

Schools AT WAR

A REPORT TO THE NATION



Independence Hall
PHILADELPHIA
1776

SPONSORED BY * * THE WAR SAVINGS STAFF OF THE U. S. TREASURY
DEPARTMENT, THE U. S. OFFICE OF EDUCATION AND ITS WARTIME COMMISSION

SCHOOL Beaver Public Schools
ADDRESS Beaver, Okla STATE _____
STREET TOWN

Beaver
Box
1

WE REPORT TO THE NATION

We herewith submit a bird's-eye view report of our
SCHOOLS AT WAR Program. It includes factual and pictorial
accounts of our War Savings Program and other outstanding
war activities. It is tangible proof of the resourcefulness, skills,
activities and the will to win of every student, teacher and
parent enlisted in our SCHOOLS AT WAR Program.

★ ★ ★ ★ ★ ★ ★ ★ ★

Name of School Beaver Public Schools

Address _____

Beaver, Oklahoma

Enrollment _____ Grades 12

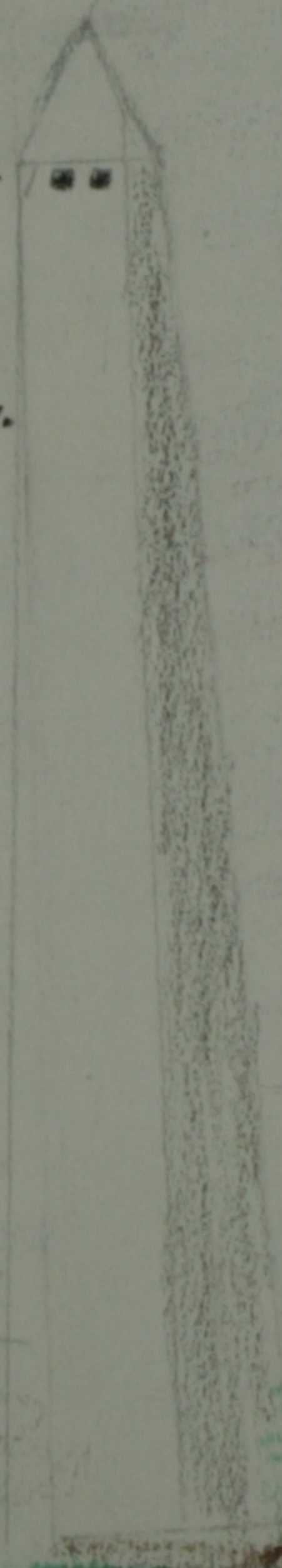
No. of Teachers 16 No. of Classrooms _____

Size of Community _____

Cash Value of War Stamps and Bonds sold during SCHOOLS AT
WAR Program _____



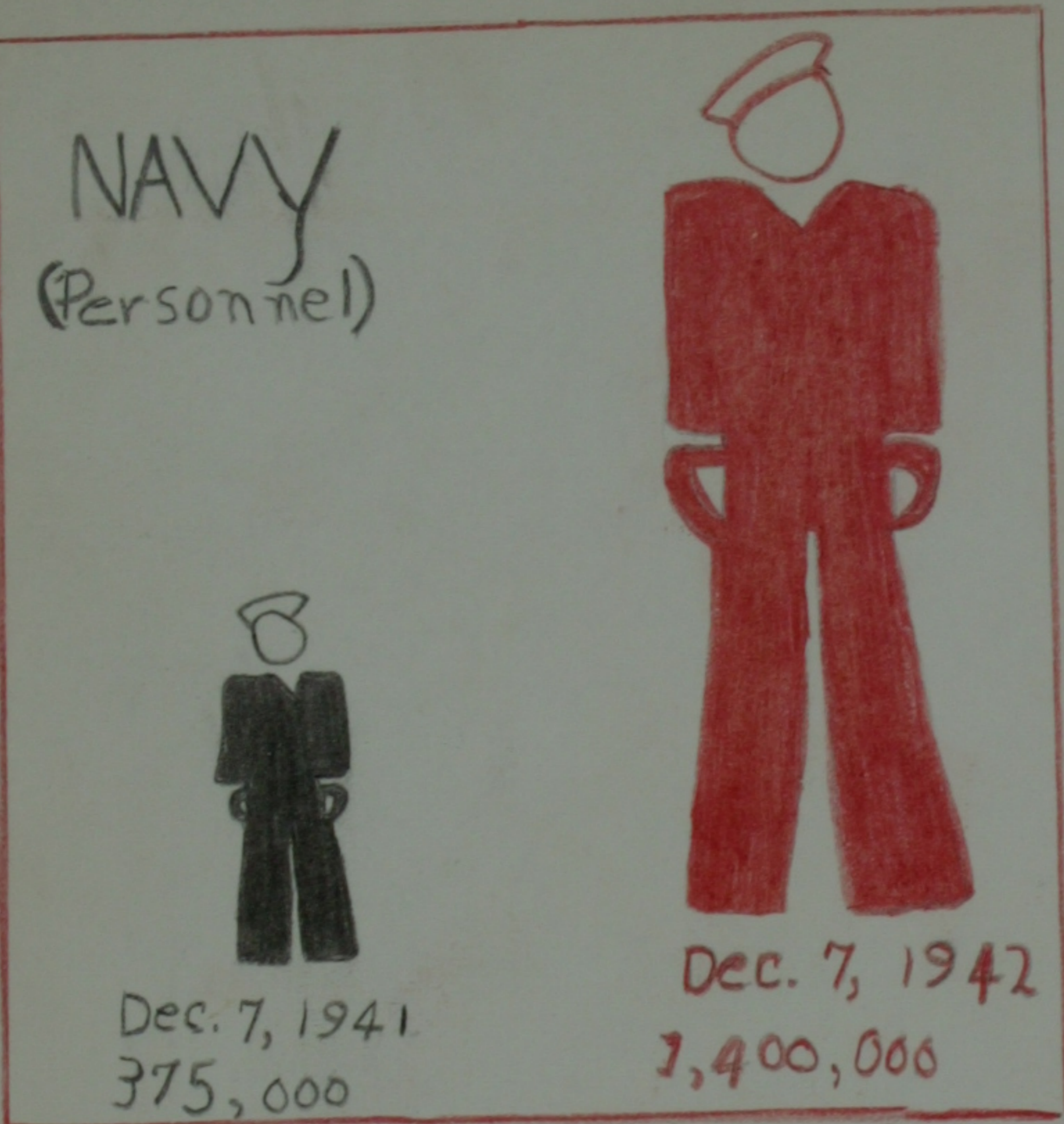
This is your Flag
None other: yours alone
Yours than to honor:
And where it is flown
By your devotion let
your heart be known.



Barbara Loosburov.

Serve.

Serve



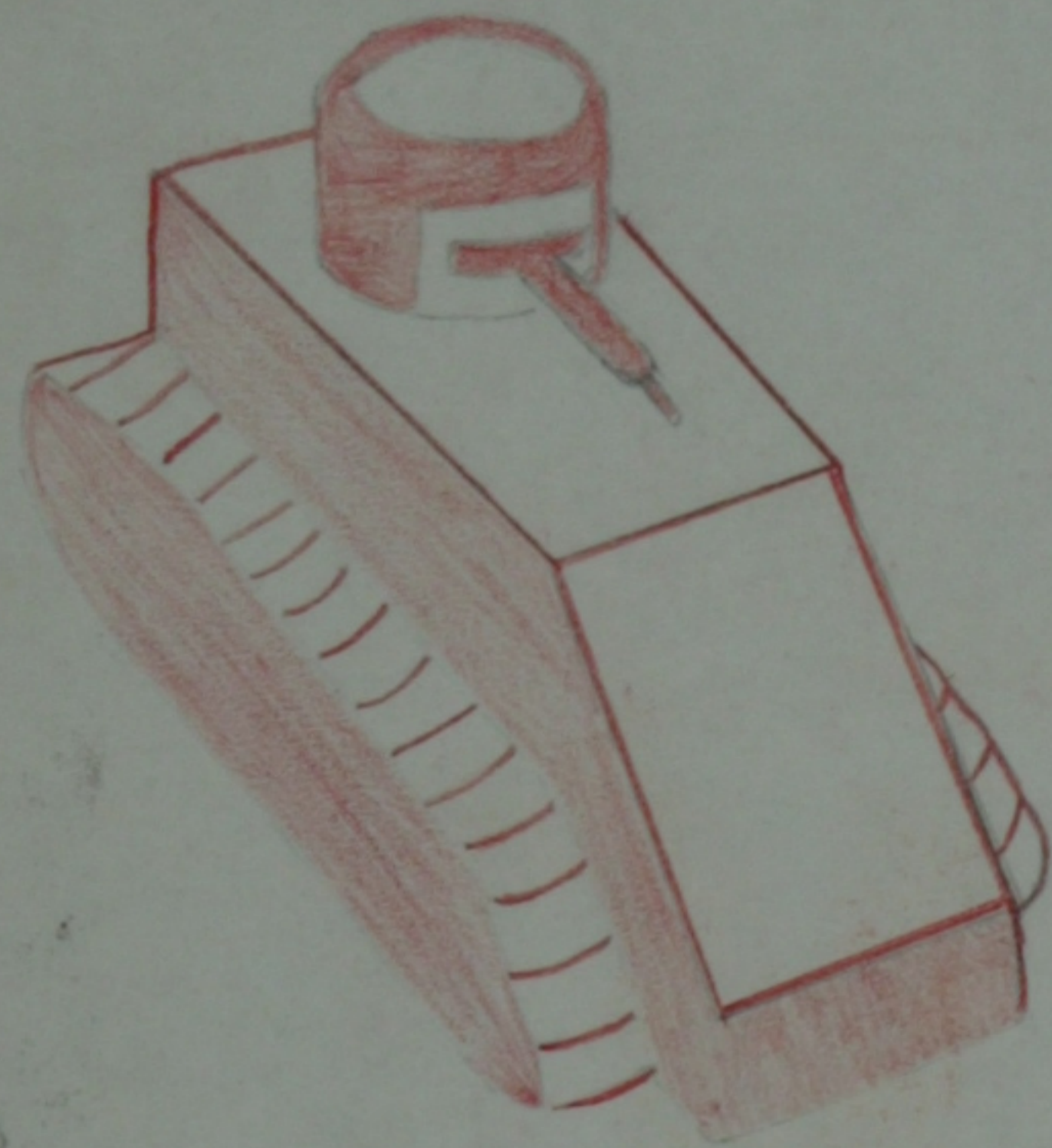
Emma Jean Rock

**PICTOGRAMS OF PROGRESS:
America's First War Year**



Aggie Armstrong

TANKS



Dec., 1941
750

Dec., 1942
5,000

Johnnie Karnes.

