analyze the alterations and renovations that were brought by these calamities on this vital sector (education) and how it influenced the educator's attitudes in order to adapt to each period and its new educational environment.

Although all the previous studies outlined the nature of education in America through different periods, more investigation is needed in this area. The purpose of this research is to deal with this journey on a much deeper level by uncovering the educational transitions in the United States and the governmental policies. Besides, the focus is on the reform movements that altered education in each period and adjusted the curriculum to match the demands of the nation in each crisis. Usually, instruction in American schools is overwhelmingly teacher-centered.

## General introduction

---

Consequently, a new reform movement emerged to introduce a different approach, called Progressivism. This approach emphasizes instruction on the needs, interests and the developmental stage of the child; as well as, promoting discovery and self-directed learning by the student through active engagement and having students to work on projects that expressed its purposes that integrates with the disciplines around socially relevant themes like cooperation, tolerance, justice, and democratic equality.

Since this study takes place in a historical context, a historical analytical approach is followed to examine the impact caused by major historical events on the educational sector and how the American government reacted aiming at making education one of the most important weapons that help the nation to rise and maintain its position. A qualitative method is followed to get deeper into the research by collecting existing primary sources like books, national journals, articles about the event, and pamphlets. Besides, available secondary sources, including websites, theses, and dictionaries, will be used for further information and analysis.

This dissertation is divided into three chapters. The first chapter provides a background to the development of education throughout the Depression years. As the economic situation grew worse, school districts were also struggling with debt. It discusses the experienced inadequacies of these districts like closing down schools, cutting down teachers' salaries, and teaching fewer subjects. Moreover, plans for expansion and reform were shelved. It seeks to clarify the movement from the beginning of the 1930s American schools until the end of the decade when the entire education system was slightly more modern, professional, and fairer.

The attempt to analyze the huge transformation of American education in the early 1940s' will be discussed in the second chapter. Considering the main reason for these changes was World War II (1939–45), this chapter cites the status of all the academic levels imposed variations in order to mold both the educators and the learners into the current situation. It also illustrates the nature of the pedagogical facilities that were turned over for the training of personnel for war industries and services. Furthermore, it showcases the distress of the philosophical reflections striving to maintain its principals. The war exposed many problems within American education, which eventually highlighted the fact that the war had shown the need for education in politics and economics.

On the other hand, the third chapter spotlights the significant developments in the 1950's primary political concern for the United States, the Cold War. It tackles the fragile and tense

## General introduction

---

relationship between the US and the Soviets, which established a horrific impact on American society and culture. That is to say, it outlines the struggle for supremacy over the Soviets that Americans believed should be played out in economic productivity, advancement of science and technology, and exploration of space. Striving to compete, the U.S. government intervened and invested in curriculum development, expansion of math and science programs took a higher profile than before. Likewise, this section also discusses the gradual disappearance of the pedagogical movement as there was a call for a new content of education. The Cold War was when such participation led, unintentionally, to elevate the standards of the American educational system in the long-headed years.

The literature on the impact of American education aroused the curiosity of many scholars and historians who showcased significant contributions to the history of education in the United States. The following resources provide an educational outlook on the more sweeping changes to the overall American education system.

William Jeynes explained in his book “American Educational History: Schools, Society, and the Common Good,” the tumbling economy that mostly had a drastic effect on the American education sector, specifically on schools in rural areas. Consequently, specific education programs that seemed less important were dropped, and educators were also affected; their income was dropped or even cut down and had to leave their occupations to look for another one. Jeynes further addresses the government’s efforts to improve the situation when the New Deal programs were created to include the entire nation in the educational process during that period. On the other hand, other educators also contributed to facilitate and support the ideology of learning by experience, therefore not relying on textbooks or any other learning materials in order to keep teachers’ salaries stable and ensuring that schools despite the harsh conditions remain open since education was considered as a “way out.”

Gerard Giordano wrote “Wartime Schools: How World War II Changed American Education,” where he provided a contextual overview of schooling during World War II years. These years constituted an era of debate and alterations for the armed services and the defense industries. Giordano’s work brings schooling during this period to a much wider audience of the many facets of wartime education raised in it and gives a general idea of the war's impacts on schools in the United States. He also discusses the general changes to American schools during the war, such as an increased emphasis on vocational education and curricula alterations, which encouraged students to participate in efforts on the home front.

## General introduction

---

Andrew Hartmen's "Education and the Cold War: The Battle for the American School" is a significant contribution to the history of education in the United States. The book is a guide through the overalls of historical flow, economic structure, political condition, and cultural context. It offers a comprehensive analysis of schooling during one of the most important eras of American history, the Cold War. In addition, Hartmen depicts the story as a political struggle of control of American schools where teachers, students, and parents experienced and negotiated national Cold War imperatives in local schools.

**Chapter One:**  
**U. S Education at Times of**  
**Economic and Political**  
**Upheavals**

# **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

## **Introduction**

The social, economic, and political circumstances of different historical eras have always affected education at various levels; the 1930s held an unpleasant surprise for the entire world. The Great Depression is regarded as the greatest, most well-known economic crisis that touched all countries across the world, starting with the United States. The relatively serious economic collapse that followed the stock market crash of 1929 brought to the nation's schools some severe hardships. The aim of this chapter is to uncover those implications, along with highlighting the issues that characterized that period such as unemployment, financial crisis, and overall the disastrous educational conditions that both, rural and public schools suffered from especially the ones in rural areas. Another major point is showcasing the shifts that occurred for the betterment of education, starting from the governmental interventions that took the form of educational programs (New Deal) to the emergence of new, and radical progressive educational approach that contributed in shaping the curriculum and the nature of knowledge.

### **I.1. Financial Crisis, Unemployment, and Education**

The era of the Great Depression marked the closing of banks, companies, and enterprises causing a slowdown in the economy, reductions in hourly wage rates, numbers of hours worked, and the amount of public and private funds available for schools. Huge unemployment has arisen, especially among minorities. The economies have been overwhelmed with unemployed young citizens, it was estimated that unemployment rose to 25 percent of the workforce, because of that, both schools personal and government struggled to educate undernourished children whose families are dealing with unemployment since they were unable to afford their study expenses. The consequences of the Great Depression on educational institutions began in 1932, leading to budget cuts that contributed in pushing schools and educators to adjust their programs by discontinuing the “fads and frills” from school curriculum as a starter, physical education, foreign languages, vocational education, music, home economics, and many other non-essential materials were removed since they cost more to teach than the traditional core subjects such as English, social studies, and math (Education 1929-1941).

The social and economic conditions have negatively impacted education since schools could no longer carry the burden of teacher's wages and administrative expenses, Some of them

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

found it necessary to cut teacher's salaries, stop purchasing supplies or simply close their doors when the money runs out. The situation was more severe in the South and the Southwest, By 1933, Georgia closed the doors to over 1,300 schools, affecting over 170,000 children, and in Alabama most children had no school to attend as five out of six schools were closed. In 1934, the crisis was so acute that nearly 20,000 schools were closed nationally due to the fact that learners were expected to bring their own textbook, in some extreme situations, even pay for classes (Lynch).

As funds kept decreasing due to the retrenchment, the Chamber of Commerce<sup>4</sup> called for radical changes such as shortening the school-days, the average decline of the school year was shortened by more than ten days ("Education 1929-1941"). Furthermore, schools, communities, and educators themselves have found several innovative methods to minimize expenses and keep schools operating by eliminating non Regular schools and programs for instance night schools, summer schools, kindergartens, and playgrounds (Urban, and Wagoner Jr 189). Other institutions had to be creative in saving funds; some got rid of cafeterias, closing all school swimming pools, increased class sizes to fit all grades in one large room in order to save expenses, reducing teachers' salaries, charging school students fees and textbooks were all an important part of this radical alteration.

The reduction in adult's income made it harder for the parents to bear the direct costs of education like books, supplies, and uniforms. Such conditions affected children's educational outcomes including their school enrollment, attainment, attendance, and performance (Shafiq 5-6). In fact, not all families were able to keep their children in school; some children had to leave school to join the workforce and help support their family, most of the time it was 16 and 17 years old children who dropped out of school to go to work. However, as jobs became increasingly difficult to find, young people started to remain longer in schools with inadequate classrooms, Increasing the number of twelfth-grade students from 4,399,422 to 6,545,99. This economical disaster posed numerous problems for learners, teachers, and schools. It continued from 1929 to 1939, besides causing many people to lose their jobs, it also affected education in many ways at different levels in public and rural schools (Cohen).

---

<sup>4</sup> A business association which promotes commercial and industrial intrestes in the community ( Merriam-webster).

### **I.2. The Depression Epoch's Repercussions upon Educational Institutions**

#### **2.1. Public Schools**

The economic crisis of the following decade was slowly to be realized in public schools. Like in most other sections of American community, school people scarcely acknowledged the financial meltdown of October 1929, as its consequences did not initially reach the schools and those who worked in it. Therefore, financial aid stayed relatively firm for public schools in all but a few situations until the 1930s when the administrators reacted with mainly a range of budget-cutting initiatives. Public schools delayed response to crisis was also attributed to the fact that teachers considered their working conditions secure, at least in the early 1930s (Urban, and Wagoner 293).

In addition, the difference between the traditional vision of education and the reality of American schools in the 1930s was startling. Some states have been unable to fund public schools as a result of reduced tax total revenue, hence, financial support for schools and good salaries for teachers went striving and dropped to 13.6% on average. In 1933, Chicago teachers were paid for only four of their nine months of work. To make matters worse, their payment often was by wage cuts, instead, by a warrant and often even coupons rather than real paychecks. A financially pressed public prioritized its limited resources, and the schools lost out. Communities were unwilling and unable to spend as much on public schools as they had previously. As the economic situation further crumbled, the majority, including businessmen, concentrated on other problems more than on public schooling. According to the National Economic League<sup>5</sup>, education was placed in the fourth most important national priority in 1930, in 1932 however, it had lowered to thirty-second on the list (Baughman).

Throughout the depression, most Americans determined that they could not afford school at all; the aims and principles of education in the 1930s were in dramatic dispute with the economic end result. The Depression had businessmen to have a radical change when the tax money demand for schools to survive have captured the attention of businesses necessity to pay their debts. The most severe among them desired schools to be shutdown, while the moderates asserted that schools should limit their education to business skills and vocational training. The businessmen in Chicago had their means to influence the school board to expel about fourteen hundred teachers, cut off the salaries and raise the teaching loads of the remaining ones, and repay their accumulating debts to businessmen. Georgia and Alabama closed schools, leaving

---

<sup>5</sup> An organisation dedicated to oppose what is seen as subversion and action against free enterprise (Nytimes).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

thousands of children without obtaining quality education. By 1933 there were two hundred thousand unemployed teachers; 2.2 million children were out of school (Baughman).

Consequently, the General Assembly<sup>6</sup> agreed to regulate all the public schools in 1933; this rendered North Carolina the first state to have such a program. Since many districts or local authorities did not have the money during much of the Depression to fund public schooling, state control prevented schools from closing. Nevertheless, the government had to provide support. To ensure more revenue was sufficient, lawmakers limited the number of school administrators and imposed a 3% state tax. Schools have also reduced educators by hundreds, resulting to bigger, often noisy classrooms. Some institutions with less funding preferred the new program, making things more fair across the state. Authorities in other schools and better-off counties, though, were against. Between 1930 and 1940, the proportion of school budgets supported by the state nearly doubled to 30 percent of all funding. In 1930 only seven states had financially supported local schools to that extent, that figure increased to 18 states by 1934 (Davis).

Concerning the most important obstacles to public education were the content of the curriculum and fairness. The commitment of public education was to develop competent civilians. For many in the 1930s, success in education meant going to college, and in theory this was possible for anyone with the ability, but in practice, college admission often stressed knowledge of different languages, such as Latin or Greek, or subjects such as algebra which were not taught in all public schools (Education in the 1930s: Overview). So in reality, only privately educated students had much chance of attending college. The degree of these constraints differed from one region to another, specifically from the urban to the rural schools.

### **2.2. Rural Schools:**

The damage caused by the economic depression was felt in all educational institutions, especially in rural areas. Retrenchment had a greater impact on rural schools since they were already underfunded before the depression-era, unlike the urban schools that actually had slightly larger budgets. Country school's harsh conditions made it difficult for students to learn and for teachers to teach, besides the challenging environment such as dust, heat, cold or snow, rural schools went through tough times in the 30s due to diminution in value of farmland, meaning

---

<sup>6</sup> The main deliberative, policymaking, and representative organ of the United Nations (the United Nations, about the General Assembly).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

that property taxes which supported schools fell as well, these taxes were the source of almost all rural school revenues (Education in the 1930s: Overview). In addition to this upsurge in rural economic distress, there was an increase in rural birth rates, particularly in the poorer southern states that placed a heavier burden on schools already faced with decreasing revenues. Financial distress led to the reduction of expense spends on schools; the situation has become more acute after the economic crisis, thereby increasing the gap between urban schools and their rural counterparts.

