





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 - St. Joseph's School	
	Address - 425 E. Tonhawa, Norman, Oklahoma.	

Norman

302

11" x 14"

11" x 14"

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.

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Name of School St. Joseph's School

Address 425 East Tonkawa
Norman, Oklahoma

Enrollment 138 Grades 1 - 12

No. of Teachers 6 No. of Classrooms 6

Size of Community 9,603

Cash Value of War Stamps and Bonds sold during SCHOOLS AT

WAR Program Bonds \$4,100.00

Stamps \$155.05



PROGRAM OF ACTIVITIES

The Schools - at - War Program launched by the United States Treasury Department and sponsored by the Diocesan Board of Education in Oklahoma is being carried out in St. Joseph's School by the pupils of the various grades under the direction of their teachers. Pupil leadership is furnished by the Student Council comprising fifteen students of the junior and senior classes.

Program of Activity includes:

1. Salute to the Flag and Singing of patriotic songs daily.
2. Flag-raising on Armistice Day.
3. Day of Prayer for Victory and Peace on anniversary of Pearl Harbor.
4. Sale of War Stamps by Student Council - Wednesday of each week designated as War Stamp Day.
5. Display of War Stamp Books.
6. Patriotic programs - funds invested in War Stamps.
7. Poster displays on bulletins.
8. Student essays on War, Victory, and Peace topics.
9. Display of student Model Airplanes.
10. Open Forum on Vital Aspects of American History.
11. Panel Discussions on Economic Aspects of war and post-war eras.
12. Participated in Community Scrap Drive.

13. Participation in U.S.O. Activities.
 - (1) Sponsored Dance for Servicemen at School Hall.
 - (2) Contributed 400 magazines to U.S.O. Center.
 - (3) Invited Servicemen to socials.
14. Participated in the Red Cross Drive.
15. Furnished Junior Police to control traffic on Highway near school.
16. Co-operated with Doctor and Nurse in the State Health Program. Students compiled data on weight, height, and eye-tests of the pupils.
17. Impetus given to games and other recreational activities as part of the good health program.
18. Discussed the material wealth with which the United States is blessed and thanked God for His favors.
19. Enumerated the special manifestations of Divine Providence since the outbreak of the war and stressed the need of trust in God.
20. Prayed daily to the Holy Spirit for guidance of the President and other leaders of the nation.
21. Aroused interest in the President's radio talks.
22. Studied the Papal pronouncements on the rights and duties of nations.
23. Interested in international policies; discussed neighborly relations of United States with Canada and South America - Religious, cultural, and commercial aspects of these relations.