PLANES

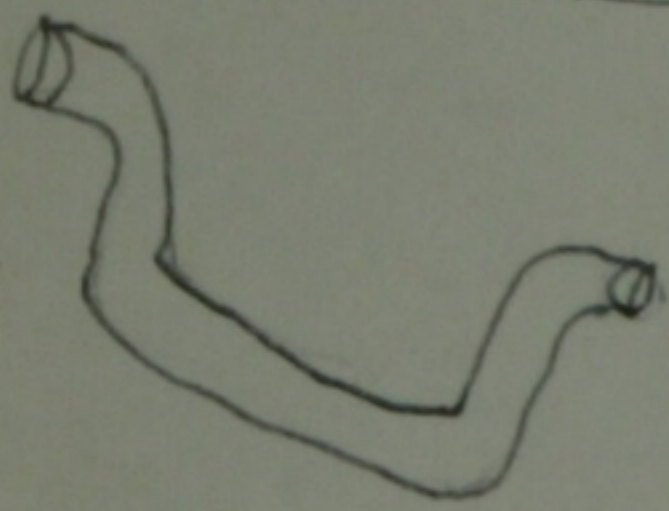
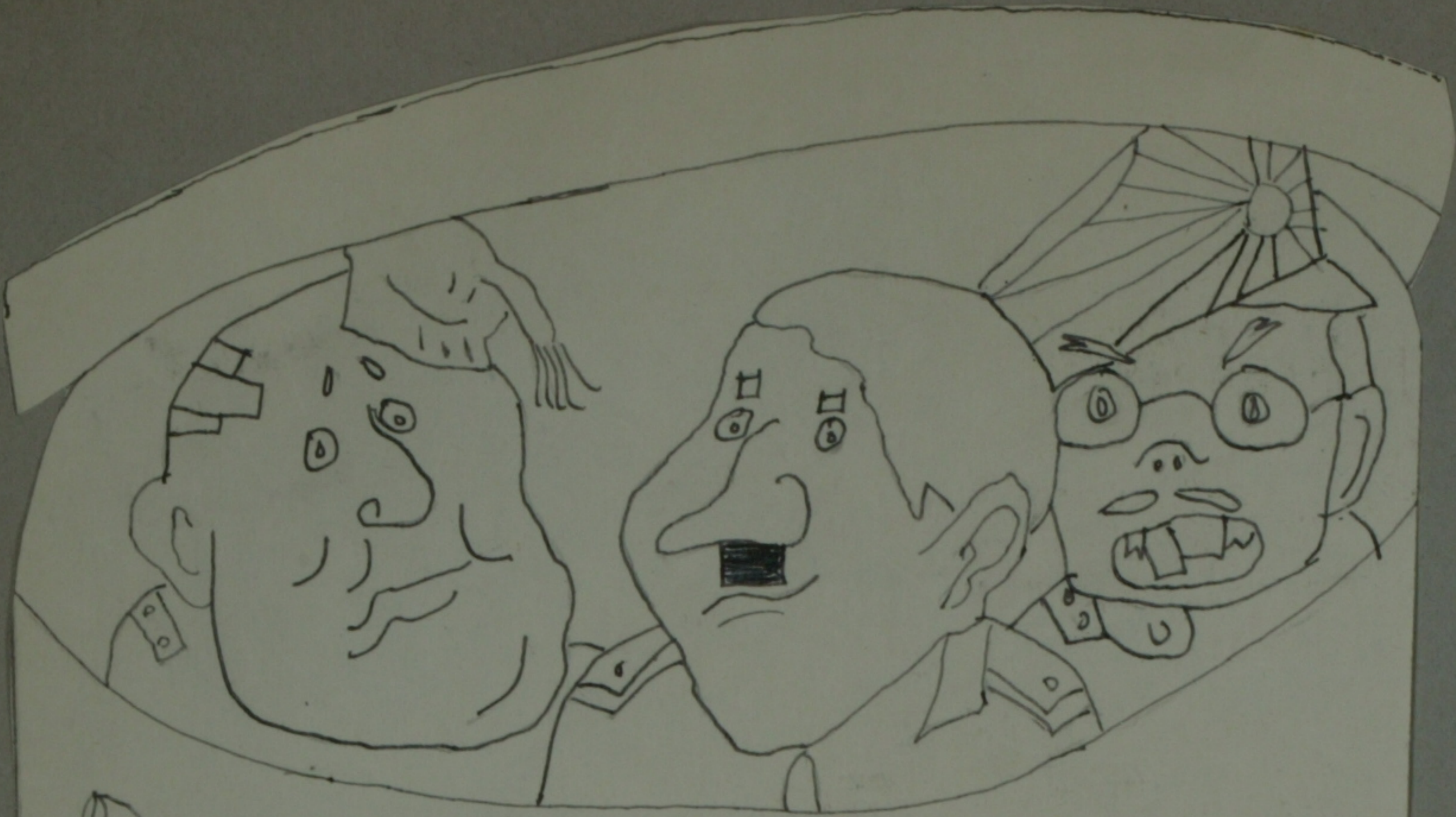
(monthly production, all types)