Because of the economic downturns that affected the school's financial resources, the academic institutions had the lowest-paid teachers, the shortest school terms, the oldest and most inadequate facilities and equipment, with the highest rates of student absence. Many poor school districts were no longer able to provide transportation to students in remote areas; children had to walk in order to get to their schools. This in and of itself, presented a problem, as teachers were concerned that students would lose their way back home because of the overwhelming dust storms; sometimes students were kept at school overnight to keep them safe and sound. Even when education is provided free of charge, an increased transaction cost may hinder students from attending schools in times of financial distress (Urban, and Wagoner 191).

Additionally, children whose families farmed for a living often had a more difficult time attending school, as they might have to miss school at planting time or harvest. Teenagers often had to quit school in order to help with the family farm or leave home to find non-agricultural jobs. Many of them who lived in rural areas during the Great Depression had to milk cows, feed farm animals, draw water, cut firewood, and complete other chores before walking to school feeling exhausted. The situation inside schools was no different, they battled under terrible circumstances, the classrooms were overcrowded and not fitted with basic educational tools. A single teacher taught all grade levels in a single classroom often not much older than the students. From 1930 to 1934, the average class size in schools grew from 20.6 pupils to 24.9; some towns expanded class size to over forty students, so the teacher had to divide time among all the grades. It was difficult for students to "tune out" the lessons of another class while trying to complete their own work. One-room grade schools were still common in York County, Nebraska where children from several grades sat in one space (Shafiq 6).

Besides, the usual reduction in staff and wages, many rural areas simply closed down during the depression as they struggled to support schools and pay teachers, it was estimated that around 20,000 schools, mostly rural, were closed due to funding problems and almost 300,000 rural teachers earned less than \$650 a year. Children whose families were struggling with

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

unemployment were either withdrawn from school or inadequately prepared for it because they were required to bring their own supplies and, in some extreme cases, even pay for tuition, education during that period was seen as a luxury that could not always be afforded. As a solution for the overall education system, various attempts had been presented by the government to improve the situation namely the so-called New Deal programs (Education 1929-1941).

### **I.3. Education towards Recovery: the New Deal Programs**

In the depths of the Depression, in late 1932, Franklin Delano Roosevelt was elected President of the United States. Many educators eagerly awaited his inauguration in March 1933. The rhetoric of Roosevelt seemed to express their deepest hopes. They hoped Roosevelt and his New Deal would carry schools and teachers to recovery, under his New Deal policy, the President created several organizations and agencies to assist in the work relief programs. These programs played an extensive role in the federal intervention directed towards the affected economical, political, social domains; however, the educational programs had the greatest impact on the American nation. The intense pressures of the Great Depression compelled President Roosevelt to seek extraordinary presidential powers from Congress in order to confront the Great Depression at several levels. He aimed at assisting the disabled and lower class, working on the stabilization of the market, restricting the financial system and empowering the school communities through his New Deal plan.

Since the majority of young Americans suffered from both, illiteracy and poor living conditions, Roosevelt was able to create large relief programs quickly in order to address this problem. In the first few months of his presidency, various aid organizations were set up with large budgets, it was estimated that \$ 3.3 billion was distributed to the Public Works Administration (PWA), \$580 million to the National Youth Administration (NYA), and \$323 million to the Civilian Conservation Corps (CCC). As a result of the deplorable conditions that had greatly touched the educational sector causing the deterioration of educational institutions nationwide, these educational agencies were pushed to back up the public schools in order to teach out-of-school young people and help them to find jobs, therefore, becoming financially stable( Dass 16).

### 3.1.The Conservation Civilian Corps:

The Civilian Conservation Corps (CCC) was the most popular of the New Deal work projects; it is a voluntary public work relief program that operated from 1933 to 1942 in the United States. The CCC was a central part of President Franklin D. Roosevelt's New Deal that provided manual labor jobs related to the protection and development of natural resources in rural lands owned by federal, state, and local government (Civilian Conservation Corps). This program was created by the United States Department of War<sup>7</sup>, the Department of Interior<sup>8</sup>, the Forest Service<sup>9</sup>, and the National Parks Service<sup>10</sup> to provide jobs involving forestry work and environmental improvement for young unmarried men between the ages of 18 to 25.

When the CCC program started operating, its leaders discovered that there was a critical need not only for technical training but also for basic literacy. Hence, it soon became clear that explicit instruction, not only in the technical aspects of conservation but often in primary education, was urgently needed. As the CCC looked for ways to occupy and induce camp enrollees in their nonworking hours, they turned to education in subjects such as Latin, Mathematics, and History. More advanced instruction was offered in these subjects as a way to provide more job positions to teachers, along with the basic technical and vocational training such as printing, surveying, the use of heavy machinery, driving trucks, and auto repair (Dass 18-20).

The CCC was considered the most popular workforce mobilization in the nation's history. By 1942, it had nearly 2.5 million enrollees assigned to almost 2,500 camps located across the nation; in July 1933, 274,375 young men in 1,300 camps worked on projects centered on conservation and nature such as reforestation, road construction, and soil conservation. Others acquired the basic job skills for important jobs needed by the American country like fighting fires, laying telephone lines, and maintaining roads. The young men were provided with housing, board, and paid for their work, each participant was paid \$30, and the majority of their payment went to support their families. President Franklin Delano Roosevelt believed that "the way to economic recovery lies through increased purchasing power for the masses that have the desire

---

<sup>7</sup> The U. S Department of War, commonly known as the Defence Ministry, is initially responsible for the service and preservation of the U. S Army (Britannica).

<sup>8</sup> The United States Interior Department is the U. S government's primary administrative branch, responsible for the protection and development of public property and natural resources (Britannica).

<sup>9</sup> The Forest Service is an agency of the US Department that administers the nation's forests and grasslands (USDA).

<sup>10</sup> National Park Services is an organization of the US Interior Department that oversees and protects a variety of designated federal government assets, such as national parks and monuments (Britannica).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

but lack the means to consume the products of industry”. Through the CCC program, he was able to achieve that goal by decreasing unemployment and competition for jobs, making young men productive, conserve natural resources, and provide money directly to the public (Civilian Conservation Corps).

### **3.2. The National Youth Administration:**

The National Youth Administration was the second important New Deal organization set up to deal with unemployment and its educational consequences. This work relief project was launched by Executive Order<sup>11</sup> in June 1935; its main objectives were to apply alternative teaching approaches that relay on learning-by-doing training in a wide variety of fields and providing young people with part-time work to keep in schools, usually within their educational institution, as clerks, janitors, researchers, library assistants. Roosevelt, Aubrey Williams<sup>12</sup>, and the American Youth Congress<sup>13</sup>, all worked on creating a truly radical new program for student’s assistance and in initiating a wholly new sense of federal responsibility for education. The goal of the national youth association was to assist young American in tumultuous times, to deter them from falling victims to current difficulties, and to preserve their potential for futur success and social participation (Dass 33).

During 1936-1939, at the peak of its activities, the NYA provided almost half a million students with jobs in park’s departments, the Young Men’s Christian Association (YMCA)<sup>14</sup>, settlement houses, hospitals, preschools, and in community building projects (Woolner). Such kind of assistance did not only provide a basic income for students to stay in schools and help in reducing the unemployment’s rate among the youth, but also, through these jobs, they learned more skills for instance machine and automobile repair, farming, welding, painting, and sewing, in addition to reading and writing (Dass 40-43).

Committed to giving youth a chance at life, this organization developed two programs to meet those goals, the first program centered on job aid and working plans for the poor and out-

---

<sup>11</sup>an order that comes from the U.S. President or a government agency and must be obeyed like a law (Merriam Webster).

<sup>12</sup> Aubrey Williams was a social worker, federal official, and civil rights advocate, he became the head of the NYA in 1935.

<sup>13</sup> It was an early public voice organization made up of youth from all over the nation to address the issues affecting young people as a whole in the 1930s (Encyclopedia).

<sup>14</sup>An international association which originally promotes the spiritual, intellectual, social, and physical well-being of young men (VCU).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

of- school citizens, and the second one is a part-time employment assistance program for the vulnerable high school and college students to help them with the living expenses through a work-study program, it was estimated that over 400,000 youth were employed or participating in occupational training under the NYA by 1937. By 1938, college youth were paid from \$306 to \$400 a month in order to support this program and their school's projects. To qualify for cash, students had to take work-study jobs, almost 155,000 boys and girls from relief families were paid \$10 to \$25 a month for part-time work that included job training. For a cost of \$480 million per year, the NYA high school enrollees worked as teacher aides, landscapers on school grounds, cafeterias, workshops, and school health programs, as for the college-level enrollees, they worked as research assistants, library aids or in community service activities ("National Youth Administration").

The NYA's regulations helped in bringing social justice and forbid discriminations in student's selection for jobs and payment, its black students employees had the same wages as the white students since Roosevelt intended to compose this agency largely of poorer opposition groups like African Americans, rural southerners, and various ethnic minorities. The agency also extended its student's aid program to virtually all of America's black colleges, approximately 300,000 black American students were reached through the Division of Negro Affairs. The mentioned programs had such a great impact of improving the American education during that phase, however, the curriculum its self was also a major part of the intended process to elevate the status of education (Woolner).

### **I.4. The Struggle for Control of Instruction: Progressivism "Child-centered Vs Social-reconstructionists"**

The response of educational leaders was rather on a high level likewise was anticipated by the federal government. In the early 1930s, many influential educators felt pushed by the Depression to urgently seek reform. Based on the common traditional teacher-centered and curriculum-centered educational approaches, the progressive education movement was formed to promote an advanced approach called the child-centered approach. However, there was an amergence of different styles and emphasises among progressive educators. They sought to search the true successor of progressive philosophy of the 1920s to a new, more radical philosophy. This philosophy was known as social reconstructionism (A Brief Overview of Progressive Education).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

The theory of progressive education was developed in America from the mid-1920s to the mid-1950s. John Dewey was the leading advocate of it. One of his ideals was that the school should transform the way of life of by practicing liberty and democracy in classrooms. Progressives agree that education should concentrate on the entire child instead of just the subject or the educator. This teaching theory stressed the need for students to explore theories by constructive research. Dewey believed that education is embedded in the problems of the students that come from the understanding of the world. The progressive movement promoted the idea that the learner should be a strategic thinker and a visionary who makes sense through his or her personal experiences in the physical and cultural background. Essentially, productive teachers incorporated practice so that students could learn in the continual search for the absolute truth. In order to achieve that objective, the syllabus material was consisted from student preferences and concerns using the scientific method so that students can study subjects and incidents on a comprehensive and first-hand basis (Schugurensky).

Social reconstructionism, on the other hand, is an ideology that stressed how to solve social issues and how to develop a better world and global democracy. The curriculum that was issued by the reconstructionist educators which focused on social reform as an of education. The theory of social reconstruction was developed at Columbia University Teachers ' College as scholars embodied the connection between education and social transition. This small group of progressive academics main participant was George Counts<sup>15</sup>(1889-1974). The band became the most prominent pioneers in educational philosophy in the early to mid-1930s, and posed a number of tasks to numerous American instructors as a solution to the economic and educational crises of the Great Depression. The crisis persuaded them that collectivism was inevitable and that the old social order was ruined. Reconstructionists, or "frontier thinkers" as they labeled themselves, claimed that they should empower students with a sense of balance as to where civilization should proceed. They needed progressive professors to transform classrooms into a political education center (Education 1929-1941).

The social recontructionists believed that all leaders are the pillars of a society produced by successful schools. Those schools ought to extend a curriculum that will enhance their own experience. Therefore, the reconstructionists tend to educate an independent generation with the capacity of problem solving, as well as to rectify social matters such as racism, homelessness, poverty, violence, inequality, and international conflicts, in this case the Great Depression.

---

<sup>15</sup>Counts was a leading critic affiliated with the school of Social reconstructionism in education. He is credited for influencing several subsequent theories, particularly critical pedagogy(Britannica).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

Hence, Counts claimed education was the main significant source of preparing people for creating this particular social reform. Social-reconstructive teaching was based on the idea that community can be rebuilt by total control of education. The goal was to reform society in order to adhere to the universal values of the regime in power or to establish a "utopian" society by schooling (Cohen).

The progressive movement started to have its share of critics when George Counts wrote a speech in 1932 "Dare Progressive Education Be Progressive?". He called on teachers to educate students to prepare them for the social changes. Counts' propensity to suffer indoctrination or coercion had highly offended several of the child-centered progressives. The argument was that the philosophy of culture, social security, and social advancement are going to be part of any kind of child's school experience. A child-centered school excluding any specific principle of social purpose would instill in children the ideology of individualism and obedience to the status quo. This was truly disturbing to Counts, as he perceived individualism as the primary motivation of the Great Depression (Urban, and Wagoner, Jr192). This speech was vital to the success of social reconstruction institutions in the United States. For social reconstructionists, the class should become an environment where social change is an important and tangible objective. The school environment has an instructor who guides students in ethical conflict debates to understand the consequences of one's behaviour. Students choose their goals and social expectations independently and then, with the help of the instructor, formulate a plan of action to make the vision a reality.