WHO'S WHO

in Leading to

VICTORY

and

PEACE

ROOSEVELT
CHURCHILL

QUEZON

MACARTHUR

EISENHOWER

WALLACE

MORGENTHAU

KNOX

STIMSON

WICKARD

MACNUTT

WALKER

DAVIS

NEWSPAPER MEN

DEFENSE WORKERS

FARMERS

PIUS XII

BISHOPS

PRIESTS

TEACHERS

CHAPLAINS

SOLDIERS

SAILORS

MARINES

AVIATORS

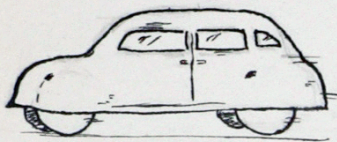
NURSES

MOTHERS

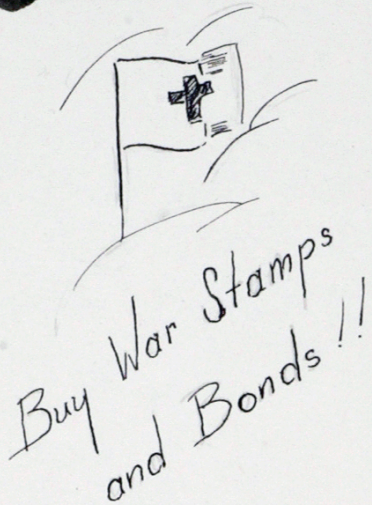
SCIENTISTS

STUDENTS

SAVE

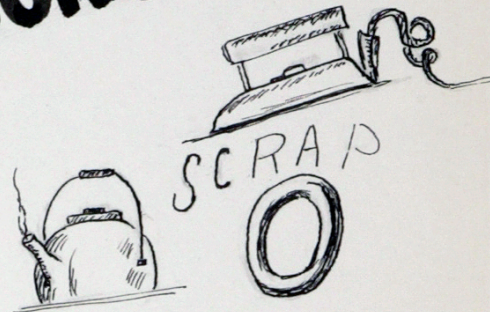


SERVE

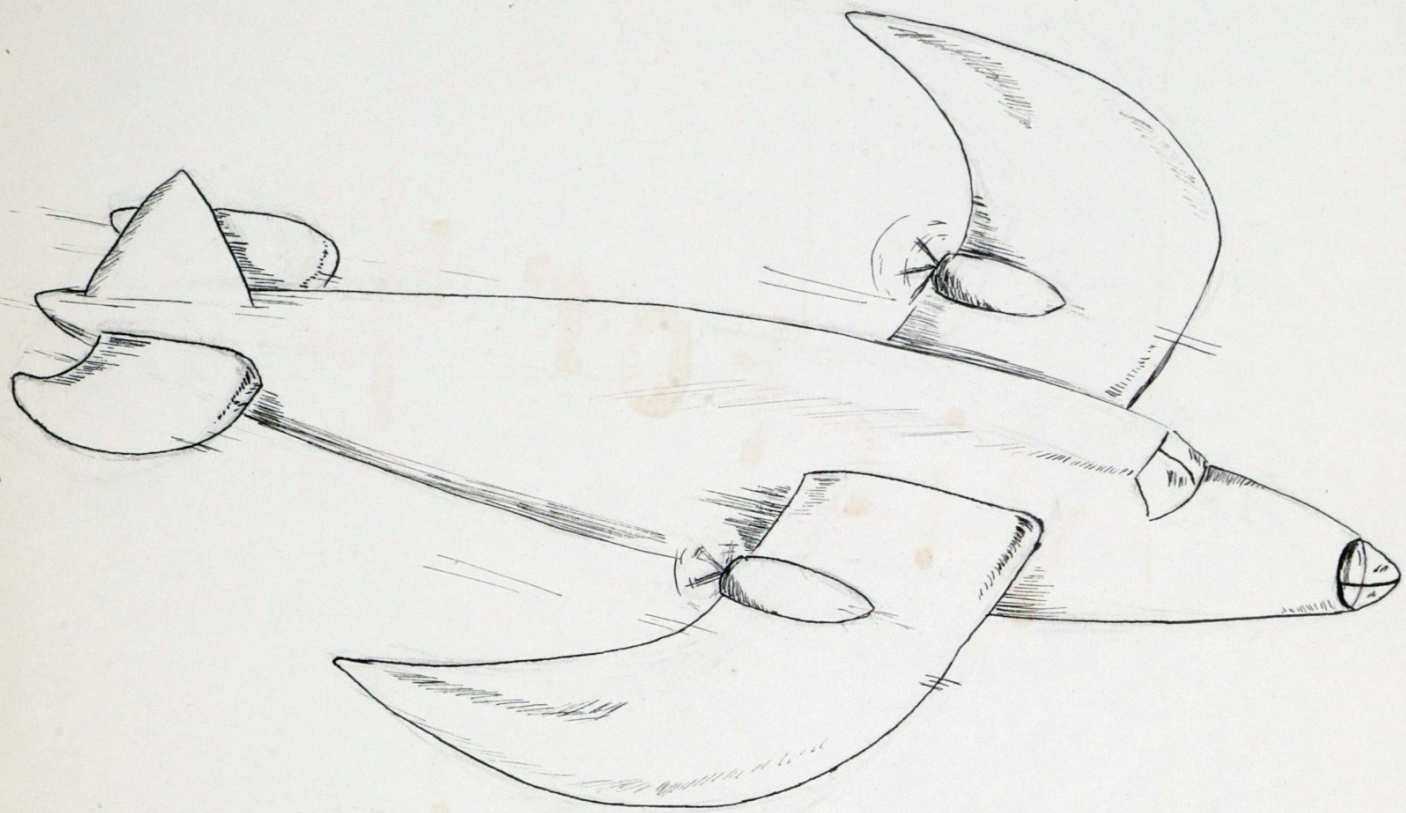


Buy War Stamps
and Bonds !!