Dec., 1941
2,400

Dec., 1942
5,000

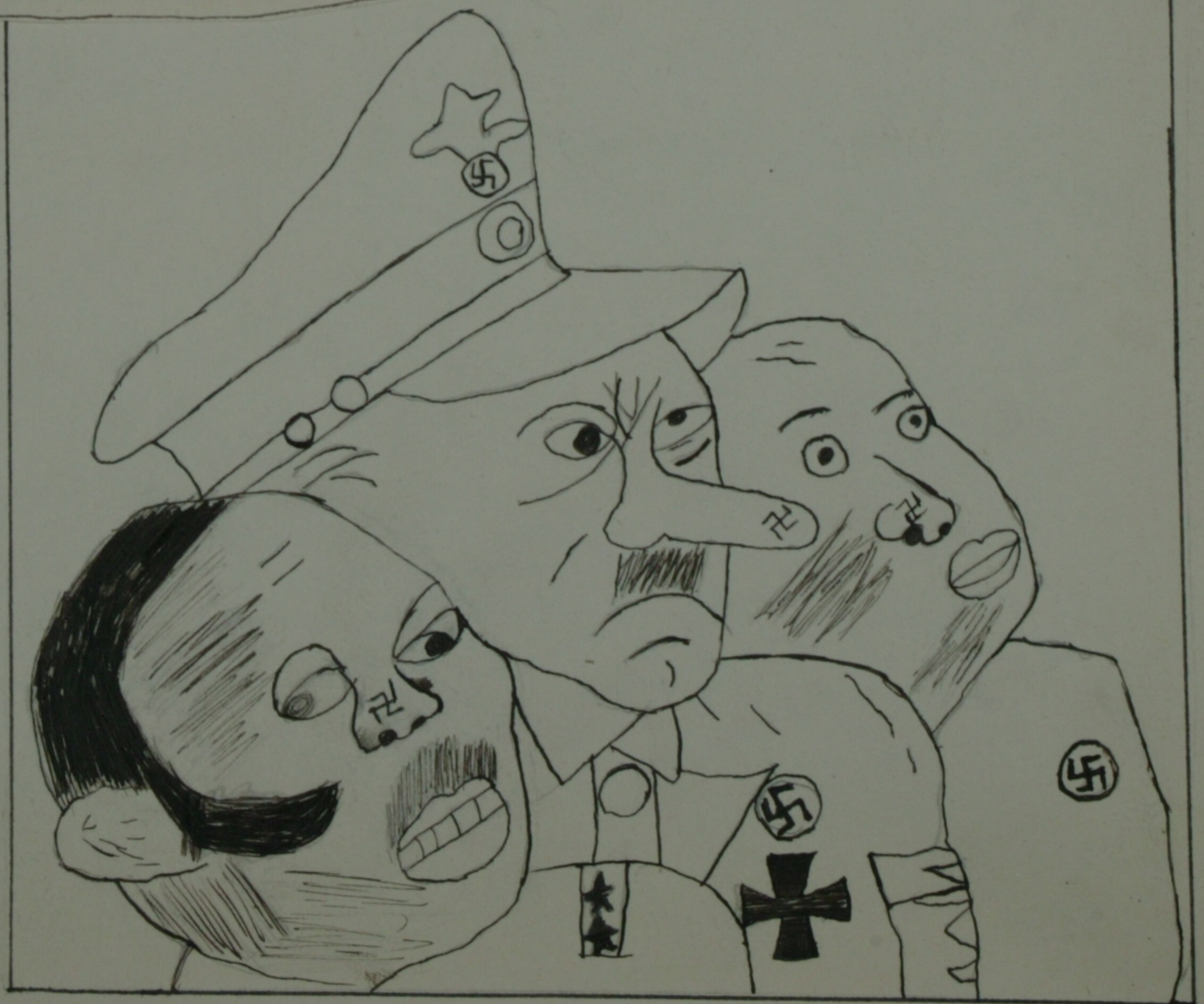
Serve

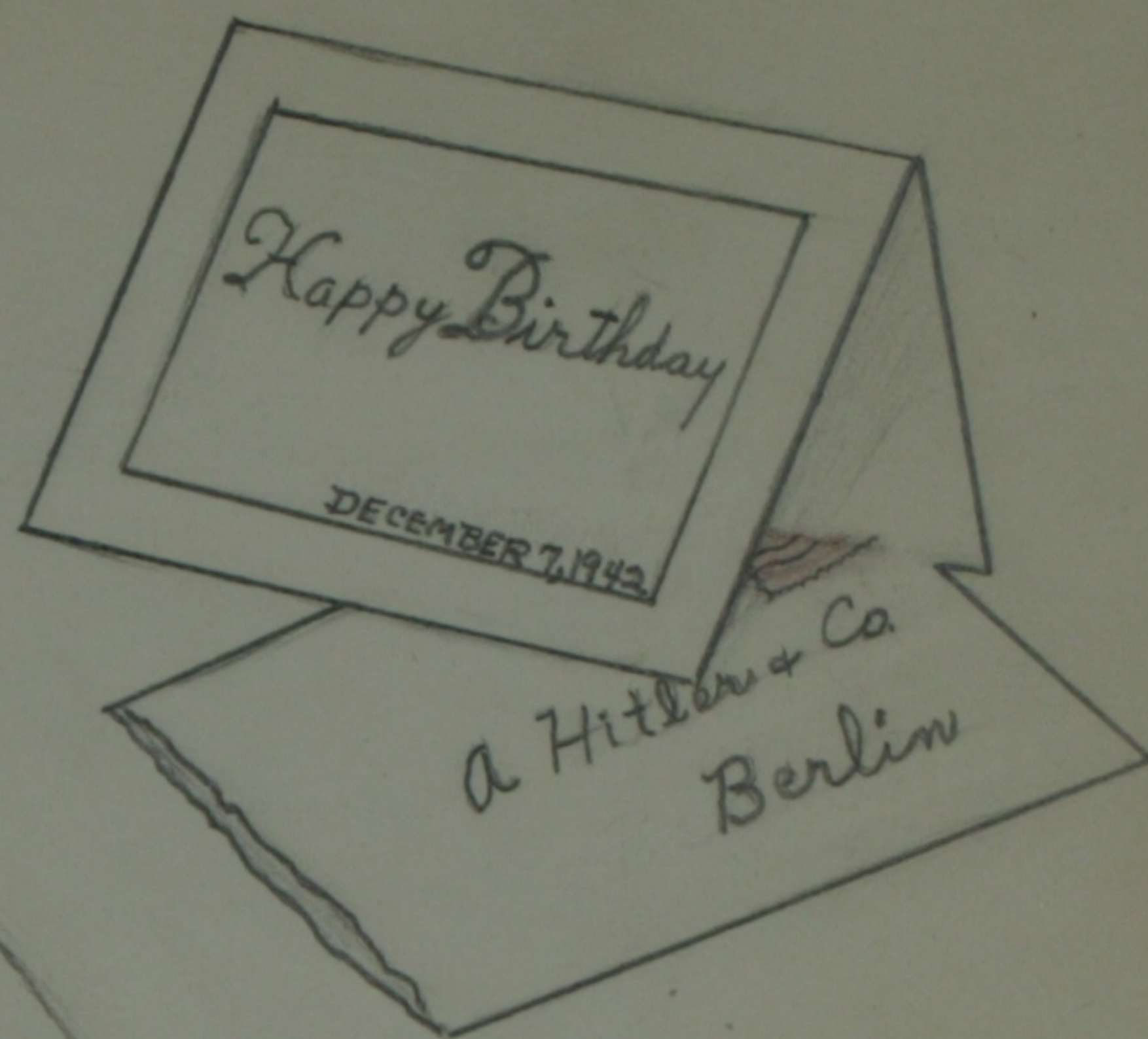


CLAMP THE LID
ON THE AXIS

Wilma Sean Shook.

Cartoons.





Betty Alice Gregory



Free hand

Barbara Lynn Barcafer

Werner



WORDS LIKE BIRDS,
FLY WITH EASE;
BE CAREFUL WHAT YOU SAY
IN TIMES LIKE THESE.

Bereryl Mc Gray

Conserve.

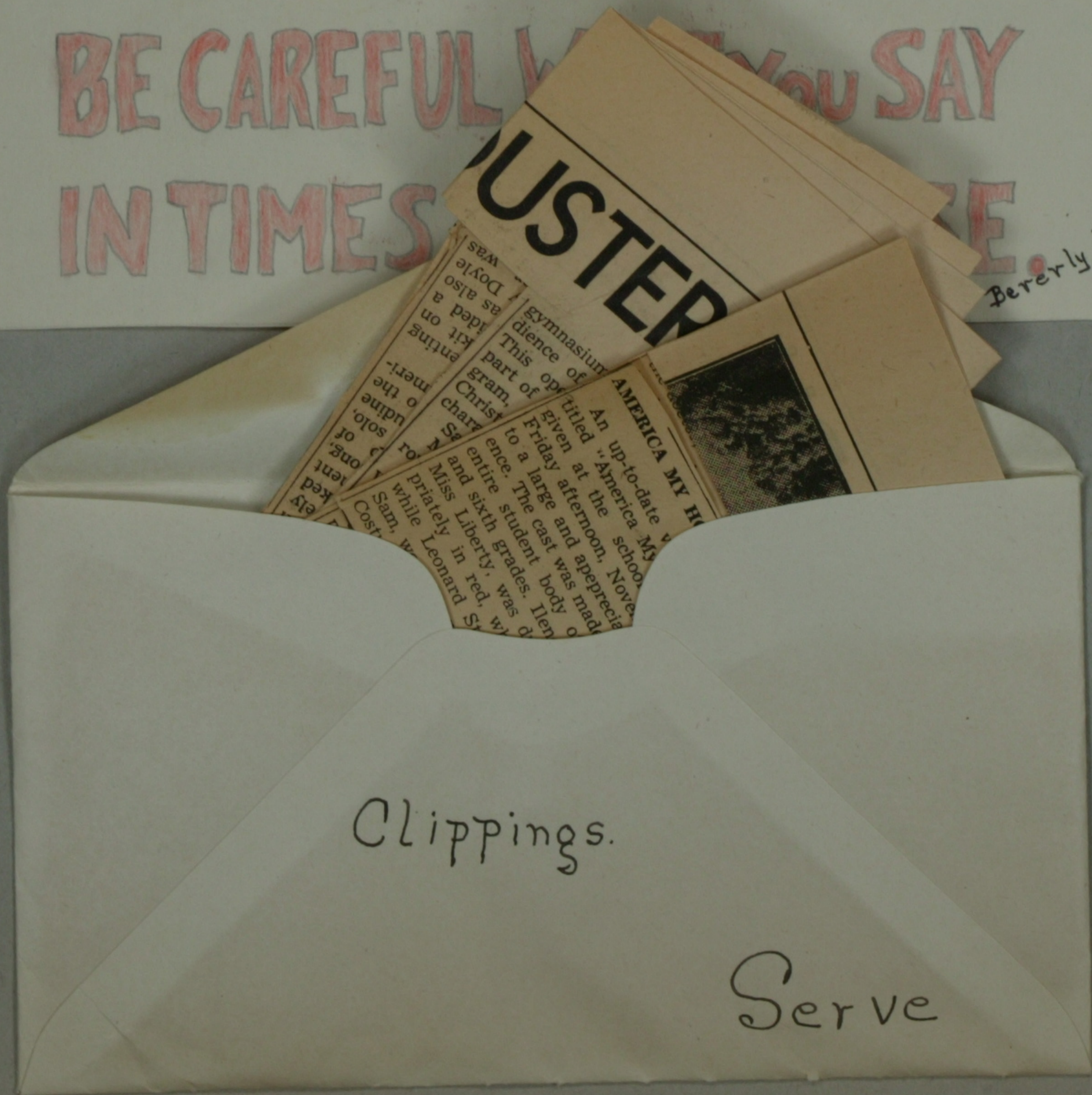
Clippings.

Serve



WORDS LIKE BIRDS,
 FLY WITH EASE;
 BE CAREFUL WHAT YOU SAY
 IN TIMES OF STRESS.

Beverly Mc Gray



Clippings.

Serve



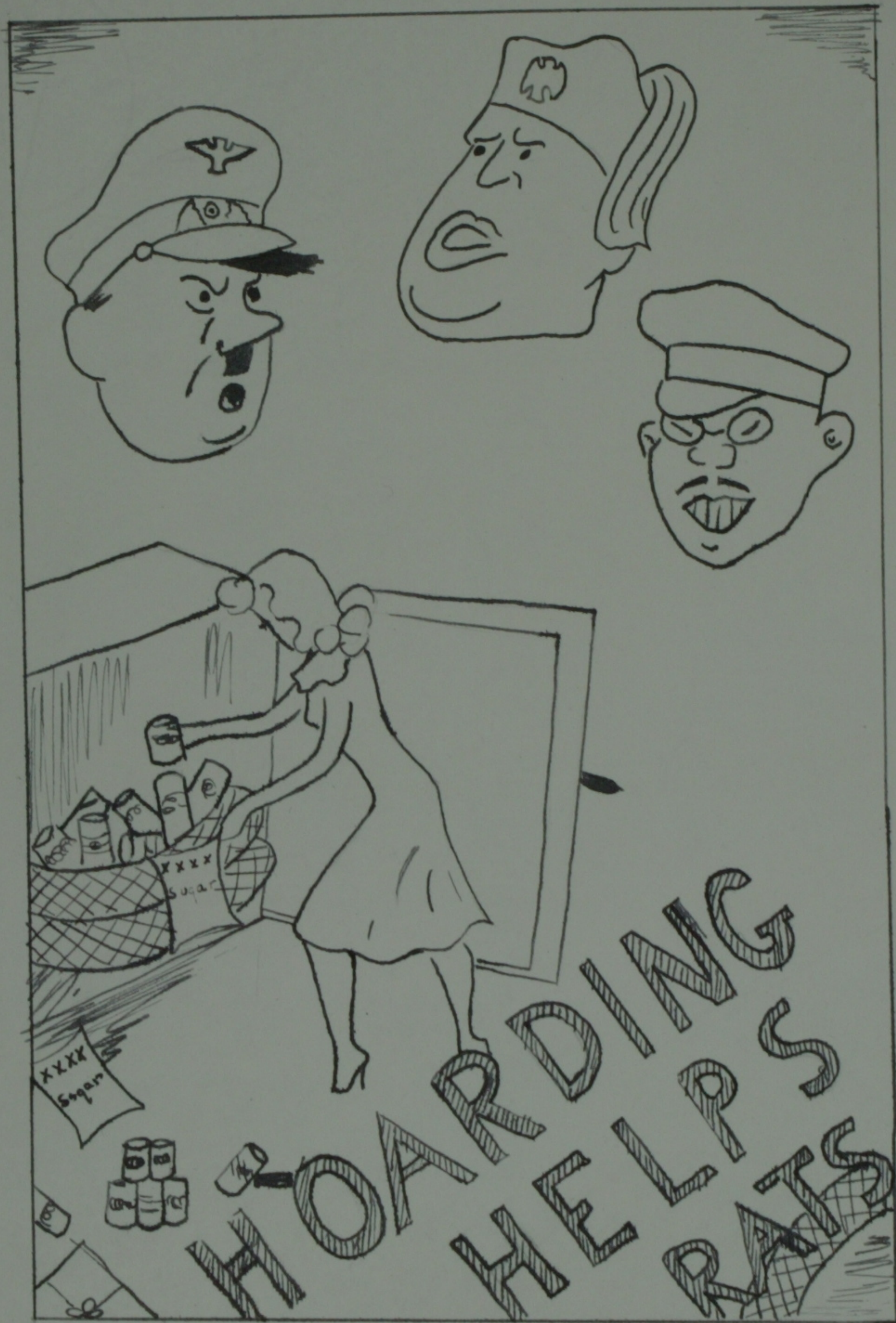
109 Grade Pupils Purchase

\$ 1338.50 in Bonds,
331.80 in Stamps;

which is

\$ 15.32 per pupil.

Save



Betty Alice Gregory

SUMMARY OF THE SCHOOL'S WAR SAVING'S PROGRAM

SURVEY I

CONTEST	TIME	GRADE.
Bond and Stamp Drive	Feb. -- May 1942	8 - 12
Winners	Personal	Grade.
	Dorothy Fae Beegle	10
Award in Stamps	Personal	Grade.
	\$3.00	\$3.00
Total Bought		\$1,840.65
Total Per Person		9.95

SURVEY II

SCHOOL BOND DRIVE	TIME	PERSONAL ENROLLMENT-42
Students only	6 1/3 months	180
Total		\$1,836.70
Total Per Person		10.26
Parent's	6 1/3 months	
Total		\$15,688.31
Faculty	6 1/3 months	16
Total		\$3,154.50
GRAND TOTAL		\$22,520.16

BRIEF SUMMARY OF OUR COMPLETE SCHOOLS AT WAR PROGRAM

I. The first Scrap Drive of 1942 was last spring when several tons were collected, netting approximately \$90.00. This was sponsored by the Problems of Democracy class.