George Counts electrified the Progressive Education Association<sup>16</sup> (PEA) with his 1932 address to that group. Many of the common criticisms of progressive education were misconceptions. One of them was that progressive education is "soft" education. Another critic was that progressive schools neglect subject matter, thereby, the great cultural heritage of mankind. The PEA group proceeded to endorse for educational experimentalism and the emancipation of students from the control of traditional curricula as a solution to educational problems. The most important curricula survey effort of the child-centered progressives ran from 1932 to 1941 was the Eight Year Study (McNutt).

---

<sup>16</sup>A group dedicated to the spread of progressive education in American public schools from 1919 to 1955 (Informa).

### **4.1.The Eight Year Study**

The criticism by social reconstructionists of progressive education managed to the creation of the Eight Year study. Early in the 1920s, educators specifically singled out research on a new curriculum to assess its overall effectiveness for learners. Such research grew significantly in the 1930s, mostly taking the form of polls, and often had mixed results. The understanding of the findings usually relied on the perspective of the group testing the observations of the educator (Urban, and Wagoner, Jr 194).

The Eight Years study in which Ralph Tyler<sup>17</sup> and his associates used scientific principles to assess the outcomes of progressive method. It was initiated to evaluate the collegiate success of students who graduated from selected progressive high schools across the nation compared to their peers who graduated from more conservative or traditional high schools. The study conceived initially as a response to problems of college admission and as a proof for the reconstructionists (Tanner 33–35). It became a milestone in the activity to change secondary school curricula and serve the needs of a changing society. In order to judge the results of curricula innovation by progressive educators, it was appropriate to eliminate the criteria of traditional college entry. Several well-known colleges and universities have offered to do this for students from chosen experimental high schools. Such high schools were allowed to make any improvements in the program they found to be in the long term interests of their learners. Thirty-six hundred students from 27 secondary schools and three hundred colleges participated in the survey. The colleges that took part in the research removed the entrance exams, which included the translation of Latin, because the progressive students did not take such classes(Education 1929-1941).

The results showed no measurable difference in college success between graduates of experimental (progressive) high schools and traditional high schools. Traditional high schools utilized ancient memorization and college-preparation methods in classical Latin and Greek studies. They were specifically directed at the most elite social groups and the most proficient students. The new progressive philosophy included more student-oriented, debate-filled courses than memorization. In addition, Latin and Greek were not part of the curricula. The research pursued to establish if students obtaining progressive instruction were better at thinking critically about problem solving than students delivering conventional education focusing on memorization (Krug 255–227).

---

<sup>17</sup> An American educator who was closely associated with curriculum theory and development and educational assessment and evaluation( Your Dictionary).

## **Chapter One: U. S Education at Times of Economic and Political Upheavals**

---

Progressive educators have viewed these reports as an encouragement of exploration. One other curricular result that can be linked to the Eight Year Experiment was the adoption of the "core curriculum." The term was originally used to define a course of study in one of the experimental schools that dedicated half of its time to "functional" goals such as health citizenship vocation and leisure. While the scope of this program has not been widely adopted, the word "core curriculum" has persisted. Ultimately, every attempt was made to integrate research of two or more academic subjects, typically English and social studies, with the achievement of practical goals. These core curricula also evolved throughout much of the 1930s, remaining in updated form for decades to come ( Urban, and Wagoner, Jr 194).

### **Conclusion**

The Great Depression was not only a subject of unemployment, instability, and widespread poverty in the 1930's, but also it posed a great challenge concerning its educational advancement in the United States. Despite this harsh economic period that lessened the tax revenue of schools, it actually produced a number of experiments in education. As a starter, there were eventually series of shifts for the betterment of education in terms the government to enhance the situation and face those parallels. This was achieved through a range of federal funds and work-relief projects called the New Deal programs that heavily touched the educational attainment. Although these specific educational programs ended when the relief agencies disbanded, they had important consequences in establishing new goals for an effective education. Besides, there was the emergence of philosophical perspectives that contributed in shaping the curriculum and the nature of knowledge. Many prominent school figures were in search of a new progressive educational approach. They wanted to shift from the ideology of mainstream schooling of the 1920s to a modern, more liberal paradigm. After a peak of activity throughout the 1930s', the group struggled to maintain its leadership and its position was in the way of waning out due to the competing perspectives within the group.

# **Chapter Two:**

## **The US Educational History during World War II**

## Chapter Two: The US Educational History during World War II

---

### Introduction

After the economic decline and eventual progression towards recovery, the preparation for a second world war became the number one priority to the American nation. As a result, nearly every sector of American society went through drastic and sudden changes. Education, among others, was charged with a specific role in supporting the US during the greatest calamity in human history. This chapter is initially intended to reflect the war's most profound changes concerning the educational domain and how did both of the governmental individuals and school personnel call for the necessity of changing and modifying the educational institution's target to meet the wartime needs. It also addresses the female status or position in education and the community as a whole because, after the significant expansion of the United States' armed forces, women's role was altered, especially in the educational sector. Besides that, Educators in the war found it difficult to receive the visions of change offered by educational theorists, the progressives. As a result, the focus was on the backlash that emerged against them throughout the 1940s' which set the stage for the beginning of the end of the secondary progressive education movement that was first established in the 1930s.

### II.1. The Intractable Teaching Circumstances

The days of World War II had left American education in extreme difficulties that caused teachers depart from school. However, the lack of teachers was subjected due to various reasons. One of which these reasons was the national labor crisis that arose between 1940 and 1944. Many male teachers were called on to be in the military or to quit teaching for particular employment in the wartime factories and government organizations for better wages, which prompted bigger classes, fewer teachers, or even schools to be shut down by 1944. Nonetheless, the National Education Association<sup>18</sup> announced that there was a shortage of 50,000 to 60,000 teachers in the state in early 1941. As the war progressed, the reduction increased at an unprecedented rate. By June 1943, the number of teachers leaving the profession escalated from a national average of about one in ten, or 93,000 per year, to 189,000 per year (Studebaker 65).

---

<sup>18</sup> The National Education Association is an American voluntary association of teachers, administrators, and other educators. It has a large professional staff and establishes committees and commissions that provide numerous services, such as research, federal legislation promotion, the defense of professional rights and many other tasks (Britannica).

## Chapter Two: The US Educational History during World War II

---

Time magazine reported in September that "half a million children may be locked out" of public or private classrooms due to a lack of educators.

Another reason that encouraged the lack of teachers was the payment. In 1941, in Richmond, Virginia, the teacher's salary was \$1,580 a year. For example, this contrasted significantly with an unskilled profession like a shipyard worker's starting salary of \$2,375 a year. While the average annual wage of a shipyard staff was \$3,090, the most substantial wage to be received in Richmond's two district compensation rates was \$2,865 per year. To address the lure of the shipyard payments, in May 1941, the Richmond Union High School District Board of Trustees<sup>19</sup> voted to raise the salaries of secondary school teachers by five dollars per month, in addition to a usual annual increase of five dollars per month for the 1941/42 school year. Introduced as an opportunity for teachers to stay in their schools, the rise obviously failed to bring teachers' salaries into line with incomes. In 1942, despite pressure from a liberally organized coalition of teachers, the Board of Trustees again voted to increase teachers' salaries, this time adding ten dollars a month to the usual annual income, a year later, the Teachers' Association requested for and obtained a monthly salary raise of 30 dollars besides of the usual annual increase (Dorn 111)

Although Richmond announced wage rises to preserve its teaching ability, Walter Helms<sup>20</sup> openly encouraged retired teachers to contribute to the city's classrooms. Before the conflict, Helms had managed to succeed in hiring student-teachers while still in college. By 1943, though, with formal school enrolment decreasing, this workforce became too weak to depend on. by persuading retired teachers to relocate to the classroom for the remainder of the war, Helms intended to mitigate Richmond's rapidly expanding teacher shortage. Nevertheless, in May 1944, at the same period as the city's pupil enrolment increased, Helms accepted 80 resignations. Direly, Helms started to hire staff from two available streams of labour, married women immigrating to the city with their husbands in pursuit of war employment, and single women willing to travel to California (Dorn 112).

Throughout September 1938 and June 1941, 25 pupils were allocated to each kindergarten teacher to grade 8 in Richmond. This proportion ranged at about 50 students per

---

<sup>19</sup> The members of the District School Board are locally-elected representatives of the public, and they are the community's advocate for public education (Diligent Insights).

<sup>20</sup> Helms sought federal assistance throughout 1942, but were only minimally successful. In November of that year, for instance, Helms received a grant from the Federal Works Agency for \$10,000 to construct high school classrooms. However, the grant was contingent upon the district providing an additional \$30,000 for the project (Dorn).

## Chapter Two: The US Educational History during World War II

---

teacher in the 1944/45 school year. To sustain its pre-war pupil-teacher ratio, Richmond needed to recruit 780 high school teachers in the primary grades in 1944. Instead, 315 teachers served in the elementary district that year. As a total, in 1945, more than a third or nearly 350,000 of the teachers working at the outbreak of the war had abandoned their careers. During the same year, the U.S. Office of Education<sup>21</sup> reported that 109,000 teachers were employed under an emergency certificate at the national level. The reality that so many teachers had left their schools to serve in the defense industry was reflective of both the low status assigned to teaching and the accordingly low salaries earned by teachers for their jobs (Dorn 127)

The speculations that would be a much bigger loss of educators prompted the State Department of Education partnered with area superintendents to address the problem. Many of their recommendations were to remove the barriers that several school boards had imposed against the hiring of married women, motivate retired teachers to resume and make it possible for them to upgrade their qualifications, close relatively non-essential schools with the limited student numbers and sending pupils to the surrounding schools, and cut out some exceptional subjects and enable personnel to be minimized in larger school districts. To make it easier for teachers to update their teaching credentials, the State Colleges introduced special summer extensions and training classes, and the State Department provided special one-year diplomas. More options for mitigating the problem have been the question of specific emergency teaching licenses to people with two years of college experience who have not been able to meet the professional education standards for a teaching credential. However, there was also hardly any recruitment in teachers' colleges during this period because it was costly and time-consuming, which ultimately led to a lack of competent teachers with little or no experience, hence, lowering education levels would, later on, reduce the opportunity to address post-war problems (Bush). To settle this issue, women were proving themselves more than capable of taking on traditionally male-dominated teachers.

### 1.1. Women Enter Teaching

During the war, changes were felt in teachers' ranks, especially for women. First, the Second World War witnessed the removal of the marriage bar-policy that prohibited the work of

---

<sup>21</sup> The U.S. Office of Education or the U.S. Department of Education in an agency that establishes policy for, administrators and coordinates and ensures equal opportunity for public schooling (Ballotpedia).

## Chapter Two: The US Educational History during World War II

---

married women in white-collar professions, such as teaching or civil services. The feminization of teaching was counterbalanced by a lack of teachers triggered by the men's recruitment in the army forces-volunteers and draftees- that pulled them out of the workplace, causing a shortage of teachers and nurses (Dawood). As enrollment rates climbed, teacher's shortfalls put pressure on school districts to enable older and married women to teach (Urban, Wagoner 201). Before World War II, the majority of US educational institutions hired only single women and usually forced them to stop teaching once they got married. Most school districts, mainly urban districts, dropped such legislation (Boyle 8).

Teaching was one of the highest-status jobs available for women; it attracted enormous numbers of well-educated and skillful women from relatively high-status backgrounds that were often overqualified for such a profession. As a result, the value of education and teaching was elevated and had great importance; nevertheless, the female teachers suffered and faced many challenges that deprived them of their most basic rights. Teaching was not exactly the job that enables them with the possibility of real advancement. Even in the educational field, Women were well represented in low-status teaching jobs. While men occupied prominent positions, female teachers could not rise further in status unless they married professional husbands. They also received a lower payment compared to male teachers, which was not enough to provide a decent living for their families or even take care of themselves on that low income (Dooley).

Consequently, many women started looking for improved working conditions with better-paying jobs, like working in factories and other occupations that had been previously denied access to. As women started departing from schools, a severe lack of qualified teachers contributed to the decline of American education during the war (Urban, Wagoner 201). Their employment outside of schools became a symbol that drove many women teachers to political actions, which affected the teaching profession on so many levels. Since women were not able to gain leadership roles or achieve equality among their male pairs, they started looking after a single salary scale by organizing campaigns in many American school districts that demanded equal rights and payment.

## Chapter Two: The US Educational History during World War II

---

### II.2. Wartime Educational Systems:

#### 2.1. Elementary Schools

The dramatic lack of teachers prompted elementary schools to remain in operation throughout the war years. Schooling institutions also had never been adequate to satisfy both, the children and the educators' basic requirements. Viewing the nation as a whole, it was found in 1940 that from six to seven percent of the children of elementary school age were not enrolled in school. Aside from the sudden teacher shortage, the buildings, equipment, and supplies were woefully inadequate, and not all children can learn properly. Public support for educational research and experimentation was at a very low level. Even the size and the scope of public education in schools and classes were not a comfortable environment for the learners. Since the nation had not economically recovered, and all the income was for the military, there were no textbooks to make them learn better, which made the teaching system mostly oral. There was a shortage of school seats; to deal with the situation, children often attended school in split sessions, overcrowded classrooms, rundown buildings, or hastily built temporary quarters (Ogata 563).