CONSERVE



and pave the road to
VICTORY!



Original Model
Designed by a student

To be... or not to be



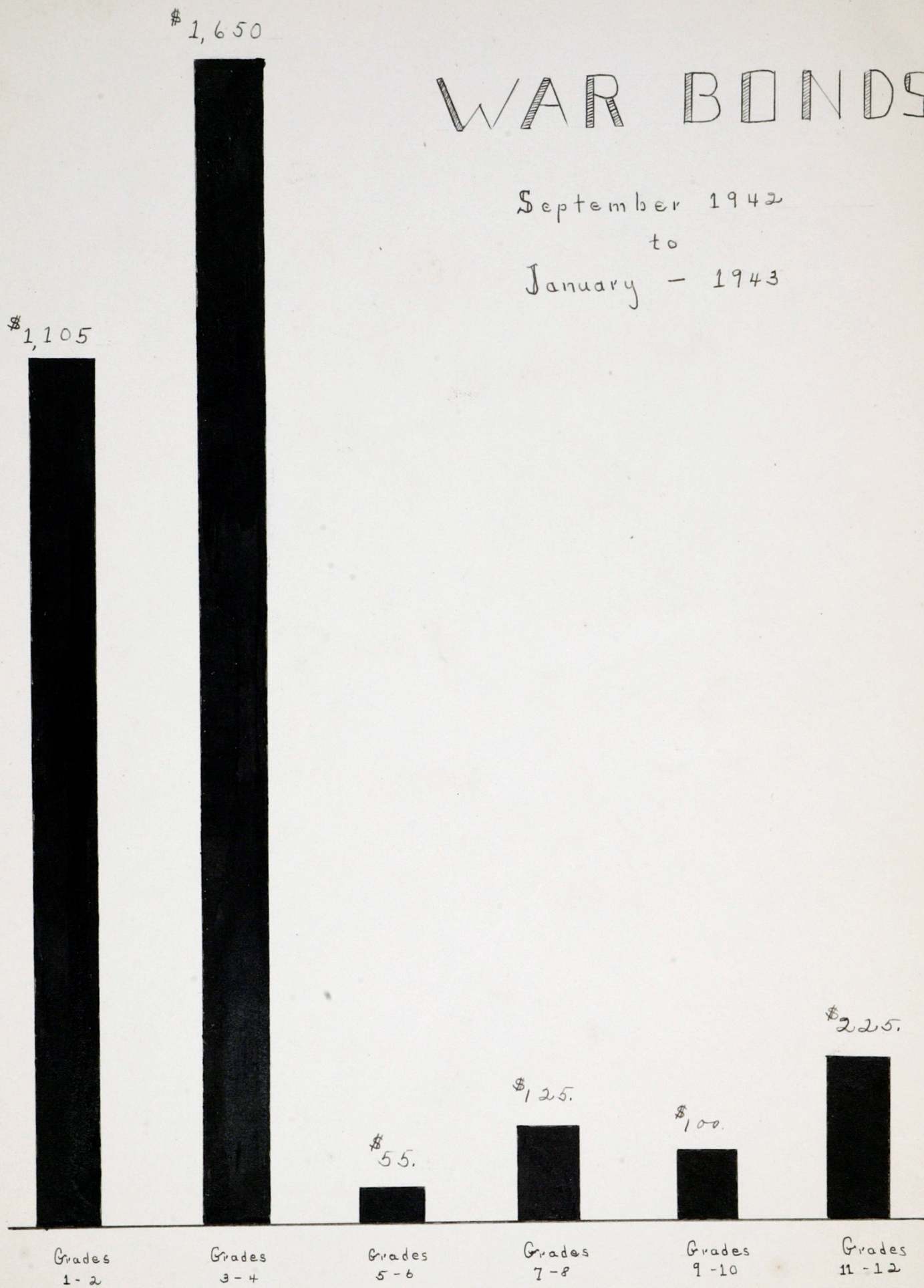
It's your dime that
will do it!