II. Scrap Drive No. 2 was an event of October of last fall. In this drive our students collected 252,002 pounds of scrap.

III. The first Savings Contest was last spring sponsored by the Speech Class. Prizes were given to the winners and approximately \$1,840.65 was invested in stamps and bonds. We have not had any definite contests this fall but have urged the buying of bonds and stamps every week and the total buying of the fall of 1942 amounted to \$1,836.70.

IV. Program. A very interesting and inspiring patriotic program was given in our auditorium on Jan. 1, 1943. Many other assemblies and programs have had a patriotic theme throughout the past year.

V. Our 55 piece Duster Band has furnished music for several occasions which obtained proceeds that were turned over to different organizations with connections to the War Effort.

VI. Community Programs. Our students have participated in all types of community programs for the furthering of the War Effort. They have assisted in musical numbers, dramatics, and in many other ways. This is one great way in which the school can help, not financially, but in this manner.

VII. Airplane Construction. One of our departments, Industrial Arts, has completed the construction of 67 model airplanes.

This is a complete report of progress of our Industrial Arts'

Model Airplane Construction Classes:

1. Number constructed last year.....27
2. Number lost in fire.....10
3. Amount of airplane lumber and material lost..\$20
4. Planes completed this year.....30
5. Number of students participating in construction last year.....41
6. Number of students participating in construction this year.....15
7. Model planes are from the following countries:
U. S., Germany, Japan, and England.
8. The models consist of the following types:
 1. U. S. Navy Fighters
 2. U. S. Navy Scout Bombers
 3. U. S. Navy Observation Scout
 4. U. S. Navy Torpedo Bombers
 5. U. S. Navy Patrol Bombers
 6. U. S. Army Fighters
 7. U. S. Army Attack Fighters
 8. U. S. Army Bombers
 9. U. S. Commercial Transport
 10. German Fighters
 11. German Bombers
 12. Japanese Navy Fighters
 13. Japanese Navy Dive Bombers
 14. Japanese Navy Bombers
 15. British Fighters
 16. British Bombers

Model airplane construction classes:

- 9. Airplane Construction Was Carried on:
 - 1. Regular Industrial Arts' classes
 - 2. During study halls
 - 3. Night classes
 - 4. Saturdays

 - 10. Local Organizations Who Contributed Money for Purchasing Airplane Materials:
 - 1. American Legion
 - 2. Chamber of Commerce

 - 11. Beaver High School Airplane Quota for 1942: 30 planes, completed 50.
 For 1943, 30 planes, completed 7.
- | | |
|---------------------------------------|-------|
| State of Oklahoma Quota for 1942..... | 9,000 |
| State of Oklahoma Quota for 1943..... | 5,400 |

I'M FOR AMERICA

--ORIGINAL SKIT

By

THE BEAVER HIGH SCHOOL SPEECH CLASS

CHARACTERS

JANE EDWARDS. Geneva Davis
PHYLLIS EDWARDS Claudine Cothran
ALFRED EDWARDS. Robert Brown
JANE ANDREWS. Patricia Stephens
RONALD EDWARDS. Jack Cassity
JIM HARRIS. George Miller

Play Cast



"I'm for America"

Play Cast



"Kick the Top"

BEAVER AUDITORIUM

Friday, Jan. 1, 1943

- | | | |
|---------------------------|-----------------|-------------------------|
| I. Oration----- | Edwin Phelps | "Solemn Looking Blokes" |
| II. Original Skit----- | Speech Class | "We're for America" |
| III. Musical Reading----- | Nelva Jean Weir | "The Americans Come" |
| IV. One-Act Play----- | Junior Boys | "Kick the Top" |

I. Oration-----
II. Original Skit-----
"Solemn Looking Blokes"

Friday, Jan. 1, 1943

BEAVER AUDITORIUM

PATRIOTIC PROGRAM

I'M FOR AMERICA

ALFRED: (Steps to the door and says) Miss Andrews, bring me the data concerning the contract for the bombsight.

MARY: (Leaves stage). Has some special business come up about the contract?

ALFRED: No, I just thought it strange that Harris should be bidding for this contract also.

MARY: But, how can he take care of such a contract? That isn't in his line of business, is it?

ALFRED: No, not exactly. That's why it struck me as being strange.

MARY: What do you think Harris is up to?

ALFRED: I don't know, but what ever it is, you can be sure it is something that he will get plenty of money from.

MARY: But I don't understand why he should want it if he hasn't the equipment to make it.

ALFRED: That's just what I was thinking. I believe he is up to something that won't be any help to America.

MARY: But what?

ALFRED: I don't know, but I am going to do my best to find out.
(Telephone rings.)

MARY: Mr. Edward's Aircraft office. (Pause.) Yes, sir. Just a minute, I'll see. It's Mr. Harris. He would like to make an appointment with you.

ALFRED: Mr. Harris! Tell him to come right over. No! Tell him he can have an appointment at 10:30.

MARY: Mr. Edwards said he could see you at 10:30, Mr. Harris. Yes, thank you.

ALFRED: Well, I guess we will soon find out what it's all about.

MARY: Yes, I didn't think it would be so easy.

ALFRED: We haven't found out anything yet, and it may not be so easy as it now seems.

MARY: Well, at least you won't have any trouble seeing him.

ALFRED: No, I guess we won't. Miss Andrews, please don't show anyone in when he comes.

MARY: No, sir. I won't. Someone is in the outer office. I'll see who it is. (Exit and returns with a telegram.) A telegram for you, Mr. Edwards.

ALFRED: Thank you. Why, it's from Ronald. He is coming home from college for the week-end. Is arriving sometime this morning.

MARY: It doesn't seem right for a boy of 17 to be in college.

ALFRED: Maybe not, but don't forget that all the boys are starting younger these times. Show Mr. Harris right in when he arrives, Miss Andrews.

MARY: Yes sir. (Exit).

Edwards busy with papers on desk till Mr. Harris arrives.

MARY: Mr. Harris to see you, sir.

ALFRED: (Rises and advances to meet him). Well, Mr. Harris, what could I do for you?

JIM: More than you know. However, I would like for it to seem more as if I were doing something for you.

ALFRED: I'm afraid I don't understand.

JIM: You will. I don't know whether you know it or not, but we are bidding against one another on a certain bombsight contract.

ALFRED: Well, yes, I know it, but I hadn't given it much thought.

JIM: You mean you weren't particularly interested in it?

ALFRED: No, I mean that I always got such contracts, and naturally supposed I would get this one.

JIM: Yes, I know! To prevent a lot of unnecessary conversation, let's get to the point.

ALFRED: I believe that's your job, because I don't know at which point you are trying to arrive.

JIM: Just this. I am prepared to give you \$25,000.00 and 1/3 of the yearly profit to not even bid for the contract.

ALFRED: To not even bid! But why? \$25,000.00 and 1/3 of the profit! But, how can I get 1/3 when I wouldn't even be building the bombsight?

ALFRED: ...
HARRIS: ...
ALFRED: ...
MARY: ...

RONALD: Sure, dad, what is it?

HARRIS: All you have to do is not bid and you will get what I have offered.

ALFRED: But 1/3 of the profits along with \$25,000.00 is more than one would make on the contract.

JIM: Certainly! That is why it would be foolish for you to refuse my offer.

ALFRED: I guess you want the contract, don't you?

JIM: Naturally; why else would I make such an offer? You see, I want to get in good with the government. Then maybe I can get my share of the contracts again.

ALFRED: You seem to have taken a different attitude toward defense.

JIM: Why not? There is plenty of money in it.

ALFRED: Come back for a later appointment, while I think this over. But that would make a lot of extra driving for you, wouldn't it?

JIM: Of course not. I have plenty of gas and know where I can get more. I'll see you later, Mr. Edwards. (Exit)

MARY: What more did you find out, Mr. Edwards?

ALFRED: Not much, except Harris has volunteered to give an enormous sum of money to not bid on the contract. He said he wanted to get in good with the government and help in defense. Then, as he left, he said he had plenty of gas, and knows where he can get more. It just doesn't go together.

MARY: I should say it doesn't. (ENTER RONALD)

RONALD: What goes on? Is something wrong? Or are you just plotting another business trick? (To Dad).

MARY: Well, Ronald, how are you getting along? I must say, it seems like you have been gone a long time.

RONALD: Yes, it does in one respect; then too, this school year is going by quite fast.

ALFRED: Of course it is. You will be home for summer vacation in no time. (Mary, exit.)

RONALD: Yes, I suppose so. Well, how's business, dad? Better, worse, about the same, or what?

ALFRED: Oh, about the same, I guess. But look here son, I want you to see if you can help me figure this out.

RONALD: Sure, dad, what is it?

ALFRED: Just this. (Hands data to him)

RONALD: Data on a contract for building bombsights? But what about it?

ALFRED: Jim Harris just offered me \$25,000 and 1/3 of all profits, not to bid on that, so he could get the job.

RONALD: But it only calls for 500 bombsights. There wouldn't be that much profit in the whole works.

ALFRED: That's just it, and knowing Jim Harris as I do, he wouldn't work for anybody doing anything for nothing.

RONALD: It's nearly time for lunch; let's walk home, and talk this over. If what I think is right we will soon know just why Mr. Harris is so interested in getting that contract.

(EXIT ALFRED AND RONALD) As Alfred leaves, he stops in the door and says, "Oh, Miss Andrews, you may use my desk to take care of the morning mail while I am gone to lunch.

MARY: Yes, sir. Oh, Mr. Edwards, there are some letters there on my desk to be mailed.

ALFRED: (From off-stage) I'll get them.

PHYLLIS: Oh! Hello, my dear! My husband isn't in right at the moment? Oh, never mind about him. Are you busy? My dear, look at this divine pair of silk hose I picked up at Anton's for just \$2.50. In fact, I bought all that they had in stock. My bridge clubs, socials and teas just demand that a person look her best. They just had four pairs of nylons left at Brown's yesterday when I was there. Stingy old things, they wouldn't let me have but two pairs. Do you still have some?

MARY: No, I have worn mine to shreds and what was left of them I turned in down town for the manufacture of parachutes.

PHYLLIS: Well! I can tell you I'm not going to give up my hose for the manufacture of parachutes. Nor am I going to give up sugar in my tea! I'd simply perish without three lumps in a cup! It leaves the tea so flat without sugar, don't you think?

MARY: No! I'd give up sugar, hose and everything I have if it would help the boys who are fighting for us. I walk to the office now and as far as that goes, I've cut my shows to one a week. I buy war stamps with what I save.