Consequently, some planning had taken place before the end of 1941, most youth attended either nursery or preschool, starting at the age of five or six in lower elementary school. This basic elementary school experience solely lasted for four years. At the age of nine or ten, youth completed a secondary school application test. There were many plans and proposals at the beginning of 1942. The US Commissioner of Education John Studebaker<sup>22</sup> called the American schools to "engage in all-out campaign to help win the war." Even it would mean implying drastic changes in the curriculum, attention was given, for example, to the new curriculum needs of the 18 million elementary pupils whose numbers dropped somewhat during the war due to the previously low birth rate. The American Federation of Teachers (AFT)<sup>23</sup> initiative underscored physical and mental health programs, innovative approaches to teaching history, economics, government, research and language, and war-related activities. Inside the schools, pupils knew what to do in danger by following their teachers' orders to be safe and trained accordingly. Regional school districts and administrators raced to introduce new programs or to extend

---

<sup>22</sup>John Studebaker was probably the most powerful radio and education advocate in the United States. He believed that public discussion as civic education was the key to renewing democracy (Automotive Hall of Fame).

<sup>23</sup>The second-largest teachers' union in the United States. It was a trade union for classroom educators, school personnel, and public employees (Influencewatch).

## Chapter Two: The US Educational History during World War II

---

existing ones. In Denver, Colorado, there was a concentration on science and math skills, health and ecology, and in general, the growth of a strong personality. These have often been particular programs for younger children; in Gary, Indiana, boys in wood shops had designed 1,500 model aircraft to be used for surveillance in the navy. During the summer school, wildlife protection, and other functional out-of-class tasks brought the war in an unthreatening way (Lowe 48 49).

In turn, the elementary school curriculum came to be influenced to a great extent by war issues. School lessons in the elementary school covered mainly geography, and lessons on American citizenship and civics. The purpose of the studies was to inform about unknown places and give insights about the countries included in the war. Educators also focused on raising awareness about the current events, since they are living in a country that was part of the war, knowing what was happening around them was needed. Furthermore, the lectures involved war-related events and heroic people and all what was necessary to study in schools about the ongoing situation in and outside the country. Some elementary administrators stated that the involvement of young children in war effort makes them feel relatable and patriotic. They become more self-reliant and independent in their daily lives, more collaborative in solving group difficulties, and more supportive of collective decisions (Education During and After the World War 2). Social values of individualism and competitiveness have rapidly been replaced by their opposites. Schools promoted collaboration and teamwork striving to help the war effort, while at the same time reducing personalized educational and social accomplishment. Similarly, student participation through extracurricular activities was a significant element of many schools' overall contributions to World War II, which concentrated on safety purposes to act under any attack.

### 2.2. Secondary Schools

Secondary school institutions also became a target of change for the war training grounds. In 1940, The Educational Policies Commission<sup>24</sup> published an ideology under the title "Education and the Defense of American Democracy" that centered on the idea of modifying public education to comply with the exigencies<sup>25</sup> of mobilization and to increase the "civic

---

<sup>24</sup> The Educational policies Commission was established by the National Education Association, its purpose was to fill the gap between thought and action in American education (Spotlight on NEA: the Educational Policies Commission).

<sup>25</sup> Exigencies: that which is required in a particular situation (Merriam-Webster).

## Chapter Two: The US Educational History during World War II

---

understanding and the intellectual competence of the American citizens” in order to meet the demands of the hour. After Pearl Harbor’s attack, the country plunged into the war leading the nation and its educational institutions to prepare for it by becoming more militant in order to create a bold and comprehensive program to ensure the preservation of American democracy and morals while confronting the mounting crisis.

As a starter, a Wartime Commission, coordinated by the Office of Education was established soon after the declaration of the war on 8<sup>th</sup> December 1941, to promote war-related activities and subjects in secondary schools, local school boards and administrators rushed to implement new school programs that focused on preparing students for employment in defense industries and service in the armed force. In December 1942 a study was conducted by The research division of the National Education Association to investigate the outcomes of such war policy, this study had revealed that the new curriculum has increased the emphasis on scientific-based materials such as Mathematics with 47%, 36% to Science and around 52% to Physical education in order to increase the number of students with the basic mathematical and scientific preparation necessary to engage in further war-related technical training, as well as keeping up with the efficient operations and the maintenance of the new types of equipment (Dorn 82).

It will be noted that there was an increased emphasis on the fields that would enable young men to serve their country effectively and secure a better rating in the military service or a better job in the industry. High Schools helped prepare students, especially boys, for military services by offering vocational courses<sup>26</sup> to teach them the skills they would need either in the military or in military-related defense industries, mainly Aeronautics and Physical education. On September 25, 1942, Commissioner of Education John W. Studebaker announced the launch of a nationwide initiative designed to mobilize secondary school students for more effective preparation and participation in wartime service; this voluntary organization focused on wartime education, war-effort classes and physical fitness of the students. The High School Victory Corps program was complete with its own uniform, insignia, physical fitness regimen and command structure; its main objectives were:

The training of youth.

Physical fitness and military drills.

---

<sup>26</sup> Vocational training: training for a specific vocation (profession) in industry or agriculture or trade (Synonym.com).

## Chapter Two: The US Educational History during World War II

---

The active participation of youth in the community's war efforts while they were yet in school(Perdew 43-48).

American schools have established Victory Corps and other physical education programs like the Cadet Corps<sup>27</sup> in California to form the student's bodies while preparing them for pre-induction military training. The NEA revealed that 70% of the responding schools had increased their emphasis on physical education through including Calisthenics, obstacle courses, and basic military marching tactics. Military drills were substituted with semi-military organizations corresponding to the various branches of the military services. On the other hand, Aviation was another secondary school course that received great national publicity during the Second World War (Dorn 86).

Aeronautics was introduced by schools across the nation to prepare students for the world's first air war by offering pre-flight courses and aviation instructions in the battlefield. In December 1942, the released issue of "The American school board journal" had captured the importance of Aeronautics under the title "From Small Beginnings" that emphasized the necessity of teaching students the principles of aviation from an early age. In 1942, it was estimated that 60% of California's secondary schools had offered courses in aviation, the situation was the same across the nation, and about half of the secondary schools have introduced courses in pre-flight aeronautics in the 1942/43 school year. Some schools in California, Maryland, New York and Texas have anticipated this spectacular new courses as the center of aircraft industry (Los Angeles) created two courses, one about aircraft industry and the second one was about aeronautics (Lowe 166-168).

In June 1942, the commissioner Studebaker pointed out the important role of secondary schools in civil defense; they evolved into wartime community centers that helped in raise funds to support the war effort financially by engaging in extra-curricular activities. New activities and organizations were created to support the nation during this ordeal, such as collecting scraps and war stamps, bond purchase and sale, and even creating individual stamps that are affordable to almost every American then donating the collected funds to finance the war. It has been estimated that the nation's elementary and secondary schools sold over \$80,000,000worth of war stamps and bonds in the school year 1941-1942.

---

<sup>27</sup> The Cadet Corps is a school-based, applied leadership program conducted within a military framework and is designed to provide maximum growth and leadership opportunities for cadets from the elementary through the high school levels (cacadets.org).

## Chapter Two: The US Educational History during World War II

---

The Junior Red Cross was a great example of the founded organizations that contributed significantly to the war effort. As members of the Junior Red Cross, children knit scarves, rolled bandages, worked in Victory Gardens, and raised money. In November 1943, for instance, members raised \$226.23 as a result of a challenge between the classmates during one week; students spend the money on their “war project” which was sending a box each month to servicemen on the battlefield that contains comfort items like cigarettes, Soap, Sewing kits. The Red Cross proved vital to the national interest and the development of young women and men (Dorn 85).

In 1943, the Armed Forces kept depleting human resources; only a few were left in the nation’s industrial institutions and farmlands, causing a severe labor shortage. Students were encouraged to work during the war to help their country by earning extra money for war bonds and replacing men who joined the army or headed to active services as long as it does not interrupt their schooling. Teachers and school staff were instructed about the application of programs that promoted student’s employment. Some schools incorporated these programs into their curricula and prompted students to engage in a civil partnership. Harvesting was one of the greatest needs for student’s labor during World War II, schools began offering classes in vocational agriculture where they have sponsored and directed 169,000 acres of victory gardens in order to contribute in farm production, and farmers across the nation became dependent on upon students to pick up and save their crops (Wartime Handbook for Education 6).

### 2.3. Higher Education

Although elementary and secondary schools had already begun playing an essential part in civil defense, higher education was the most level to be significantly impacted during the war. The rapidly involved mobilization of national resources after America’s declaration of the war had profound implications upon higher education nationwide. Many institutions throughout the United States started looking for new sources of revenue in wartime via creating contracts with the federal government, the armed forces, and defense industries. The university Service Office was established by Stanford’s administrators in Washington Dc, to gain support from the federal agencies when conducting operations or to negotiate important defense research projects. Throughout the Second World War, American colleges and universities became directly and effectively involved in the war effort by providing vocational education and defense training.

## Chapter Two: The US Educational History during World War II

---

Higher education leaders expected the army, the navy and other government agencies to come forth soon with programs and plans for utilizing college and university services and facilities. After many meetings and conferences like the Baltimore meeting in 1942, the higher education community finally achieved its goal in persuading the military services to conduct training programs on college campuses. The army, navy and the air forces would all be involved (Cardozier 8 9). On the other hand, colleges and universities across the nation started emphasizing the applied curricula by adopting engineering science management and technical training to match the national defense priorities.

The education of American soldiers became a national interest during that period, towards achieving this goal, the Army Specialized Training Program was created and launched by the American army on December 17, 1942. One year after America's entry into the war, universities and colleges were uncertain of the idea of implementing military programs into the curriculum; however, after the final design was released, there was enthusiastic support from higher education leaders since it was seen as a beneficial addition to the war effort. The director of the Army Specialized Training Division, colonel Herman Beukeman reported " the purpose of the army specialize training program is to meet the needs of the army for specialized technical training of soldiers on active duty for certain army tasks for which its own training facilities are insufficient in extent or character," higher education leaders were persuaded with Beukeman's point of view, so they devoted their human and material sources to support his aim. One of the first tasks faced by the military was to determine the appropriate institutions that can provide the training and facilities needed for this program, the selection of colleges and universities was under the control of the war manpower commission because it was given by an executive order from the president Roosevelt the mobilization of educational institutions for the war effort (Dorn 37-45).

The joint committee responsible for selecting the appropriate institutions was composed of three army officers, three navy officers and three members of the war manpower commission. More than 1,700 institution was interested in joining this program. However, only 500 institutions were accepted based on housing, feeding and instructing military personnel, and other factors like the geographical location to ensure the widespread geographical distribution. The Army Specialized Training Program<sup>28</sup>(ASTP)'s curriculum was divided into 2 phases, the

---

<sup>28</sup> The program was established by the United States Army in December 1942 to identify, train and educate academically-talented enlisted men as a specialized corp of Army officers during World War II(USM).

## Chapter Two: The US Educational History during World War II

---

first phase lasts about one year and a half, it is called the primary phase, its curriculum consists of mathematics, physics, chemistry, history and geography, but the main emphasis was on engineering specialties such as internal combustion energies. The second phase, known as the advanced phase, included branches in foreign languages, engineering, paramedical, preventive studies and psychology. The purpose of including these subjects is to prepare the military recruiters to serve overseas after the occupation of the enemy's territory. The ASTP program's interest was to militarize higher educational institutions while expanding their knowledge in other domains like learning modern foreign languages, studying geography and history of both European nations such as Italy and Germany and Asian nations. Education of soldiers became a central focus for the federal government, which resulted in setting ties to have a direct role in the future of higher education (Cardozier 19).

During the Second World War, the partnership between university academics and the federal government revived the government's appetite for authority and the scientific capacity and development of the Academy. The Second World War was a catastrophe unimaginable to society; nevertheless, the conflict continued. The complexity of the battle and technologies that it would require to stop the war became obstacles that the nation-state and the university must strive together to resolve. That was the early stages of an important responsibility between the nation's need for technological advancement to maintain market power and the university's opportunity to provide knowledge and technology not only to dominate the market, but also to satisfy line up and, for the most part, surpass the advances of global powers during and after the war. It also called for federal legislation to promote institutions in their research efforts in policies that have benefited the researcher of knowledge products. The close relationship between higher education and national ideology was most evident during the Second World War. As in each time of conflict in history, societal structures are called upon to perform positions that are generally not appropriate to their purpose and principles. Higher education cases have been able to deal with their partnership and the mutual value of a cooperative climate that has served the country by retaining a stable national image, backed by a healthy economy (Dorn 103 128).