Buy War Stamps

Buy War Bonds

WAR BONDS

September 1942
to
January - 1943



WAR STAMPS

September 1942 to
January 1943

1-2 \$ \$ \$ \$ c

3-4 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ c

5-6 \$ \$ \$ \$ \$ c

7-8 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ |

9-10 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ |

11-12 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$

Grade

\$ Two Dollars

United we stand, divided we fall.

It's your America, save it!

Peace at God's price - for the asking.

American means - action!

The door to VICTORY is marked "push".

Buy bonds to make bombs.

It stamp a day keeps the Japs away.

Turn in the scrap and catch the Japs.

We'll make new maps,

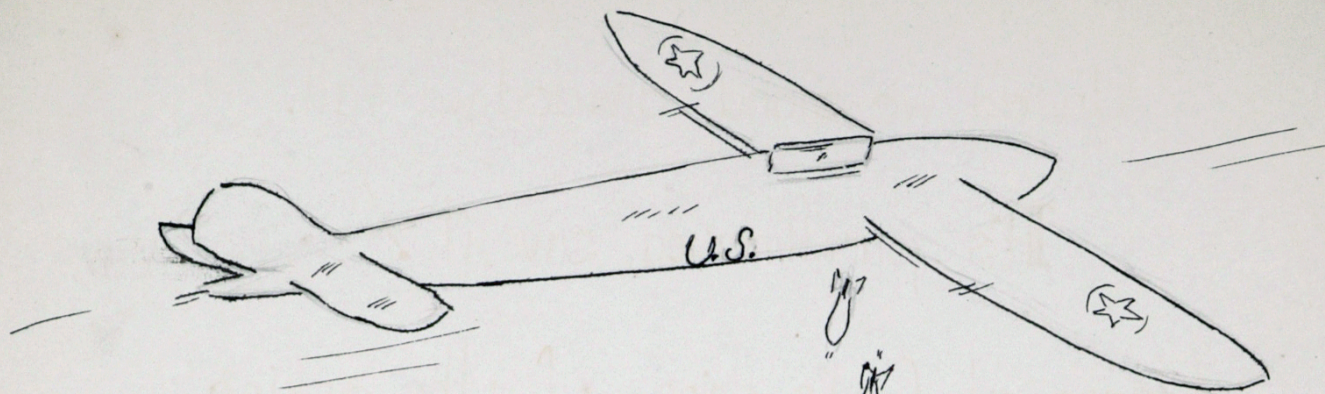
When we get the Japs.

Lick the war stamps and you'll lick Hitler.

That penny you're hoarding is helping the Axis!

You'll get the E's

For killing the Nipponese.



"Careful Adolf,
look at the trademark."

"Watch the boot, IL Duce."

"The SUN'S in
danger, Tojo."

PANEL DISCUSSION

THE POSTWAR ERA

1. Question- We can win the war and lose the peace. Explain.

Answer- If this war is followed by a fragile and stupid peace, our future cannot be guaranteed. We must have a victory completed by a stable and constructive peace. Peace must be prepared for in war time. It would be disastrous if the Allies had to improvise a peace treaty only to end the war, and neglect to prepare in advance a solid and lasting peace-order as the gateway towards a better era.

2. Question-How does the United States plan not to repeat the mistakes of 1918?

Answer- In order not to repeat the mistakes of 1918, the United Nations plan to win the war and to win the peace.

Complete overthrow of opposing forces is incomplete. This must be followed by a new world-design scheduled by statesmen of vision.

3. Question- What small nation is a model for the reorganization of Europe?

Answer- Switzerland. Here there is no racial, religious, or national oppression. The Swiss Constitution stipulates that all Federal Councilors come from different cantons. The Federal Executive is formed by a Federal Council of men elected by the Senate and Parliament. Each man is the chief of a separate Federal department.