PHYLLIS: Piffle! War stamps and bonds! What good will they do? Simply little pieces of paper! I'm sick and tired of being bossed around and ordered to give up this and give up that! As far as that goes we "girls" have organized a touring club which meets each week. We use ten cars, so we won't be crowded, you know, four in each car and we drive out in the country 20 miles and study nature! It's awfully exciting. Couldn't you join us on your days off?

MARY: I don't have a day off! We are working longer hours each day so we can fulfill our requirements. Also, at night I am taking a welding course so I can enter a defense plant on the night shift. I don't see how you plan to continue your club without tires and gas.

PHYLLIS: Oh! We have a new '42 Buick with perfectly good tires and two spares. And you don't need to worry about the gas! When my husband lets that government contract we'll have plenty of gas!

MARY: Mrs. Edwards, are you saving any of your grease or fats?

PHYLLIS: Oh, my dear, what for?

MARY: Don't tell me you don't know about the government asking every housewife to save her used fats? Well, you are supposed to strain it and put it into a little container. When it has cooled, turn it in to your butcher.

PHYLLIS: Oh dear, I don't have time to mess around with grease and such distasteful things! You know that young Mrs. Blake that lives down the street from us? Well, she has started taking First Aid. Can you imagine anyone doing such dull work?

MARY: Yes, I can! My mother and sister are.

PHYLLIS: Well, here's my husband and that dear Mr. Harris!

JIM: How do you do, Mrs. Edwards? I certainly hope you have more control over your husband than I have.

PHYLLIS: Well, it's only natural that I should have.

JIM: Are you sure you aren't just a little hasty about turning down my offer, Alfred? After all, \$25,000 alone is a lot of money.

ALFRED: I am sorry, Mr. Harris, but I can't see how I can possibly cooperate with you.

JIM: Alright, if that's the way you want it. Whether you know it or not, I don't need your cooperation on anything.

Good day, Mr. Edwards.

PHYLLIS: Alfred Edwards, I have never been so humiliated in all my life. Do you realize that Jimmie Harris and your own daughter are engaged to be married? Do you know what you have done?

ALFRED: All I realize is that Jim Harris is the dirtiest business man in this town. I don't know what he is up to, but you can be sure it is something crooked.

PHYLLIS: Alfred, I hate to say this, but I don't believe you love your own daughter; I don't believe you have any respect for her feelings. This very act may cause Mr. Harris' son to break his engagement with your own daughter.

ALFRED: All I was doing was what I actually believed the best thing to do.

PHYLLIS: You were just thinking of yourself. It's time you realized that the other members of the family have to be taken into consideration, also.

ENTER JANE: Oh, Father! What have you done? I just met Jimmie on the street and he said we were through. That if my old man didn't have more sense than he showed today, that he didn't want anything to do with us. He said you refused to help his Dad get started in defense work even after he offered you money to help him.

PHYLLIS: Didn't I tell you so? Anyone could see what a fool you were making of yourself.

ALFRED: Oh, what's the use?

(CURTAIN)

SCENE II

PLACE: SAME TIME, TWO WEEKS LATER.

ALFRED SEATED BEHIND DESK LOOKING OVER PAPERS. ENTER JANE.)

JANE: My, but it is hot out. So windy and hot; if that isn't a combination.

ALFRED: What are you doing here this time of day. Isn't that sort of early for school to be out?

JANE: Oh, we are having a scrap town drive today and I was so hot and tired, I thought I would drop in to rest and cool off. You know one old lady wouldn't give up an old iron bedstead. She said it wasn't any good but she didn't see that it would do anyone any good, so she thought she would just keep it. I can't see that it would help win the war, but I can say it would help win the drive contest. Oh my, I am so tired of hearing people holler about little things.

HARRIS: ...
ALFRED: ...
JANE: ...
ALFRED: ...
HARRIS: ...

ALFRED: My dear daughter, that is the very reason they won't give up their scrap. Go back to those people and make them realize that everyone's scrap is needed to build ships to be manned by American boys to fight for our freedom. Tell them that every little bit counts regardless how small. Because enough small pieces are just as good as one large piece.

JANE: Oh, I will go back, but I wish I could feel as industrious about the whole thing as you do. By the way, father, you haven't changed your mind about Mr. Harris, have you?

ALFRED: I certainly have not.

JANE: I didn't suppose you had. (EXIT)

(ENTER RONALD)

RONALD: Well, dad, everything is set; the F. B. I. is in town checking up. We will soon know if my hunch and Walter Winchell's open exposures were correct.

ALFRED: If we're wrong, I will gladly withdraw my bid and let Harris have the contract so that he can get in good with the government. But for some reason, I just can't believe what he says.

RONALD: Yes, but I hardly think that we are wrong.

ALFRED: You get in touch with the F. B. I. and tell them of the offer Harris made to me. Tell them to work under cover, and not let Harris know of their presence here. And tell them to hurry before my wife files matrimonial charges for my opposition to Harris' offer.

RONALD: (Laughingly) O. K., dad, I'll tell them, just keep this under your hat until further evidence is brought out. (EXIT)

ENTER HARRIS: Edwards, you've got to help me. I'm in trouble.

ALFRED: I'd be glad to help you, Jin. What kind of trouble are you in?

JIM: Three years ago before the U. S. entered the war, I was working on a contract for the government, when "Joseph Achburger" contacted me and offered me an enormous sum of money for a copy of the blue prints. Since the contract seemed rather unimportant to me, I accepted the offer. That went on for a while, then, after we entered the war, I tried to get out of giving them any more information that would benefit the enemy. But when I notified him of my decision, he told me that if I refused now I may be discovered in a ditch some cold morning by my family. Achburger said if I notified the government about him that proper authorities would take care of me.

ALFRED: But, Jim, why have you not appealed to the government before now? Why have you allowed the suspense to continue?

JIM: I was afraid for my family's sake to discontinue the contracts, therefore, I have gotten in so deep that it will be impossible to emerge without the help of the government.

ALFRED: Yes, but I can't do anything. Why don't you go to the F. B. I. with your information?

JIM: Because I am being watched by other Nazi Agents continually.

ALFRED: But what had you in mind that I might do to help you?

JIM: You can give me the contract.

ALFRED: But I don't see how giving you the contract could help.

JIM: You can withdraw your bid from the contract now and later we can stage a robbery for the blueprints, and you could call the F. B. I.

ALFRED: This is all so sudden that I would like a few hours to recuperate and think this over. In the meantime, you act as natural as possible. And please do not mention this to anyone else, just as I won't tell anyone either.

(EXIT JIM. ENTER RONALD)

RONALD: What's the matter Dad, more complications?

ALFRED: Yes, son, Harris has just paid me another unexpected visit and it seems as though he isn't a Nazi Agent at all. All of our suspicions could have been misdirected.

RONALD: What do you mean, dad? I don't understand. I thought with the information I have, we would finish this deal up in a few days.

ALFRED: Yes, I know, but according to Harris, he got mixed up with Nazi agents about three years ago and since we entered the war, he has tried to desert them, but they have threatened his family as well as himself, and he has become frightened enough to tell it to someone. He chose me as the "someone" because he wants the contract given to him and then he will stage a robbery of the blueprints and I can call the F. B. I. and get other Nazi----

RONALD: Now wait a minute, dad. I don't know what kind of a line that mug has been feeding you, but the F. B. I. gave me pictures of Harris taken 10 years ago, when he was going under the name of Joseph Achburger and was running a business in a New England state. For the past 13 months, since Walter Winchell asked where a noted German, known as Joseph Achburger had gone, the F. B. I. has been searching for him.

RONALD: You remember, dad, we heard that broadcast when Walter Winchell said that if they would find Achburger, that they would know who one of the leading Nazi Agents in America was. Look at these pictures, dad. This of Harris, this one of Jimmy, and here he is with his wife and Jimmy. And I don't care if that is ten years old, that picture is of Harris, and one can see that.

ALFRED: Yes, that's Harris, but why did he come to me with it?

RONALD: Just because he decided that if you weren't going to sell him the contract, he would use other means in order to secure it.

ALFRED: Well, if we can just sit tight for a few more hours, we won't be bothered with him any more.

(CURTAIN)

SCENE III

ONE DAY LATER.

(ALFRED, WITH A NEWSPAPER, WITH RONALD AND MARY)

RONALD: Now that we have that old duck out of the way, I will tell you what I came home for.

MARY: But I thought you just came home because of being homesick?

ALFRED: What is it, Ronald? I didn't think you came home for one certain reason.

(ENTER JANE AND MAMA, CARRYING ANOTHER NEWSPAPER.)

PHYLLIS: You were right, my dear, and I'll admit it, but I won't humbly ask your forgiveness.

ALFRED: Yes, but I am afraid I would have been tempted to have let him have the contract after the entire family turned against me, if it had not been for Ronald.

JANE: Ronald! What did he have to do with it? I thought he was just a college boy?

PHYLLIS: He is. Just practically an infant in rompers.

RONALD: Now look, Mother, I----

ALFRED: Now let's stop all this and get back to the point. Now, as I was saying, Ronald overheard a couple of men talking in a private berth on the train as he came home last week, and he heard them mention Harris with Achburger.

RONALD: I wasn't paying much attention to them, until I heard Harris' name mentioned. Then Achburger. I knew I had heard that peculiar name before. When I arrived home, Harris had just offered Dad the money.

JANE: Say, we have a detective in our own family. From now on we should have no fear of burglars.

RONALD: If you will stop talking nonsense while I finish explaining. As I was saying, that name kept going over and over in my mind until finally I remembered one of Walter Winchell's broadcasts when he exposed that man as a Nazi leader.

JANE: But it says in the paper that the F. B. I. took Harris last night. How did the F. B. I. know of Harris' real identity?

ALFRED: Ronald just took a chance and sent pictures of Harris to the F. B. I. and gave them the information he overheard and told them of Harris' offer to me.

PHYLLIS: I have always said that my son was the smartest boy in the world.

RONALD: Now that we have the business affairs taken care of, we can get back to the reason of my homecoming.

ALFRED: That's right, you do have something to tell us, don't you?

PHYLLIS: You mean you didn't come home just to see me?

RONALD: Well, sure, mother, I wanted to see all of you, but what I really wanted to talk about is that I will be 18 about the time college is out this year. I'm not waiting to be drafted, but I am volunteering as soon as school is out; that is, providing you and mother have no objections?

ALFRED: You seem terribly young, son, I feel that the country has a need for you and I do realize that those who enlist have a preference over those who wait to be drafted, so if that is your wish, it is mine also.

PHYLLIS: Well, if my son is going to the Army, I don't feel that there is any sacrifice too great for me to make. The chairman of the Red Cross called today, wanting my help, so I'll hand in my resignations to my social clubs and start working in defense organizations instead. I'll make some of my extra sugar into cookies and candy to send to boys at camp. I'll wear cotton hose for everyday and give part of my nylons to my friends who were unable to get any. Now will I be worthy to be called the mother of a soldier?

RONALD: Well, you certainly are making a sacrifice, mother, and I am sure Uncle Sam will appreciate it.