The partnership between higher education and national goals during the Second World War was made very clear by legislation and presidential initiatives. Campuses were used to train soldiers, and laboratories and engineers were busy developing modern weapons, medicines, and equipment for soldiers. Every role performed by the institution was directly linked to the nation's image as superior, weapon-winning, war goods and services fuelled the economy, and supplies

## Chapter Two: The US Educational History during World War II

---

and education assisted professional civilian-soldiers. As Thelin noted, “[t]his and related research endeavors signaled the maturity of academic science in the United States. The universities’ effectiveness during the crises of World War II had an enduring legacy—namely, the success of academic cooperation in large-scale applied research projects provided the rationale for future partnerships between the federal government and universities” (259)

### II.3. Opposing Values between Progressives and Conservatives

In World War II, educators played a crucial role in achieving the necessary educational, social, and economic reform. They could be able to initiate, alter, or resist reforms that called on them to change their traditional roles. American educators were divided into two groups. The Conservatives who argued for traditional education and the Progressives that wanted a national, standardized school system. The progressives argued that the war had shown the need for education in politics and economics. Many people agreed with progressive educators that the United States needed a national education system. One of Dewey<sup>29</sup>’s greatest targets was to consolidate the idea of democracy in society through education. According to him and his philosophy, educational institutions must be represented not only as a venue for learning information and improving the educational level of its students, but also to help the society members to construct and build a democratic society that is based on justice and equality (Bohan, and Conner 3). The essential aim of the progressive education with all its different perspectives was to refute the idea of the old methods of education which was seen as “static” and passive since they were based on the concept of rule-following and discipline, therefore failing to improve the American education which at that time was of great importance to the American community to confront the crisis. Dewey, by his approach, tried to reconstruct the American democracy through social, as well as cultural, uplift by setting a new target and responsibilities for schools in order to provide them with a new opportunity to play a leading role in preparing American citizens for active civic participation in a democratic society (Progressive Education).

As the war broke out in Europe for the first time, some progressive radicals came out about including the United States in the international conflict. Although once stressed and

---

<sup>29</sup> John Dewey is an American philosopher and educator who founded a philosophical school of thought that was popular at the beginning of the 20<sup>th</sup> century. He was also instrumental in the progressive movement in education, strongly believing that the best education involves learning through doing (Verywell mind.com).

## Chapter Two: The US Educational History during World War II

---

retained the value of promoting independent thought and social reform, sections of the Progressive Education Association<sup>30</sup> opposed each other and sought to construct a vision for post-war schooling (Bowers 181 198). During the Great Depression, social reconstructionists<sup>31</sup> actively questioned the American social structure and profoundly affected education's rhetoric. However, the war was one aspect that may have helped rebuild the public's faith in the American system; thus, secondary social studies and problem-oriented curricula were depicted as "communist" because they were ignored, or worse, delegitimized.

As the opposition to progressive textbooks emerged, secondary social study program criticism started as well, many traditional historians had begun the reaction against progressive social studies courses and methods well before the conflict, yet the wartime criticism started when Allan Nevins<sup>32</sup> published an article in the New York Times entitled "American History for Americans" where he claimed that the majority of American students did not have the "essential" historical knowledge about their country since history was "abandoned" in the educational institutions and social studies were to blame, he pushed it further and claimed that the progressive education challenged traditional values thus threatening a common national identity. According to him and other critics, progressive social studies educators failed to teach youth U.S. History adequately. After one month, the New York Times Magazine has conducted a study of the patterns of enrollment in history classes at liberal arts colleges throughout the United States. The study results showed that 82 percent of the sampled 1225 colleges and universities did not require the U. S's history and 72 percent of admissions did not require it (Bohan, and Conner 13 14).

### 3.1. Progressives under Attack

When the revolution raged on in Europe and the Pacific, the fight against progressive education persisted on the home front. Progressive secondary education, in particular social reconstructionism, was seen as a barrier to social stability not only because of its ability to promote robust and rational thinking but also because of its willingness to question the status quo

---

<sup>30</sup> The Progressive Education Association was a group dedicated to the spread of progressive education in American public schools from 1919 to 1955 (Informa).

<sup>31</sup> Social-Reconstructionism is a philosophy that emphasizes the addressing of social questions and quests to create a better society and worldwide democracy, social-reconstructionists, therefore, advocate a curriculum that highlights social reform as the aim of education (Oregonstate.edu).

<sup>32</sup> Allan Nevins, American historian, author, and educator.

## Chapter Two: The US Educational History during World War II

---

and to expose the deficiencies of American culture. Articles in The New York Times claimed that the progressive curricula were the first to be attacked; to discredit progressive educators, the issues-centric teaching materials they used were prohibited. While the primary controversy began before the U.S. joined the war, the U.S.'s entrance into the war reinforced the attempt to ban textbooks labeled as "red." Many progressive textbooks were blamed for exposing political shortcomings or putting questions on American institutions and ideals. Armstrong pointed out that textbooks published by progressives such as Rugg<sup>33</sup> are seditious. He recorded the book's defiant goals of "debunking American heroes, casting doubt upon our Constitution and form of government, condemning our system of free enterprise, and questioning traditional religious faiths." According to Armstrong and his colleagues, any textbook or teacher who encouraged students to challenge the status quo or the American policy was "un-American" (51).

The progressive's focus on contemporary social problems, once again, undermined the supposed unity required to win the battle. Not all progressive proposals were seen as a hazard; however, those promoting critical criticism of American ideals and structures were actively targeted. As a result, the decrease of progressive textbooks, such as the Rugg collection, and the more explicit attack on social studies represented the decrease of problem-oriented social studies education in the 1930s. Although Rugg has made several efforts to protect his books and progressive education, his appeals have been undermined by demands for courses to foster social equality and support patriotism. The National Council for Studies<sup>34</sup> called for academic independence, but the community rejected the appeals, as people became adamant with seeking ways to fund the war effort by schooling (Moreau 240). Ultimately, facets of the progressive education movement have persisted, as have particular progressive educators, but their influence in classrooms and their public recognition have been greatly influenced by the nation's reactions to the Second World War.

---

<sup>33</sup> Harold Ordway Rugg is an educational reformer associated with the progressive education movement, he was the co-founder of the National Council for the Social Studies and the creator of a series of social science pamphlets (education.stateuniversity).

<sup>34</sup> The National Council for Studies is a U.S. based association devoted to supporting social studies education (National Council of Social Studies).

## Chapter Two: The US Educational History during World War II

---

### Conclusion

Towards the end of World War II, the impact on education seemed noticeable; schools became a major platform to ensure that youth remained loyal to their country by utilizing education as a fundamental tool to promote nationalism. During the war years, American education changed to a great extent with all its levels. The war had some significant implications on the student's enrolment, the availability of teachers and professors, curriculum, and extracurricular activities. It also brought militarized forms of student involvement and spurred patriotic fundraising, saving, and thrift campaigns regarded as essential to the war effort at home. Besides that, the focus of the basic school curriculum presented by the progressive educators who were allegedly responsible for students' lack of historical knowledge had returned to a secondary social studies curriculum guided by conservative textbooks. Their emphasis was on American history and traditional values at all educational levels, the structure of school governance, teacher's training, classroom teaching practices, and most other educational policies and practices. School budgets recovered somewhat from the negative times of the Depression-era as the wartime economic prosperity trickled down to the public sector. Thus, America's schools emerged from the war showing more than a slight change when compared to schools of the previous years.

# **Chapter Three:**

**The U.S Battle for Supremacy  
during the Cold War**

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

### Introduction:

Following the Second World War, the United States and the Soviet Union began a decades-long struggle for supremacy known as the Cold War<sup>35</sup>. During the War, The two superpowers did not fight directly, but they continually antagonized each other through political maneuvering, propaganda, and space exploration. Competing over technological progress has become the most important aspect of rivalry between the two sides, after the creation of the first atomic bomb and the launch of the first satellite into space, an intense arms race and what is known as the Space Race<sup>36</sup> was triggered between the United States and the Soviet Union. It became clear that in order to impose dominance over the Soviets; the focus must be on developing the public educational system and enhancing space science and technology. In this chapter, the focal point is to demonstrate the vital role of education concerning the ideological war's circumstances, as well as displaying the significant shift in the function that the education sector was exposed to due to the war. After the "Sputnik Shock," public education gained momentum and was seen as national defense. Henceforth, the purpose is to lay out the ground for a better understanding of how the American government altered its policies of intervention and focused on strengthening this important pillar by creating programs and enacting laws to improve its educational system. As can be seen, Educators used the American public school system for ideological management during this period to promote Americanism as the national ideology, to deter students from communism or communist sympathy.

### III.1. The Influence of Space Race on the American Education.

During the Cold War period, space exploration and technological advancement became the central focus of both nations. After the previous ordeal (Second World War), the U. S was aware of the necessity of overcoming and outsmarting the other side to strengthen its status and provide the youth with the required knowledge to avert destruction, that is to say, another World War. Despite the prominence of the United States as a developed country, the Soviet technical success threw the U. S government, military, and science establishments off balance; many

---

<sup>35</sup> The Cold War was a period of diplomatic turmoil between the Soviet Union and the U.S., and their allies. The word "cold" is used because there was no systematic overt combat between the two powers, but it was focused on the two powers' theoretical and diplomatic battle for global dominance (Britannica).

<sup>36</sup> The "space race" was a cold war rivalry between the US and the Soviet Union to produce aerospace technologies, including artificial satellites, robotic space probes, and human-crewed spaceflight (Khan Academy).

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

started to doubt America's power when the world experienced such a political and technical failure at the hands of the communists. After the launch of Sputnik, the nation's position as a superpower was threatened to fall apart, Senator Henry Jackson of Washington<sup>37</sup>, described the launch of Sputniks as a "devastating blow," stating that the Eisenhower administration<sup>38</sup> should proclaim "a week of shame and danger" in order to fully describe the horror and embarrassment that the United States should feel (Gregg 4).

The Cold War period witnessed a new, unique, and significant field of competition, Space Exploration. In the United States, space was seen as the next target that needed to be conquered before the Soviet Union, yet the Soviets inaugurated the "Space Age" by introducing what was considered back then a technological marvel. The spacecraft named after the Russian word "satellite" was launched from the Tyuratam launch base in the Kazakh Republic, on October 4, 1957, at 10:29 p.m. It weighed around 184 pounds with a diameter of 22 inches, with a speed of 18,000 miles an hour; Sputnik was a painful punch to the American ego (Sputnik Launch History.com). The fierce competition between the two rival nations pushed the federal government to act; it was time to address whatever problems that have led the Soviets to exceed the United States; thus, being equal was not enough. The U.S needed to remain one step ahead, consequently, Eisenhower<sup>39</sup> in consultation with the Science Advisory Committee of the Office of Defense Mobilization<sup>40</sup> made it urgent to act quickly for promoting the improvement of sciences for fear that the Russians may surpass the United States permanently if given enough time.

In many ways, Sputnik was the first major catalyst that promoted the U.S government to implement substantial improvements concerning its educational policy; American schools were not valued as highly national entities. Though school reforms were attempted on many occasions, no meaningful changes to policy had been able to pass through Congress for many years before the satellite's launch, according to the American Council of Education (ACE)<sup>41</sup>,

---

<sup>37</sup> U.S Democratic senator Henry M. Jackson was known for his anti-communist stance and supporter of higher military spending during the Cold War (Britannica).

<sup>38</sup> Eisenhower's presidency was the United States' foreign policy from 1953 to 1961, when Dwight D. Eisenhower took office during the cold war (Wikipedia).

<sup>39</sup> Dwight D. Eisenhower was an American army general who served from 1953 to 1961 as the 34<sup>th</sup> president of the United States (Britannica).

<sup>40</sup> The Office of Civil and Defense Mobilization, the former division of the President's Executive Office (1958-61), which managed all federal services relating to the protection of citizens from their homes, families, communities, etc. in the event of an enemy attack (worldReference).

<sup>41</sup> The American Education Council (ACE), the largest organizing entity for all higher education institutions in the nation, it aims to provide guidance and a unifying voice on key higher education challenges and to impact public policy through lobbying, research, and program initiatives (U.S Department of State Archive).

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

American education was treated as a “second-rate” enterprise. It was then when the U.S government decided to restructure the curriculum to accord students an opportunity of exploring their interest in science and technology; education during the Cold War period was geared towards making a giant leap into stabilizing the engineering and scientific fields, This was a capacity-building strategy to strengthen professional field competence and to demonstrate superiority and dominance over Soviet counterparts. It was then; Sputnik was able to “wake up” education reforms and redirects the nation’s investments where it counted the most: in its children (Pineo 19).

### 1.1. The Reaction of the Federal Government

Sputnik’s success marked the tumultuous<sup>42</sup> beginning of a new era of the Cold War by initiating what became regarded as the “Space race,” the development of the world’s first artificial manmade satellite culminated in a full-scale crisis. This had a “Pearl Harbor”<sup>43</sup> effect on the American public opinion, causing an impression of a technological gap between the two nations. When the 85<sup>th</sup> conference convened in 1958, one of its duties was to develop a specialized committee on astronautics and space exploration, which had been the first to be developed for a new entire field of jurisdiction (Garber, Launius). The select Committee passed the Space act on 29 July 1958, which formed the National Aeronautical and Space Administration (NASA) the Permanent House. Its initial authority covers energy research and development, space exploration, astronautical science and production, and more (Historical Highlights the Committee on Science and Astronautics).