5. Question- How could a Federation of European States be formed?

Answer- A federation of European Nations could be formed by the balance of power of federal groups. Such regional groups might be formed by each of the four main peninsulas of Europe: the Balkan, the Scandinavian, the Iberian, and the Italian; a fifth group could be organized by the four Western democracies--France, Belgium, Holland, and Switzerland; a sixth group by the four Catholic states of Eastern Europe--Poland, Czechoslovakia, Hungary, and Austria. Germany would be a seventh without dominating her neighbors. Such a federation would have to organize its Federal Army and Supreme Court, its Federal Economy, and Reserve Bank. It doesn't need any artificial blueprint for its Federation, because it has worked out for the last three generations, - in Switzerland.

6. Question- How could the linguistic problem of Europe be solved?

Answer- The linguistic problem in Europe would be solved if the leading language of the west, English, were introduced as a second language in all Continental schools.

The United States can and must prepare for the Great Reconstruction of the world.

THE FREEDOMS FOR WHICH WE FIGHT

The freedoms we are fighting for, we who are free, the freedoms for which the men and women in the concentration camps and prisons and in the dark streets of the subjugated countries wait, are four in number.

"The first is freedom of speech and expression--everywhere in the world.

"The second is freedom of every person to worship God in the right way--everywhere in the world.

"The third is freedom from want, which means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants--everywhere in the world.

"The fourth is freedom from fear, which means a world-wide reduction of armament to such a joint and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor anywhere in the world."

These freedoms are separate, but not independent. Each relies upon the others. Each supports the whole which is liberty. If one of these is missing the others are jeopardized. For instance if a person who lives under a tyrant, and has lost his freedom of speech, will also be tortured by fear.

The four freedoms are as closely related, as dependent one upon another, as the four seasons of the year.

To live free a man must speak openly; gag him and he becomes either servile or full of cankers. Free government is then the most realistic kind of government for it not only assumes that a man has something on his mind, but concedes his right to say it. It permits him to talk--not without fear of contradiction, but without fear of punishment.

There can be no people's rule unless there is talk because there must be a circulation of ideas. Since nothing is likely to be more distasteful to a man than the opinion of someone who disagrees with him, it does the race credit that it has so stubbornly defended the principle of free speech. But if a man knows anything at all, he knows that that principle is fundamental in self-government, the whole purpose of which is to reflect and affirm the will of the people.

In America, free speech and a free press were the first things the minds of the people turned to after the fashioning of the Constitution.

Religious liberty does not mean that men are free to serve God or not to serve Him, nor that they choose whatever way pleases them in the matter. It means something quite different, namely that every man has the right by nature to follow his conscience, that is, to serve God as he sees God wants to be served.

Religion includes three essential acts: belief, worship, and moral conduct in accordance with that belief and worship. And the irreducible minimum of protection for this freedom requires that a man be allowed to hold the beliefs, perform the acts of worship, and keep to the code of morals given him by his Maker. Anything less than this is absolute tyranny and could not be tolerated in a treaty of world peace. No government would in this matter have the right to tell other governments to mind their own business and leave it to its own concerns. It simply has not any just power to deny this minimum to a human being.

The proposal that want be abolished from this world would be pretentious, or even ridiculous, were it not for two recent discoveries.

One is the discovery that, beyond any doubt, men now possess the technical ability to produce in great abundance the necessities of daily life, enough for everyone. This is a revolutionary and quite un-

precedented condition on earth, which stimulates the imagination and quickens the blood.

Another is the discovery that the earth is one planet indivisible, that one man's hunger is every other man's hunger. We know now that the world must be looked at whole if men are to enjoy the fruits they are now able to produce, and if the inhabitants of the globe are to survive and prosper.

Freedom from want, everywhere in the world, is within the grasp of men.

Fear is the inheritance of every animal, and man is no exception. Our children fear the tangible dark, and we give them what reassurance we can, so that they will grow and develop normally, their minds free from imaginary terrors. This reassurance, this sense of protection and security, is an important factor in their lives. No designs for world peace will have any solidity unless it disperses fear.

To secure the desired peace the United Nations have pledged total co-operation.

11" x 14"

11" x 14"