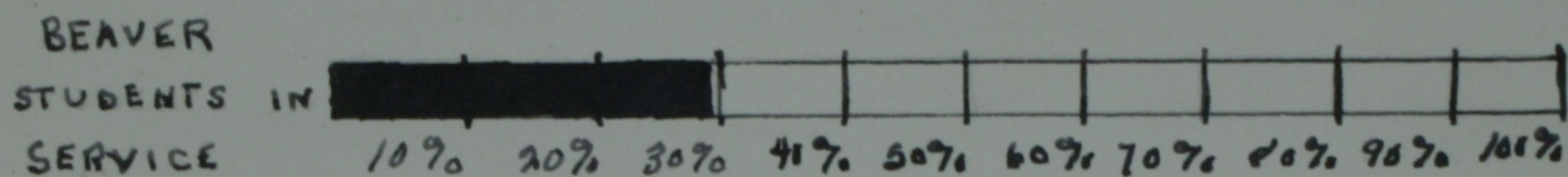
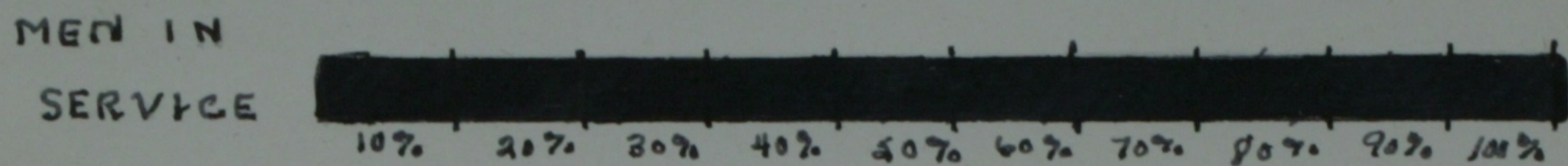
JANE: ... I'm sure you'll be able to help me.
MOTHER: ... I'll do my best.
ALFRED: ... I'll try to help you.
JANE: ... I'll do my best.
MOTHER: ... I'll do my best.
ALFRED: ... I'll try to help you.
JANE: ... I'll do my best.
MOTHER: ... I'll do my best.
ALFRED: ... I'll try to help you.

JANE: Well, mother, I can't let you make all the sacrifices. Maybe the Red Cross can use me, too. Anyway, I'll put in my application and from now on, any defense program at school will have my whole-hearted cooperation.

ALFRED: It seems a shame that it took the fall of one man to make others become aware of a sense of duty to their country. At least, I am glad that my family has realized the need of cooperation at last. That is what Uncle Sam needs, the cooperation of every American family.

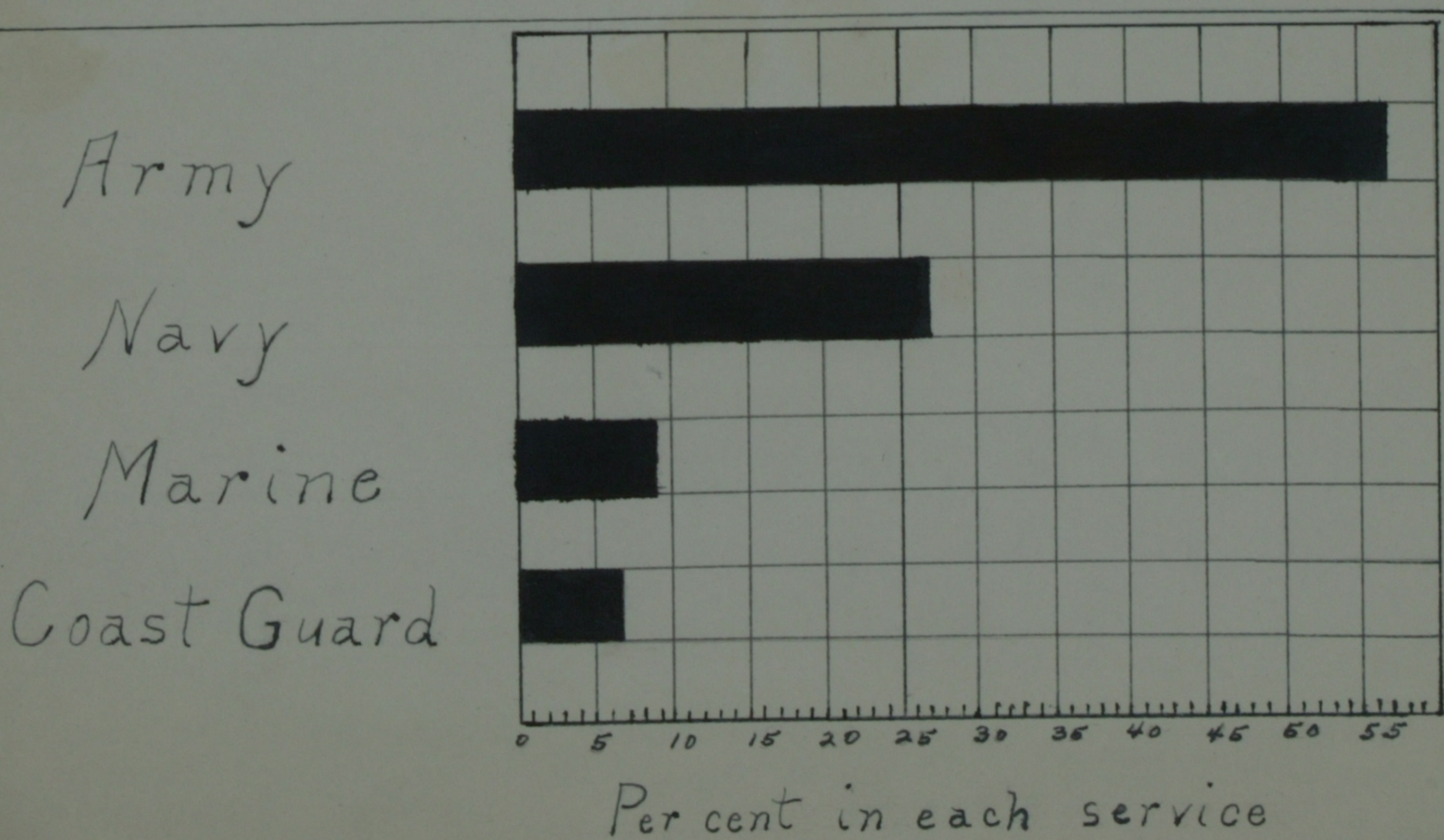
CURTAIN.

BEAVER STUDENTS IN SERVICE



EACH SHADED SQUARE REPRESENTS 10% OF THE 197 MEN IN SERVICE FROM BEAVER COUNTY

Classification of Service Men from Beaver County



SCRAP DRIVE NO. 1

Our first scrap drive occurred last spring under the sponsorship of the District of Columbia Public Schools, its instructor, Mr. [Name].

SCRAP DRIVES, Nos. 1 and 2

The students worked individually and several tons of scrap were collected and about \$200.00 was received for the amount. This money was given to the library fund in the school. Much more was collected in the first two months of a large scrap sale. Unfortunately the school house was destroyed by fire in March.

The winners of the drive in the District of Columbia for having collected the most scrap were Lowell Wilson and Clifford [Name].

BLUE ARMY
(Winner)

RED ARMY



SCRAP DRIVE NO. I

Our first scrap drive occurred last spring under the sponsorship of the Problems of Democracy class and its instructor, Mr. Blackburn.

The students worked individually and several tons of scrap were collected and about \$90.00 was received for the amount. This money was turned over to the Library Fund in our school. Much money was needed in this fund due to the loss of a large per cent of our books when the school house was destroyed by fire in March.

The class gave prizes to the following individuals for having the most scrap: Doyle Gettings, camera; Russell Wilson and Clifford Lee Niles received watch chains for their hard work; and the other camera was given to Jo Nell Mathis, a primary pupil, who had the most pounds from the grade school.

SCRAP DRIVE NO. 1

BEAVER SCHOOL SCRAP DRIVE

To begin organizing the drive, Mr. Grove and Mr. Sexton were appointed the leaders. Mr. Grove's side was the Red and Mr. Sexton's the Blues. They then divided us up into squads of six or eight with a captain to each squad. The Blues took the east and the Reds the west ends of town. On October 16 the captains were instructed as to which blocks to cover. We covered all houses, alleys and vacant lots. We always asked permission before taking private property. Many of the townspeople helped us by having their scrap gathered up into a heap. We placed it in piles by the side of the street and drove stakes by it to show the men who were gathering it up in trucks, which was ready to be taken to the scrap dealers.

When the pounds were counted, we were found to have gathered 45,878 lbs. Some of this belonged to individuals. The total for the school was 252,002 lbs. with 535 lbs. per person.

The Sophomores had a contest to see which side could gather the most. One side gathered 20,000 lbs. while the other won with a total of 30,000 lbs. The side which lost gave a party for the winning side.

The seniors also had a class contest. One side got a total of 10,900 lbs, while the other got 6,889 lbs. The winning side was given a picnic by the losing side.

--FLORABELLE BREWER

ORIGINAL ESSAYS

By

English III and IV Students

WINNING THE WAR

High school students all over America are faced with one of the gravest tasks ever to confront their generation. However high this point may be, a maximum in our contributions to the war effort must be obtained. Decisions must be made clearly and quickly; directions given efficiently and concisely; and above everything else concerned, clear thinking must prevail.

Naturally, this will require some sacrifice, but if the war is lost, and this is possible, the consequences we ourselves will suffer are incomparable to those few little things we are called upon to do now. No secret is made of the unbelievably inhuman manner in which "occupied" countries are governed and punished. Should we as teen age students, give freely of our assets today; or should we have them taken, by an Axis dominated world, tomorrow?

There is decidedly no comparison in these two standards of living. We must make our decision now and then act upon it without hesitation.

Purchasing "War Bonds", donating and finding additional scrap metal, saving on rationed articles and numerous other things must be done now. Idle gossip must be quenched instantly and the source extinguished. Common reasoning pushed to the front. Fifth columnists are liquidated as soon as they are apprehended.

DO YOUR PART!

--ADAIR SMITH

HOME ECONOMICS IN CONNECTION WITH THE WAR

Making and remaking your own clothes has a lot to do with the war effort.

In our Home Economics class of today we make a special study of making and remodeling our clothes. We have found out in the last year that we should buy only the clothes we absolutely need. When we do buy, we buy things that can be worn a long time and then made over so that they can be worn some more.

We have learned to give special care for our clothes; care that will help them last longer. We realize that when we buy clothes that are not absolutely necessary, we are using material that is vital to our country.

We have also learned to keep up the morale of our American women by wearing the clothes that are best suited to us and the colors that look best on us. In this way we not only keep up the morale of the American women, but in an indirect way the morale of our American men and boys in the services and those on the home front.

We now realize the value of home making more than ever in the life of America. We are learning more and more how to do without things that we have been used to having.