The Committee works on providing financial support for Aerospace endeavors, Technical and Scientific Educational programs, along with creating and supporting new Federal Agencies to manage air and space research and development. It oversees many Scientific Agencies such as the National Institute of Standards and Technology<sup>44</sup> and the National Science Foundation<sup>45</sup>, but

---

<sup>42</sup> Tumultuous: full of confusion or change (Cambridge Dictionary).

<sup>43</sup> Pearl Harbor is a U. S naval base near Honolulu, Hawaii, that was the scene of a devastating surprise attack by Japanese forces on December 7, 1941.

<sup>44</sup> The National Institute of Standards and Technology is a part of the U.S. Commerce Department. It supports and maintains standards of measurement. It supports and maintains standards of measurement, which also has effective initiatives to promote and assist business and research in establishing and using these principles (searchSoftwareQuality).

<sup>45</sup> The National Science Foundation is an autonomous federal government organization responsible for promoting science and technological advances through funding research and education initiatives (The Free Dictionary).

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

probably the most common one is the National Aeronautics and Space Administration (House Committee on Science, Space, and Technology GovTrack). NASA was founded in 1958 as a governmental organization under President Eisenhower owing to the intense space exploration and science competition between the United States and the Soviet Union. As a civilian agency, NASA was founded for scientific and peaceful purposes, although it should be noted that some of NASA's technological advances were applied to the military, notably rocket technology, with a budget of \$480,550,000 in order to encourage the scientific innovations and space technology (Records of the U.S. House of Representatives).

### III.2. Educational Patterns Set during the Cold War

Education during the Cold War was seen as the “the first line of defense” since the U.S government claimed that the only approach to eliminate the risk of another war was to establish equitable dominance between the U.S and the Soviet Union. The schools became relevant agencies in shaping and passing on the American response to Cold War pressure. During the 1940s’ and the early 1950s, many Americans believed that schools and colleges could and should lead the way in preparing American children to shoulder their Cold War burden. To achieve that, the U.S needed to rethink the education system to satisfy the growing need for professionals. Thus, priority was granted to technology, mathematics, sciences, and physical education, which led the U.S. government to intervene and invest in curriculum development due to pressures from the Soviet Union. Most of such changes were related somehow to the goal of producing loyal citizens ready to defend their country against the menace of communism (Pineo 2).

As the Cold War progressed, citizenship and democracy education dominated the curriculum adjustments in public schools. Education leaders accepted and reinforced that the schools bore no small responsibility for this turn of events, but they had to contribute to education’s Cold War posture. Commissioner John Studebaker<sup>46</sup> used his position to speak out frequently about the schools’ role in this situation. Studebaker popularized the theme of

---

<sup>46</sup> Studebaker has proposed a four-year research plan for high schools to include American history, world geography, economics and sociology. This was a national high priority initiative for restoring American democracy through the schools and alerting students to the alleged risks of communism. He promised to help schools and colleges develop courses intended to indelibly plant democratic values and advantages and to expose the character of totalitarianism (Sturges).

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

“nationalism”<sup>47</sup>, which became a dominant theme in American education as people tried desperately to hold on to their children’s loyalty. One of his primary purposes was to strengthen American democracy through the classroom by alerting the nation’s students to the danger of communist totalitarianism. In addition to preparing children for future Cold War duty, the schools and colleges were expected to bear their share of the immediate burden in this time of crisis. National manpower policy<sup>48</sup>, for instance, which changed as the course of the cold war changed, was of direct interest to educators, particularly those in higher education (Marden 67).

In addition, schools have served as the main vehicle for influencing Americans to be more partial to the military and war by offering incentives for improved physical fitness and creating a program that was partnered with the secretary of health, education, and welfare along with the secretary of the interior to address physical fitness issues. Besides that, the U.S. government initiated an anti-communist propaganda campaign in public schools and started raising awareness among its youth about the dangers of communistic ideology and the risks of nuclear armament; its main objective was to increase patriotism and promoting the importance of supporting the military interventions via many instructional tools such as books and films (Gregg 15). Also, the federal government was forced to support the advancement of American education for the achievement of “national objectives”; it offered more exceptional support to public schools in an effort to compete with the Soviets through the enactment of laws, and perhaps the most influential act that drastically changed education policy in the united states is the National Defense Education Act (Pineo 21).

### 2.1. The National Defence Education Act (NDEA)

The subsequent achievements executed by the Soviets spurred the government to pass the National Defense Act. Before the Cold War, the schooling system was managed separately from the federal government, and the legislation was primarily dictated by the National Education Association (NEA). However, the steady expansion of federal authority slowly removed the framework. The passage of the National Defense Education Act by the United States Congress on September 2, 1958, during the presidency of President Dwight D. Eisenhower, was a key example of this change; the National Defense Education Act (NDEA) was legislation that

---

<sup>47</sup> “Nationalism is a state of mind, in which the supreme loyalty of the individual is felt to be due to the nation-state, a deep attachment to one's native soil [is expected]” (Kohn 9).

<sup>48</sup> Manpower policy incorporates all programs designed to prepare the labor force for employment (Briggs Jr).

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

dramatically altered academic policy of the country (Gregg 6). It was the first time that the federal government was willing to participate so heavily in public schooling. The push for major federal involvement in public schools was in response to the Soviet acceleration of the space race with the launch of the satellite Sputnik by the Soviet Union. As argued by the historian Joel Spring, “Of course, part of the blame was placed on the public schools.” As a result, President Eisenhower passed the NDEA to promote the development of more scientists and engineers (Urban, and Wagoner, Jr 336).

The purpose of the NDEA was to improve and strengthen all levels of the American school system and encourage students to continue their education beyond high school. The Act raised funds for the recruitment of more local high school science and mathematics teachers and for the purchase of related equipment. It also provided money for programs to fund promising college students and funds to support foreign languages and vocational guidance. However, by allocating funds to specific programs, the NEDA eliminated budgetary power from the NEA and significantly restricted its authority regarding instructional goals and activities. Federal legislation of public schools reduced educators’s authority, thus lessening the importance of their role in society, one of the aspects that initially urged the use of the school in ideological management. The terms of the legislation outline a direct interference by the federal government in public education. The duties of public schools fell under the control of local and state governments, but the federal government's budgetary assistance was not regarded as an overstep in power in the light of this act. The Act did not authorize any department or staff member of the federal government to control the curriculum or the general functions of any institution or school system. Teachers were not restricted in their teaching methods either; however, local control of curriculum was maintained (Pineo 11)

Overall, the NDEA was considered one of the most significant results of the Sputnik crisis was education legislation. It authorized the appropriation of more than billions of dollars over the next seven years to achieve its goals, making it the first example of comprehensive federal education legislation and signaling the expansion the federal government’s role in the education of citizens. As such, the NDEA was designed to contribute to the education of the brightest and best students across the nation who could assist in the activities of the Cold War through the allocation of resources that could support the growth of their technical skills. The United States government aimed to achieve so by providing the necessary funds for the establishment of effective financial assistance services in higher education, as well as to assist

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

public elementary and secondary school classrooms, by providing the necessary funds for the purchase of textbooks and other associated materials in the fields of science, mathematics, foreign languages and technology (Hope 161).

### 2.2. The Implications of the NDEA on Elementary/Secondary Schools

Although each level of education had unique problems, each also shared common cold war-related difficulties. In the late 1950s, elementary and secondary schools presented several other substantial changes in certain subjects, namely science, mathematics and modern foreign-language studies. Following the imposition of the NDEA, the State of Massachusetts and several countries across the nation strongly suggested the improvement of several aspects of each subject and the use of the resources provided by federal funding. In elementary school the funding was expected to be used for each of the three essential subjects to obtain non-textbook equipment for the classroom; these materials consisted of “reference materials, technical equipment, and audio-visual” equipment, in addition to laboratory equipment that encourages student’s engagement, schools were expected to adjust the way that subjects were taught in order to make them more effective (Massachusetts DOE, 142).

Some of the highly concentrated subjects for elementary learners were mathematics and the lately incorporated foreign languages. Educators relied mainly on textbooks and workbooks. Even though this type of resources was extremely valuable for students, children needed more variety in the classroom. To meet those needs, the State recommended that teachers must increase the emphasis on problem-solving in the classroom by learning how to solve problem, children were able to refine both basic skills required for mathematics mastery and critical thinking skills that may be applied elsewhere. Besides preparing students to deal with equations, valuable life skills were also important to be instilled through the mastery of the subject. Once again, the state recommended using the federal funds to improve laboratories and equipment used for classroom demonstrations, and to adopt more engaging mode of learning than merely reading a regurgitating textbooks material. Meanwhile, foreign language education was a newly introduced program of study, especially in the lower grades. After the Second World War, there was a growing demand for multilingual citizens of the world. For many reasons, language instruction was necessary for children. As potential future leaders, the fate of American foreign

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

relations and economic ventures hypothetically depended upon the foreign-language proficiency of American students (Massachusetts DOE, 141).

Similarly to elementary school, secondary school students managed to strengthen the basic knowledge they obtained in the previous years. Whether preparing for college or employment, having a master's degree of science, mathematics, or foreign language had the capacity to foster students tremendously. In fact, at the time of the NDEA's implementation, the United States' support for the workforce had an urgent demand for more diplomats, scientists, and engineers. Expanding the learning process and inspiring students to enroll in these domains was of the highest priority. Hence, the initial stage in achieving so was increasing the level of instruction (Massachusetts DOE 142).

The response in subjects like mathematics and foreign languages were mainly the same as in elementary schools, new technologies and training approaches were being already formed. In addition to other significant developments in other scientific subjects, federal employees created new instructive programs and improved the previously proposed areas of instruction. Because of the substantially technological advances made worldwide, new dimensions of the research sciences were uncovered. New modules of study were continuously updated to the curriculum for the purpose of "providing the fullest possible academic achievement of all students." That is to say, students were more likely to develop both the skills and knowledge in these fields of research. Besides, the assumption of foreign-language instruction that all students were only taught translations also improved with the support of the NDEA. These improvements extended as far as to stimulate cultural education in addition to learning the language itself. In other words the appreciation of culture was to give credibility to an appreciation of the language that would in an essence facilitate learning. To achieve that, NDEA funds were used to purchase materials which may educate students more intensely in their learning and motivate them in their acquisition of "necessary oral-aural skills" (Massachusetts DOE 143-144).

Elementary and secondary school students' level is fundamental in constructing the essential skills on which they will continue to develop throughout their education. As a consequence, the impact of the federal government on the community to utilize public schooling by establishing "American" ideals and educating children as potential contributing members of society was also an essential matter for the educators to accomplish.

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

### III.3. The Demise of Progressive Education

The NDEA of 1958 set a new precedent for federal funding in education and intervention when the conflict between progressive liberals and more traditional educators<sup>49</sup> persisted. The war created new problems, but the wartime experiences of educators also permanently changed their perceptions of themselves and their role in American society. Some educators criticized modern education that focused on the social sciences and claimed that they were nothing more than the old fundamentals wrapped in new packages. Even when Cold War pressures did not force schools and colleges to change curricula, other educators still had to defend existing curriculum practices. In general, the educational curricula started to stress "life adjustment"<sup>50</sup> to strengthen individuals and the community by training geared to future practice as a member of the family, a worker and a citizen. The student who emerged from this curriculum would be well-adjusted and well required to live efficiently in the current society (Urban, and Wagoner, Jr 209).

In the 1950s, the fear of communism<sup>51</sup> consumed American institutions, and any sign of disloyalty to the state was labeled "red." Public schooling itself was criticized by anti-communist groups such as the National Council on American Education (NCAE). The NCAE<sup>52</sup> published booklets and pamphlets entitled "Progressive Education Increases Juvenile Delinquency," "Progressive Education increases Socialism," and "The Commies are After Your Kids." According to the NCAE, "Progressive educational philosophies and practices" were "undermining national interests, and insisted on replacing them with traditional means of instruction and narrow academic content" (Altenbaugh 285). Additionally to the Soviet Union's launch of the world's first earth-orbiting satellite, the founding members of the Progressive Education Association lost their original voice. The "soft curriculum," directed by progressive educators and rooted in John Dewey's educational philosophy in both the public and private

---

<sup>49</sup> They favored the "mental disciplines" and, in the matter of method and content, put effort above interest, subjects above activities, collective experience above that of the individual, logical organization above the psychological, and the teacher's initiative above that of the learner (Encyclopedia Britannica).

<sup>50</sup> It aimed to provide a curriculum that would teach "life skills" that would be particularly valuable for students who did not plan to continue on to college or other types of postsecondary training after high school (Encyclopedia Britannica).

<sup>51</sup> Communism is a political and economic ideology that positions itself in opposition to liberal democracy and capitalism, advocating instead a classless system in which the means of production are owned communally and private property is nonexistent or severely curtailed (Investopedia).

<sup>52</sup> NCAE is a nonprofit higher education association established in 1918. ACE's members are the leaders of degree-granting colleges and universities and higher education-related associations, organizations, and corporations. The organization, located in Washington, DC, conducts public policy advocacy, research, and other initiatives related to key higher education issues and offers leadership development programs to its members and others in the higher education community (Britannica).

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

sectors, was initially blamed for America's loss of political resilience and intellectually-focused education. In 1958, Congress passed the National Defense Education Act, where in the first paragraph, the intention was made clear: The Congress declared that the nation's security requires "the fullest development of the mental resources and technical skills of its young men and women." (Kliebard 236-237).

Consequently, there was a call in education for "new" content, and methods were embraced by the National Education Association, while the Progressive Education Association (PEA) split apart into factions. It was by this means that the disputes between the progressive philosophy of child-centredness and social reconstruction preceded. By emphasizing the curriculum that underscored science and mathematics, it was assumed that the country could generate enough scientists and engineers to win the technology war with the Soviet Union. This meant that the focus of education turned on the cultivation of human services to benefit national and foreign economic policies, rather than on preparing learners to protect their human rights and build individual intellectual growth for all students (Bowers 196-198).

Continuing the war-era trend, teachers were ordered to return to teacher-driven instruction, and many were compelled to accept loyalty oaths. Teachers were also afraid of challenging the country's economic structure, opposing government policy, or inspiring students to think critically for themselves. As progressive educators continued to be attacked, so did social studies textbooks. Between 1952 and 1958, one-third of the states conducted similar attacks on progressive documents. Beyond such hostile attacks on textbooks, many publishing companies have begun to adopt more traditional texts. As a result, the social studies textbooks of the 1950s highlighted traditional principles and beliefs. Thus, textbook publishers released books in the 1950s which downplayed class conflict and emphasized social unity like Gertrude Hartman's *America: Land of Freedom* (1952), Everett Augspurger and Richard McLemore's *Our Nation's Story* (1954), and Edward Krug's *Living in Our America* (1951). Such textbooks often excluded recent labor struggles, minimized the significance of social conflict in general, and intended that radical changes to the status quo were unnecessary (Moreau 249). While problems occurred in the 1950s, they were omitted from U.S. History textbooks, as readers were encouraged to see themselves as middle-class citizens in a seemingly classless society.

In an attempt for progressive educators, both practicing and theorists, to thrive and continue their journey towards social change, many of them were disassociated with the terminology of progressive. The philosophy of progressive education transitioned more towards

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

a theoretical basis to continue to integrate and meet the needs of social reconstruction and activism through individualism and reformation. It was by the federal and state governments' interference in the public domain that the progressives were compelled to begin their move to the academy to maintain their efforts in the fight for intellectually stimulating education for all young people (Bowers 226-232). However, that did not suggest that progressive education principles and committed educators would not tend to impact and be promoted in public education since the basic ideas of progressive education theory were barely identifiable.

During the Cold War, Progressive education did not entirely disappear. However, progressivism experienced a revival in the 1960s and 1970s. Concepts such as open classrooms, schools without walls, cooperative learning, the social curriculum, experiential education, and numerous forms of alternative schools have important philosophical roots in progressive education. According to Lawrence Cremin, a scholar of progressive education, the trend came to an end in the mid-1950s with two different events. One of which occurred in 1955, when the PEA disbanded because of fading devotion and due to a grievous shortage of members. The other was in two years when later the journal of the PEA, "Progressive Education," suspended publication. However, the the PEA's demise and its journal did not mean the rebirth of academic ideas and values in America's public schools. In fact, as Cremin argued, progressive education was a victim of its own success. The child's concern and skepticism about "pure" academic studies had caught a massive proportion of American educators, especially those in colleges and universities that trained teachers (Urban, and Wagoner, Jr 211). Thus, following such substantial achievements, there were no major inroads into the ranks of public school program designers to replace such a huge movement.

### Conclusion

Following the Russian advances in science and technology, the United States was compelled to reconsider how it prepares its children to relate and engage in society. After Sputnik's success, the government became fully aware of the high importance of investing in its youth and their education to offer them a better future and to demonstrate the American nation's superiority. The federal government was pressured to intervene in a way to improve the country's educational system by investing billions of dollars in public schools and introducing numerous education laws to facilitate science and math education as well as offering funds to encourage research. This specific war held some major ramifications concerning the progressive educational movement. While other factors, including the Second World War, undoubtedly led

## Chapter Three: The U.S Battle for Supremacy during the Cold War

---

to the collapse of the progressive education movement, the Cold War set the decline in motion. To ensure victory abroad by maintaining loyalty and social unity, the secondary progressive education program was abandoned from the forefront of reform attempts, and a return to the traditional curriculum was followed. All in all, the cold war was quite a crucial period that alerted the American government and its citizens to maintain a safer, more peaceful world.

# **General conclusion**

## General Conclusion

---

Through the previous research, one can understand that education is an integral part of social development as it can be the potential weapon to face a nation's ordeals. Over 30 years (1930-1960), American education suffered from the unavailability of access to somewhat negligence to once again gaining its momentum. The economic problems were limited to maintain the workforce which resulted school closings, teacher layoffs, and lower salaries. The Great War rendered young people to leave school to enlist; schools faced management problems when instructors and other employees who joined the army were mobilized or left to serve in defense establishments. However, the growing tension between the two superior powers caused school districts and educators to follow the governmental policy regardless of their support for the intervention.

The Great Depression and international wars were periods of radical changes in the American educational system. In the 1930s, not only was the Great Depression the topic of unemployment, uncertainty, and pervasive hardship, but it also provided a significant threat to its educational development in the United States. Despite this extreme economic time that decreased school tax receipts, it also created several educational experiments, as a starting point, there was ultimately a series of reforms to improve education to strengthen the situation and address specific comparisons. This was done by a combination of federal grants and work-relief services dubbed the New Deal initiatives that profoundly impacted academic performance. While these particular instructional initiatives concluded with the dismantling of the relief organizations, they had significant ramifications for setting new priorities for a successful education. Besides, there was the rise of intellectual ideas that helped form the curriculum and the essence of education. Most famous But that did not entirely hinder the educational institutions to contribute immensely in spreading the value of patriotism among youth. Furthermore, the awareness about the living situations trained children to live in a democratic community by informing them the value of participation, first in school and then in society.

The influence on education appeared during the Second World War years; schools were a significant forum to ensure that youth stayed faithful to their country by using education as a central instrument to encourage nationalism. During the war years, American education, at all its levels, improved to a great degree. The war had some crucial consequences for the enrolment of the pupil, the affordability, instruction, and extracurricular activities of teachers and professors. It also offered militarized modes of student engagement and sparked patriotic efforts for recruitment, saving, and thrift that were deemed essential to the war effort at home. In

## General Conclusion

---

comparison, a secondary social studies program guided by traditional texts reverted to the emphasis of the primary school curriculum provided by the radical educators who were supposedly blamed for the loss of historical understanding of students.

However, during the Cold War period, the United States was forced to rethink how it prepared its teachers and students in order to participate in the American community especially after the Russian developments in science and technology. The government became well aware of the high importance of investing in its youth and their education after the success of Sputnik to give them a better future and to show the supremacy of the American nation. Through spending billions of dollars in national schools and implementing multiple curriculum policies to promote science and math curriculum, as well as providing funds to stimulate research, the federal government was forced to participate in a way to enhance the country's educational infrastructure. In contrast to the modern education movement, this particular battle has several significant implications. While other causes inevitably contributed to the demise of the mainstream education agenda, like the Second World War, the Cold War set the fall in motion.

The interest in American education's history and its shifts during these national crises was to understand the significant impact that can be imposed upon it. By analyzing the implications that the educational sector underwent, this dissertation did not only exhibit the negative influence that the global crisis can have on the curriculum, function, and education quality, it also successfully demonstrated how can such pacifist domain contribute directly and indirectly in facing such vulnerable circumstances. Drawing on the available data from different sources, this study showcased the governmental interventions concerning the improvement of school facilities throughout the nation, especially in the Cold War years, as the fear of communism was slowly sneaking into all of the public schooling levels. Whereas, many influential educators radicalized and called for teachers to take charge of creating an entirely new set of curricula in opposition of the narrowness of the formalized, traditional education; they firmly delivered experiments under the name of "Progressive Education" that emphasised on problem solving and independent, critical thinking, and often some controversial philosophies that not all educators were subscribed to.

## **General Conclusion**

---

The Great Depression and international wars were periods of radical changes in the American educational system. But that did not entirely hinder the educational institutions to contribute immensely in spreading the value of patriotism among youth. Furthermore, the awareness about the living situations trained children to live in a democratic community by informing them the value of participation, first in school and then in society.

# **Work Cited**

## Work Cited

---

“A Brief Overview of Progressive Education.” *John Dewey Project on Progressive Education*, 2002, [www.uvm.edu/~dewey/articles/proged.html](http://www.uvm.edu/~dewey/articles/proged.html). Accessed 03 March, 2020.

Altenbaugh , Richard J. *The American People and their Education: A Social History*. New Jersey: Pearson Education ,2003.

Armstrong, Orlen K.”Treason in the Textbooks.” *American Legion Magazine* ,1940, pp51.

Briggs Jr, Vernon M. *National Manpower Policy*. Cornell University ILR School, 1971.

Boyle, Elizabeth. “The Feminization of Teaching in America.” *MIT Program in Women's & Gender Studies*, 2004, pp. 6-9.

[www.stuff.mit.edu/afs/athena.mit.edu/org/w/wgs/prize/eb04.html](http://www.stuff.mit.edu/afs/athena.mit.edu/org/w/wgs/prize/eb04.html).

Bowers, Chet.A. *The progressive educator and the Depression: The radical years*. New York: Random House, 1969.

Bush, Wilbur. “Teacher Shortage during World War II.” *Daviess County Historical Society*,14 December 2009, [www.daviesscountyhistoricalsociety.com/2009/12/14/teacher-shortage-during-world-war-ii/](http://www.daviesscountyhistoricalsociety.com/2009/12/14/teacher-shortage-during-world-war-ii/). Accessed 03 March, 2020.

Cremin, Lawrence A. *The Transformation of the School: Progressivism in American Education*. New York: Alfred A. Knopf , 1961.

Cardozier, V. R. *Colleges and Universities in World War II*. Westport: Praeger, 1993.

Cohen, LeoNora M. “Philosophical Perspectives in Education.”*Oregon State University*, [www.oregonstate.edu/instruct/ed416/PP4.html](http://www.oregonstate.edu/instruct/ed416/PP4.html). Accessed 03 March, 2020.

## Work Cited

---

Cohen, Robert, and Roosevelt, Eleanor. *Dear Mrs. Roosevelt: Letters from Children of the Great Depression*. The University of North Carolina Press, 2002.

Dass, Permiel. *Deciphering Franklin D. Roosevelt's Educational Policies During the Great Depression (1933-1940)*. Georgia State University, 2004.

Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan, 2008.

Davis, Anita. "Public Schools in the Great Depression." *NCpedia*, 2010, [www.ncpedia.org/public-schools-great-depression](http://www.ncpedia.org/public-schools-great-depression). Accessed 24 Feb. 2020.

Dawood, Sarah. "Women in Wartime: The Rise of the Female Public Servant." *The Guardian*, 8 Nov. 2014, [www.theguardian.com/public-leaders-network/2014/nov/08/world-war-women-workplace-public-services](http://www.theguardian.com/public-leaders-network/2014/nov/08/world-war-women-workplace-public-services). Accessed 26 May, 2020.

Dorn, Charles. *American Education, Democracy, and the Second World War*. USA: Palgrave Macmillan, 2015.

Dorn, Charles. "Promoting the "Public Welfare" in wartime: Stanford University during World War II." *American Journal of Education*, Vol. 112, no.1, 2005, pp. 103-128.

Dooley, Pam. "Why Schools in America Did Start Having Female Teachers over Male Teachers?" *Qoura*, 4 Sept. 2019, [www.quora.com/Why-did-schools-in-America-start-having-female-teachers-over-male-teachers](http://www.quora.com/Why-did-schools-in-America-start-having-female-teachers-over-male-teachers). Accessed 26 May, 2020.

"Education during and after World War 2." *Farzanasite*, [www.farzanasite.wordpress.com/edu-555/education-during-and-after-the-world-war-2](http://www.farzanasite.wordpress.com/edu-555/education-during-and-after-the-world-war-2). Accessed 10 April, 2020.

## Work Cited

---

“Education 1929-1941.” *Historic Events for Students: The Great Depression*, [www.encyclopedia.com/education/news-and-education-magazines/education-1929-1941](http://www.encyclopedia.com/education/news-and-education-magazines/education-1929-1941). Accessed 28 Feb. 2020.

Evans, Ronald. W. *This happened in America: Harold Rugg and the censure of the social studies*. Greenwich, CT: Information Age Publishing, 2007.