We have learned to take substitutes for those things that we thought were impossible for us to get along without.

For example, foods that we were used to having whenever and

wherever we wanted them are being rationed. In every study of Home Economics we are learning more and more how to get by without them or how to use substitutes for them. Recipes are being published all the time to help us conserve on meat and sugar.

We are also learning about things that are used in the place of meat and how to make what we do have go a long way.

We have studied vitamins and nutrition in foods although we know what kinds of food we need and what kinds are best for us.

There is nothing that can help us win this war better or faster than strong healthy bodies.

I believe that for just an all around study for women and girls that there is no better class than the Home Economics Class to help us win this war and keep us war-minded.

--HALLIE PAULINE GRAY

HANDICRAFT NOW A WAR NECESSITY

America, depending upon the youth of her country, has accepted the position of teaching these youths how to accomplish the necessities in order to aid in winning the war, in schools. One of these necessities is handicraft or industrial arts.

Perhaps the most essential part of industrial arts is the art of drawing and blueprinting, because of its difficulty and demand. The blueprints of our airplanes, tanks, battle-ships, guns, and even major and minor parts of all these war necessities falls under the art of mechanical drawing. Now, because of this fact, supplies needed to teach this course are difficult to obtain.

Today, our schools besides teaching us how to draw are also teaching us, the youth of America, how to assemble or build parts and objects from blueprints or drawings. This is obtained from the study of hand and machine woodworking and several other courses taught in industrial arts. The necessity of learning this is in order that we may be able to assemble and repair the machinery which is to be built and used in the future years. This will greatly depend upon the outcome and future of America.

One of the minor things the schools have been asked to do is to assemble several thousand model airplanes, which were built from blueprints shipped by the United States Navy Bureau. These will aid in training cadets how to maneuver the planes they will fly. Also it will aid the civilian to recognize any plane flying over his neighborhood. For these reasons and several others, handicraft is being stressed by our people and taught

in our schools, especially those of higher learning for a purpose
of aiding in war production.

--GENE DAVIS

THE CONNECTION OF PHYSICS WITH THE WAR EFFORT

Physics is a practical science and very interesting, although sometimes a little complicated. Since physics is really a military science, it is a necessity to every boy and many girls, as their immediate problem is military. This problem is greater than any ever faced by this country. It must be met by competent leaders with a knowledge of the mechanics that it will take to run the precision machines and every complicated affair that is connected with the armed forces. This is a war of science. The victory lies in the hands of the nation with the men best trained in military science. Physics, algebra and many other mathematical subjects that can be taken in the high school are solid foundations to the higher mathematics used in the armed forces. I think it the duty of every high school student, if at all possible, to take all the math and science that he or she can. It will not only improve the mind and reasoning ability of the student; it may be the deciding factor of this war. Now, there is not time for a long special training of gunners, bombardiers, navigators, etc. The accuracy of each is based on his knowledge of math or science. Let's end this war in the least time possible by preparing ourselves in every way we can, in our high school courses, for the defense of our country.

In what way can we do this better than by having a knowledge of the backbone of the armed services, science?

--FLOYD VANDEBURGH

MY BIT FOR THE WAR PROGRAM

I, myself, resolve to secure an education. In my opinion that is the most helpful thing I can do. I think intelligent people are indispensable to an upstanding, righteous and progressive nation. I, for one, want to receive an education so that I may lend my services, if they be any; whether they are great or small, at any place or time that I might be needed. If it were not for education, how do you suppose pilots would figure out how to drop their bombs so accurately? Guess? No, dear reader, it's mathematics. That is just one example of the numerous ways in which an education is an asset as well as a necessity.

My opinion is that it isn't so much what we do, as the attitude we take toward whatever aid we may be fortunate enough to lend. Some of us are not financially able to lend or invest huge sums of money in bonds and stamps, but we can all get an education and lend our services wherever they are needed. I think we are contributing just as much to this "great cause" if we do all that we can in our power and means, and do it as though it were a privilege. It is my opinion that we should feel honored and proud, yes proud, grateful and thankful of the opportunity to be classed as a citizen of the United States of America! Because, after all, who, besides we Americans, can boast of a country where liberty, equality and fraternity really have a literal meaning. America is a land to fight for, a real democracy where it's one for all and all for one. We'll all help in the protection of her shores that have so long been the land of peace and plenty.

We realize, I think, the horrors of war; we dread the suffering

and pain of the present time and the depression that is sure to follow; but now that we're in it, let's go all the way and exterminate the "swine" on the island of Japan.

--NADINE DAY

Importance of an Education

There are any number of things we, as pupils of the fine American schools, can do to further our chances of winning this war. One of the greatest of these things, that appears sometimes to be the least, is the finishing of high school. Young people think they might as well quit and forger about school at such a critical time.

Girls tell us they are needed in defense plants to free the young men and older boys who are now employed there. They see no point in going to school when there are so many vacant places that must be filled, if we are to win this war. And in addition to this the high wages that are being paid to the employees is a lure to the average high school girl.

Boys want to rush off to join the armed forces in one division or another. They wonder why they should spend their time in a dull schoolroom, when out there is new life, excitement with plenty of new adventures. Neither do they like to hear that someone else is protecting them so they can go to school.

All these points are quite true. But, don't you think it's a one-sided affair? They seem to forget that there will be a future to contend with. Nature has told us that what we do in the present will affect our future; therefore, we must

look ahead if we are to have a successful life. We're not at all sure we will come out victorious but we do know that we're going to do our "level best" to make it so.

As we look into the future, we see our boys marching back hundreds, by hundreds; boys who held very responsible positions. We also see the factories operating normally again; thereby throwing hundreds of women and old men out of employment. You say but there will still be plenty of jobs. Yes, there will still be jobs that have to be filled but there will be fifty people for every one office. Of course, the employers will have the best when they have such a variety to choose from. Evidently then there will be plenty of unemployed ones. If you were the employer, you know you would pick the most intelligent and the most capable one to work for you. That's exactly what they will do.

And another thing to think about is "Where are the future business men and women coming from?" We all know that we are those future people of tomorrow's business world. We also know that they will have to be educate people. And if we do not take advantage of every opportunity we have to gain a little more knowledge, what type of a government would we have a hundred years from now?

So lets gain all we can from our privelege of going to school and be ready to defend AMERICA a hundred years from now.

--WANDA KNIGHT

GIRLS' BASKETBALL TRAINING IN THE WAR EFFORT

In playing basketball there is hardly a game passes in which some novel situation or clever play does not arise. This calls for quick and useful thinking. Also your body must be in harmony with your thoughts. Therefore, through hours of practice and study, you become quick, level-headed, and have proper co-ordination. Your fingers become skilled in handling the ball; your body acquires balance and becomes more steady; you naturally become stronger and learn to endure fatigue, and, lastly, you learn to take and carry out orders correctly.

This all seems to fit very well into the war effort. Almost any job you would undertake to help annihilate the Axis would call for some of these things acquired in basketball. This is especially true for girls. It has been said that, "If you educate a man, you educate an individual; if you educate a woman, you educate a family." This is as true of physical as it is of mental education. Upon the fitness of women the fitness of the whole nation ultimately depends.

The power to build an A-1 nation lies with the women of a nation. It is right, therefore, that physical fitness should find its most interested exponents among women. Everybody is being urged to take more exercise, but before the precept is put into practice it is well to understand what exercise is. It is doing such as playing basketball to the best of your ability. Just being at all the practices, etc., is not enough. You must get the most from every practice and make yourself become strong bodily, have perfect harmonization, and keenness of mind, to do fully your part in making America topmost among nations in physical fitness.

Besides building an A-1 nation you can, by playing basketball, learn to use your hands deftly and think quickly. This form of education is helpful in defense factories where all your duties require skilled hands and minds. Also, you can use considerably the co-ordination acquired in your basketball training.

Nurses in the armed forces need strength, endurance of fatigue, ability to carry out orders, and steady nerves. All of these can be accomplished through basketball instruction.

Basketball education for girls in high school is an all-out training for the war effort and should be considered one of the most important classes taught in our schools today.

--NELVA JEAN WEIR

America Needs Our Prayers

Have we as Americans calmly laid aside the reason for the colonists coming to America? The freedom they fought and died for. Freedom to worship God by the dictates of their own hearts. Can we forget their struggle and fail to take advantage of the many privileges which we should cherish? Perhaps we don't appreciate the things we don't have to fight for. Boys and Girls, what less could anyone ask of you than to pray for our nation? We can find no greater comfort than in God. When your loved ones have been killed in action, there is no better way of finding relief than in God.

No nation regardless of its power can win without the aid of God. If we persist in failing to work and pray for our United States, we can not possibly hope to gain a victory.

Maybe you don't know the facts about what has been happening to this nation since its birth; only one-half of the citizens in the United States attend church today.

The President has humbly pleaded with us to spend at least ten minutes each day in prayer. When you are tempted to other things in your leisure time, say an earnest prayer to God for our boys on the fighting front. You will be just as happy and will have done your country one of the greatest deeds possible. I, as one of the many citizens of the United States resolve to respond to this ardent plea from our President.

--BETTY EVANS

MY CONTRIBUTION TO THE WAR EFFORT

My ways of aiding in this war are very limited. I can't pool a car, work in a factory, enter one of the services or anything such as this, but I can do two of the most essential things for this war. I can collect junk, sell it and buy war stamps with the proceeds. It is surprising how little junk it takes to buy several stamps, and junk is nearly everywhere just "waiting to be collected." When I have that "It is junk but I do want to keep it" feeling, I use some will power and give it for the cause. You will admit that Hitler and his associates need it more than I.

Now this doesn't mean I went all over our farm and collected everything into a heap; of course not. What seemed like junk to me may have been more useful as machinery, so I had to have the collection inspected before I sold it. Everyone must be careful or they will scrap good tools which are needed by the crop producer, thinking it is only junk.

I found there are other ways of earning war stamps; my most common way is doing things for my mother; during harvest last year I earned a bond by driving a tractor for my brothers.

Now that we are "all out for the war," there is a command for nurses for civilian and war needs, also in factories, in offices, on farms and in branches of two services. Everyday we hear the call for nurses, I should train for a few years and join the forces by being a nurse or by driving an ambulance.

There are other ways of aiding in the war. As a mechanic, welder or pilot. I believe I would rather be a pilot but the time needed to learn this would better be spent by learning something which can be taught in a few weeks or months. These are only a few suggestions I have heard or tried but I must decide soon what I am to do or it will be too late and I must do my share as any American would.

--RUTH STRONG

SCHOOLS FOR VICTORY

Each high school graduate is faced with the question, "What shall I do now?" Many of them have just "slid through school" by taking the easiest courses offered them, with never a thought as to whether or not these subjects would be of use to them in their later lives. At this time, more than ever before, the schools have the great responsibility of giving proper guidance to the young people of America. Every effort should be put forth to train students in the school for an active and useful life after graduation. Unlike their forefathers, who needed no more education to fight a war than they did to till the soil, this coming generation must avail themselves of every opportunity to gather knowledge.