Evans, Ronald. W. *The social studies wars: What should we teach the children?* New York: Teachers College Press, 2004.

Fass, Paula. “Without Design: Education Policy in the New Deal.” *American Journal of Education*, vol. 91, No. 1, Nov. 1982, pp. 36-64. JSTOR, [www.jstor.org/stable/1085258](http://www.jstor.org/stable/1085258).

Garber, Steve, and Roger Launius. “Launching NASA.” *National Aeronautics and Space Administration*, 25 July 2005, [www.history.nasa.gov/factsheet.htm](http://www.history.nasa.gov/factsheet.htm).

Giordano, Gerard. *Wartime Schools: How World War II Changed American Education*. New York: Peter Lang, 2004.

Gregg, Spencer C.J. *Crisis in Education: the Effect of the Cold War on the American Education System*. Lakeridge High School, 2016. Hartman, Andrew. *Education and the Cold War: The Battle For The American School*. New York: Palgrave Macmillan, 2008.

Hicks, David and Ewing, Thomas. *Education & the Great Depression: Lessons from a Global History*. New York: Peter Lang, 2006.

“House Committee on Science, Space, and Technology.” *History and Jurisdiction*, [www.science.house.gov/science.house.gov/about/history-and-jurisdiction?1](http://www.science.house.gov/science.house.gov/about/history-and-jurisdiction?1). Accessed 5 July, 2020.

## Work Cited

---

- Hoffer, Charles R. "Impact of War on American Communities." *American Educational Research Association*, vol. 13, no. 1, 1943, pp. 5-12. JSTOR , [www.jstor.org/stable/1168805?seq=1](http://www.jstor.org/stable/1168805?seq=1).
- Hope, Claire L.W. *Cold War Educational Propaganda and Instructional Films, 1945 – 1965*. Master's thesis, Virginia Commonwealth University, 2011.
- Kliebard, Herbert. M. *The struggle for the American curriculum*. New York: Routledge Falmer, 1995.
- Koning, Lydia. "Education in the 1930's." *Medium, The Thirties*, 9 Dec. 2015, [medium.com/the-thirties/education-in-the-1930-s-bc0e4b94fb2d](https://medium.com/the-thirties/education-in-the-1930-s-bc0e4b94fb2d). Accessed 20 Feb. 2020.
- Krug, Edward A. *The shaping of the American high school*. Madison: University of Wisconsin Press, 1972.
- Lowe, Roy. *Education and the second world war: studies in schooling and social change*. New York: Routledge, 2012.
- Lynch, Matthew. "Comprehending How The Great Depression Influenced American Education." *The Advocate*, 2 Sept. 2016, [www.theedadvocate.org/comprehending-great-depression-influenced-american-education/](http://www.theedadvocate.org/comprehending-great-depression-influenced-american-education/). Accessed 13 Feb. 2020.
- Massachusetts Department of Education. *Annual Report of the Department of Education Year Ending June 30, 1959*. Boston: Massachusetts Department of Education, 1959, pp. 140-144.
- McEuen, Melissa A. "Women, Gender, and World War II." *Oxford Research Encyclopedias*, June 2016. [www.oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-55?utm\\_source=twitter&utm\\_medium=oupamhistory&utm\\_campaign=oupblog](http://www.oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-55?utm_source=twitter&utm_medium=oupamhistory&utm_campaign=oupblog).

## Work Cited

---

McNutt, Chris. "The 'Fad Trap' of Progressive Education." *Human Restoration Project*, 2018, [www.medium.com/human-restoration-project/the-fad-trap-of-progressive-education-7dce0044d58](https://www.medium.com/human-restoration-project/the-fad-trap-of-progressive-education-7dce0044d58). Accessed 01 March, 2020.

Moreau, Joseph. *School book nation: Conflicts over American History textbooks from the Civil War to the present*. Ann Arbor: The University of Michigan Press, 2003.

National Education Association of the United States. *Wartime Handbook for Education*. Washington, D. C: University of Michigan, 1943.

Ogata, Amy F. "Building for Learning in Postwar American Elementary Schools." *Journal of the Society of Architectural Historians*, vol. 67, no. 4, 2008, pp. 562-591. *JSTOR*, [www.jstor.org/stable/10.1525/jsah.2008.67.4.562](https://www.jstor.org/stable/10.1525/jsah.2008.67.4.562).

Palmadessa, Allison L. *American National Identity, Policy Paradigms, and Higher Education*. USA: Springer Nature, 2017.

Parkerson, Donald H and Jo Ann. *Transition in American Education*. New York: Routledge Falmer, 2014.

Perdew, Phillip W. "The Scondary School Program in World War II." *History of Education Journal*, Vol. 3, No. 2, 1952, pp. 43-48. *JSTOR*, [www.jstor.org/stable/3659250?seq=1](https://www.jstor.org/stable/3659250?seq=1).

Pineo, Amanda. *Cold War In the Classroom: Effects of the Onset of the Cold War on Public Education*. Bridgewater State University's Honors Program Theses and Projects, 2018.

Piscitelli, Stephen V. *The Relationship of United States' Nationalism and Textbook Coverage of Latin America*. North Florida: Univeristy of North Florida, 1986.

## Work Cited

---

“Progressive Education.” *Encyclopedia.Com*, [www.encyclopedia.com/social-sciences-and-law/education/education-terms-and-concepts/progressive-education](http://www.encyclopedia.com/social-sciences-and-law/education/education-terms-and-concepts/progressive-education). Accessed 8 Apr. 2020.

Schugurensky, Daniel.” The Progressive Education Association is founded.” *History of Education*, 2002, [www.fcis.oise.utoronto.ca/~daniel\\_schugurensky/assignment1/1919pea.html](http://www.fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/1919pea.html). Accessed 1 March, 2020.

Shafiq, M. Najeeb. *The Effect of an Economic Crisis on Educational Outcomes: An Economic Framework and Review of the Evidence*. Indiana University, 2010.

“Sputnik Launched.” *History, A&E Television Networks*, 24 Nov. 2009, [www.history.com/this-day-in-history/sputnik-launched](http://www.history.com/this-day-in-history/sputnik-launched). Accessed 04 August, 2020.

Sturges, Keith M. “John Ward Studebaker –1948.” *Kappa Delta Pi*, [www.kdp.org/aboutkdp/laureates/studebakerjohn.php](http://www.kdp.org/aboutkdp/laureates/studebakerjohn.php). Accessed 21July, 2020.

Studbaker, Jhon. “Missing: 115.000 Teachers.” *The National Picture Monthly*, vol. 7, no. 12, 1944, PP. 65.

Tanner, Laurel N. “Contributions of the Eight-Year Study.” *Journal of Thought*, vol. 21, no. 1, 1986, pp. 33-35. *JSTOR*, [www.jstor.com/stable/42589136](http://www.jstor.com/stable/42589136).

"The 1930s: Education: Overview." *American Decades*, edited by Judith S. Baughman, et al, vol. 4: 1930-1939, Gale, 2001. *U.S. History in Context*, [link.galegroup.com/apps/doc/CX3468301121/UHIC?u=sand55832&xid=0354fefc](http://link.galegroup.com/apps/doc/CX3468301121/UHIC?u=sand55832&xid=0354fefc).

“The Committee on Science and Astronautics.” *United States House of Representatives: History, Art and Archives*, *USHouseHistory*, [www.history.house.gov/HistoricalHighlight/Detail/35801](http://www.history.house.gov/HistoricalHighlight/Detail/35801). Accessed 5 Aug. 2020.

## Work Cited

---

The Editors of Encyclopedia Britannica. "Civilian Conservation Corps." *Encyclopedia Britannica*, Encyclopedia Britannica Inc, 20 July 1998, [www.britannica.com/topic/Civilian-Conservation-Corps](http://www.britannica.com/topic/Civilian-Conservation-Corps). Accessed 14 February, 2020.

Thelin, John. R. *A history of American higher education*. Baltimore: Johns Hopkins University Press, 2011.

Urban, Wayne J, and Wagoner Jr Jennings L. *American Education: A History*. UK: Routledge, 2009.

Unger, Harlow G. *Encyclopedia of American Education*. New York: Infobase Publishing, 2007.

"What Did the Eight-Year Study Reveal?" *The High School Journal*, vol. 25, no. 7, 1942, pp. 305–309.

Woolner, David B. "The New Deal's Unintended Impact on Education". *Roosevelt Institute*, 2017. [.rooseveltinstitute.org/new-deals-unintended-impact-education](http://rooseveltinstitute.org/new-deals-unintended-impact-education). Accessed 03 March, 2020.

Yamashita, Takashi. *The Effects of the Great Depression on Educational Attainment*. Las Vegas: University of Nevada, 2007.

## Resumé

Les crises présentent d'énormes obstacles à la réalisation de l'éducation pour tous; ces obstacles peuvent entraîner des changements imprévus et indésirables dans l'éducation dans un pays donné. En général, les situations de conflit sont liées à un large éventail de circonstances dans lesquelles l'accès des enfants à l'éducation est menacé. L'intérêt de cette recherche est de fournir une analyse historique du siècle passé de l'éducation américaine afin de comprendre dans quelle mesure les engagements nationaux ont évolué lors de conflits internationaux allant des années 1930 aux années 1960. Au siècle précédent, les urgences mondiales ont exercé une influence dramatique sur l'éducation; la Grande Dépression, la Seconde Guerre Mondiale et la Guerre Froide ont présenté certains des défis les plus importants auxquels les États-Unis aient jamais été confrontés. Tout au long de ces épreuves, les citoyens et les dirigeants américains ont remis en question, ou revigoré les objectifs de développement et les progrès de l'éducation. Dans quelle mesure chaque période a-t-elle modifié les établissements d'enseignement? Et comment le gouvernement, les enseignants et les étudiants ont-ils réagi à de telles circonstances? Une étude de cas de la relation entre chaque conflit perturbateur sur l'accès des enfants et des jeunes à une éducation de qualité et son processus d'apprentissage est examinée à l'aide d'une approche d'analyse historique. Au cours de toutes les calamités mentionnées, l'éducation des États-Unis a été radicalement modifiée pour répondre aux demandes des étudiants, des enseignants et du gouvernement. Que ce soit en établissant des programmes d'aide à l'éducation, en appelant à de meilleurs mouvements éducatifs, ou même en s'appuyant sur le soutien des jeunes et la prise de conscience pour renforcer la cohésion sociale. L'importance de ce travail repose dans un premier temps sur la mise en valeur du virage des écoles publiques vers un curriculum fonctionnel et l'adaptation du nouvel enseignement progressif pour refléter l'urgence de l'éducation non seulement en tant que pilier essentiel pour renforcer et élever la nation américaine, mais aussi sa contribution à la transformation. L'Amérique à un état de paix, de démocratie et de stabilité.

## الملخص

تشكل الأزمات عقبات هائلة نحو تحقيق التعليم للجميع و قد تؤدي هذه العقبات إلى تحولات غير متوقعة وغير مرغوب فيها في التعليم في دولة معينة. ترتبط حالات النزاع بشكل عام بمجموعة واسعة من الظروف التي يكون فيها حصول الأطفال على الدراسة في خطر. تكمن أهمية هذا البحث على تقديم تحليل تاريخي للقرن الماضي من التعليم الأمريكي من أجل فهم إلى أي مدى تغيرت الالتزامات الوطنية خلال النزاعات الدولية التي تتراوح من الثلاثينيات حتى الستينيات في القرن الماضي . كان لحالات الطوارئ العالمية تأثير كبير على التعليم بحيث قدم الكساد الاقتصادي ، الحرب العالمية الثانية و الحرب الباردة بعض من أهم التحديات التي واجهتها الولايات المتحدة على الإطلاق. خلال هذه المحن ، قام المواطنون والقادة في أمريكا بتحدي أو استجواب أو تنشيط أهداف التنمية والتقدم في التعليم. إذن إلى أي مدى غيرت كل فترة المؤسسات التعليمية؟ وكيف استجابت الحكومة والمعلمون والطلاب لمثل هذه الظروف؟ يتم فحص دراسة الحالة للعلاقة بين كل صراع مدمر على تحصيل الأطفال والشباب إلى التعليم الجيد باستخدام منهج التحليل التاريخي. خلال كل النكبات المذكورة ، تم تغيير تعليم الولايات المتحدة بشكل جذري لمواكبة مطالب الطلاب والمدرسين والحكومة. سواء كان ذلك من خلال إنشاء برامج إغاثة تعليمية ، أو الدعوة إلى حركات تربوية أفضل ، أو حتى الاعتماد على دعم الشباب والوعي لتعزيز التماسك الاجتماعي. تعتمد أهمية هذا العمل في البداية على إظهار تحول المدارس الحكومية نحو منهج وظيفي وتكييف التعليم "التقدمي" الجديد ليعكس الحاجة الملحة التي تعد ليس فقط كركيزة أساسية في تعزيز الأمة الأمريكية والارتقاء بها ، ولكن أيضاً مساهمتها في تحول أمريكا إلى حالة سلام وديمقراطية واستقرار.