The mode of living has vastly changed since grandfather's day. Just now few jobs are available to anyone who has not at least received a high school education. The most important and most useful of the subjects offered in high schools is mathematics. If you will stop to think, the definition of mathematics, according to Webster, is, quote: "Akin to intelligence and wisdom and is theoretically precise and correct," unquote. In this day and age, everything, from astronomy to the firing of a cannon is calculated by mathematics.

Of secondary importance is commercial subjects. Due to the present situation, a high school graduate with some experience in bookkeeping or training in typing and shorthand can easily secure a job. Employers are eager to have these young people fill the positions vacated by many who have joined the armed forces. Young women are rapidly taking the jobs which formerly belonged

to men. Young men below the draft age are filling the places vacated by men who are now in the service. When the war is over, many skilled men will return to their former positions, but many will not come back, and the present high school students, with their training and experience, will be able to keep and take over those surplus jobs.

Last but not least, the high schools should offer home economics to their girls, for the high school girls of today will be the homemakers of tomorrow. They must be taught the fundamentals of economy, nutrition and the care of their clothes and equipment in order for these articles to give the maximum of service for a greater length of time.

Thus, during this immediate emergency, the schools must cooperate on every point in order to build a stronger nation that will survive the present crisis and help to make America a healthier and more powerful nation in the future.

--FAYRENE BENNETT

THE CONNECTION OF INDUSTRIAL ARTS TO THE WAR EFFORT

Part I--Mechanical Drawing

Mechanical Drawing has a definite meaning, it means drawing by using the aid of instruments.

The present mechanical drawing book used by our high school has many complex and difficult problems to be solved and drawn on regulation paper by the student.

This method helps the student to plan out the projects he intends to make in the future.

If this type of work is easy and interesting for a student, he is encouraged to take advanced courses of mechanical drawing when he enters college.

The present course of mechanical drawing offered in Beaver High School is the fundamental training for becoming an expert draftsman.

Draftsmen are used in every part of our war industries to plan out or draw detailed examples of airplane parts, tanks, anti-aircraft guns or practically anything imaginable. In a round-about way, our mechanical drawing department is important for the war effort.

Part II--Industrial Arts Shop

In these shops the students are taught the uses of woodworking machines.

They are taught practically every kind of work a general carpenter would be confronted with, such as: painting, cabinet building, furniture repair and the construction of their own original ideas.

The shipbuilding industry is employing men who haven't even had any kind of training, therefore the man that has had some shop training has a great advantage in the shipyards.

Recently two men left from this community to work in the shipyards. They had had some shop training while in high school and they immediately started working for a dollar and eighty cents an hour, while the common unskilled worker had to start working for a dollar and five cents an hour.

In this way our Industrial Arts shop is intimately connected with the ship building industry.

--EARL KARNES

These pictures were taken and developed by Owen Hendricks, H.S. Senior



Model Airplanes



Another Display of Airplanes



Algebra II Class



General Science Class



Entire Display of Airplanes



Airplanes Constructed by Bobbie Wikson



Science Laboratory



Physics Laboratory



Student Body Saluting Flag



Industrial Arts I Class



Science Class



Industrial Arts

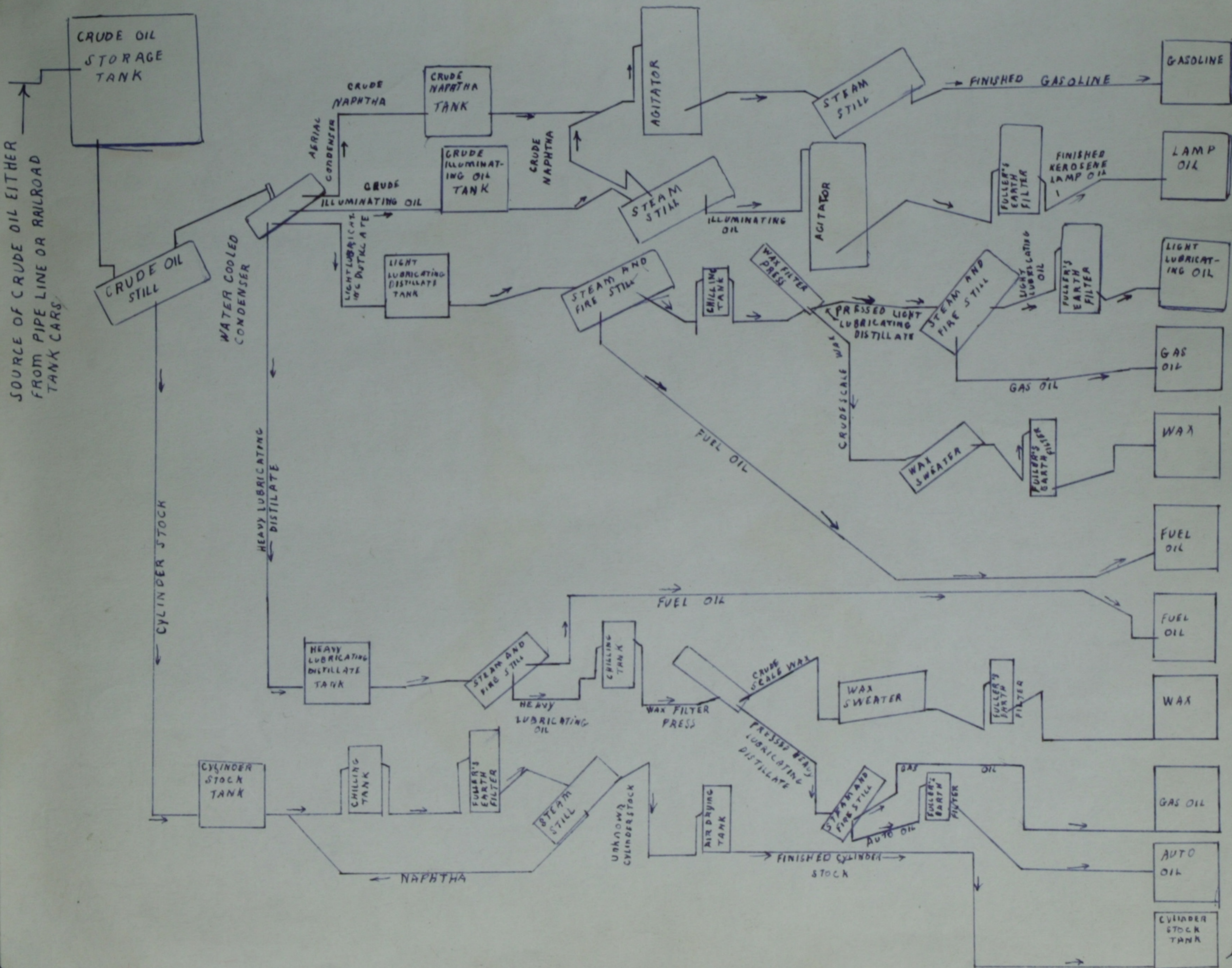


Airplane Construction



Industrial Arts

Plan of an Oil Refinery Submitted by a Geography Student



TANKS FOR REFINERY PRODUCTS READY FOR MARKET

TYPING CLASSES ORIGINAL VICTORY POSTERS

THE
UNITED STATES
DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D. C.

FOR
THE
UNITED STATES
DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D. C.

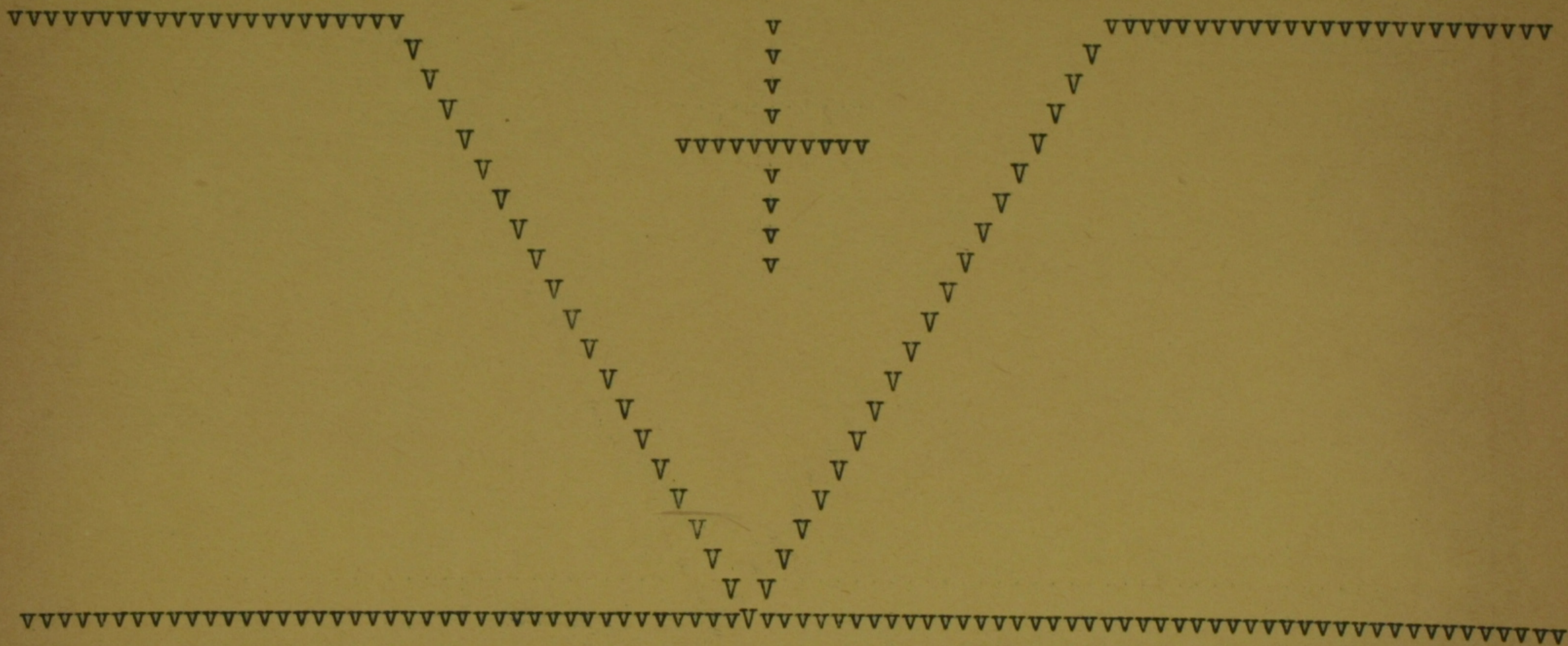
THE
UNITED STATES
DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D. C.

TYPING CLASSES
ORIGINAL VICTORY
POSTERS

BEAT THE JAPS IF WE BUY BONDS

??

YES !!!!!



.....AMERICAN VICTORY.....
V V
V V V
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