

Ada

30cm x 40cm



Irving School

BOX-8



One minute in the day they pause —
The youth across the land —
With eyes upraised and hand held out,
Throughout our schools they stand.

One moment in their busy day
Of books, of games, they pause;
One moment give unconscious thanks
For safety, peace, and laws.

Grace P. Harmon

Our school's War Savings Program includes:

95% of pupils are buying stamps and bonds

All teachers have pledged 10% of salaries

P.T.A. has bought three one hundred dollar bonds this year

Our Schools at War Plans includes the following:

Collected more scrap iron than any other school in state

Collected more khaki buttons than any other school in city

Mothers cook and serve meals at school every day

P.T.A. have block mothers organized and active

Have emergency food shelf at school

Have mothers to help with feeding program in case of emergency

Have first aid supplies in infirmary

Had first aid class taught by one of our teachers in which ten patrons received standard first aid cards.

Mothers entered nutrition classes and earned certificates

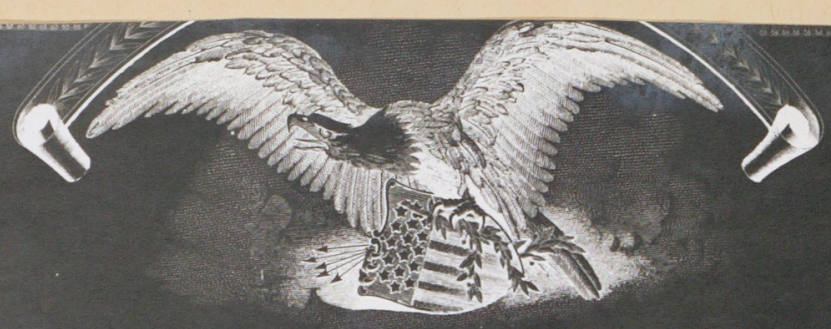
Art department made book marks, plate favors, place cards, cross word puzzle books, and decorated napkins for Jr. Red Cross

The Camp Fire Group in our school made joke books and cross word puzzle books to be sent to soldier's hospitals.

Our visual education program included the following films:

America Learns to Fly
What So Proudly We Hail
Foods for Freedom
Defenders of Trobruk
Australia Marches to Britain
It's the Navy
Heart of Australia
Lake Carrier
Americans all
Target for Tonight
Firebrand
The Warning
Building a Tank
Farmers and Defense

30cm x 40cm



OKLAHOMA PRESS ASSOCIATION

Certificate of Honor

AWARDED TO

Irving School, Ada

for exceptional effort and accomplishment in collecting vital scrap materials necessary to the war effort during the Newspaper Scrap Campaign conducted by the Oklahoma Press Association in cooperation with the U. S. War Production Board from September 28 to October 17, 1942.

N. D. Nutty
DIRECTOR GENERAL, OKLAHOMA PRESS ASS'N SCRAP CAMPAIGN

A. J. Crable
STATE SUPERINTENDENT OF SCHOOLS

Irving's $250 War Bond Won in Scrap Metal Drive Goes to PTA; Allen FFA Undecided On Use of $500 War Bond Club Has Won

B. L. Comstock, Smith-Hughes Future Farmers of America teacher in the Allen high school, whose boys won a $500 bond as a prize in the scrap drive, says he koes not know what they will do with the bond. Of course, it will be kept for a time at least, and eventually will be disposed off in the way that seems the best.

Mr. Comstock says the announcement of the winning came so suddenly and unexpectedly, he has not worked out a plan yet. He, as well as the entire school and the city of Allen, is delighted with the winning. Mr. Comstock started collecting scrap about a year ago, and the boys knew how to go about it when this campaign came on.

Irving Bond to P.T.A.

Mrs. Bonnie Allen, principal of the Irving school here in Ada, says the $250 bond to come to her school will be carried as an asset of the Irving PTA. This organization of patrons and teachers does not need any money on which to operate this year, as that has already been attended to. The government bond will be in the treasury for such use as future emergencies may demand.

F. B. Haskins, principal at Happyland, led the drive for scrap in that district, but Principal Haskins and his community worked hard in spite of the school's not being out for the cotton picking season.

McCall's Chapel Worked Hard

The McCall's Chapel school is principaled by Pat Looper, who got enough scrap to keep some big industry going for a long time, and they were high enough towards the top to be awarded a merit badge.

Down at Pecan Grove, just south of Ada, H. V. Burroughs, principal, led the campaign. He was assisted by almost every man, woman and child in the district. With no large industry and no oil field to work with, they got a merit rating, one of the few such districts in the state to rank so high.

Down at Jesse Principal Clint Morrison took his teachers and pupils into the highways and byways and gathered up enough to rank a merit award also.

McLish schools did one of the best jobs in the state, doing a cleaning up job that was marvelous. [illegible] district was beaten out in the total poundage, however, and on account of the large enrollment failed to be tops in the state on a per pupil rate, so the judges said.

Haven't Quit Yet

The score for the county:

Two schools won $750 out of $4,000 offered in the state.

Five schools won merit awards.

"That's a mark for others to shoot at in future campaigns," said Ray Stegall, chairman of the school drive. "And we have not quit yet. We still have some schools which did not put on the campaign because the pupils were out picking cotton. They will follow through even though the time for the drive is over. And there are some schools which will make collecting scrap a yearly project, collecting it as fast as it can be found. They will thus be able to get a little money for extra-curricular activities."

We congratulate B. L. Comstock's Allen Future Farmers of America group on winning a $500 bond in the scrap drive. Also in line for congratulations are Mrs. Bonnie Allen and her dynamic patrons and pupils at Irving school in Ada. Mrs. Allen not only got in the money class, winning a $250 bond, but also received a merit award. Four rural schools came in for merit awards, Happyland, Pecan Grove, McCall's chapel and Jesse. These people did fine work in the effort to get scrap metal for the war industries. Other schools and organizations also did excellent work, and all in all they are to be congratulated.

Irving Pupils Win Scrap Award

Irving school pupils collected the most scrap turned in by any school in Oklahoma during the recent Newspaper Scrap Drive, Superintendent C. Dan Procter was notified today.

Under direction of Mrs. Bonnie Allen, principal, Irving pupils gathered in 585,000 pounds, which represents more than a thousand pounds per child.

A certificate of award has been issued to the school and will be presented at an early date, according to a letter received from Virgil Hicks, executive secretary for Oklahoma of the war production board. A check for $250 already has been received by the school for winning the honor.

Irving, McLish Schools Lead Scrap Collections in County

Allen FFA, Boy Scouts, Ada High Among Leaders of Great Patriotic Effort

Listed here are the schools and other organizations in Pontotoc county with the amount of scrap credited to them in the scrap drive from Sept. 28 to Oct. 17.

In the rush of the last few days, there is a possibility that some errors crept in, but on the whole it is thought the list is pretty accurate:

Name of School or Organization	Enrollment	Amt. Collected
Boy Scouts	342	271,471
Roff schools	290	19,658
F.F.A.-Allen	25	239,212
Francis schools	110	46,862
Summers Chapel	45	1,418
Union ill	42	6,636
Union Valley	33	101
Vanoss	361	5,063
Walnut Grove	19	520
Worstell	62	2,803
Wilson	39	2,175
Homer	72	14,151
Egypt	35	8,681
Pecan Grove	22	25,828
High Hill	26	625
Center	33	1,450
Rocky Chapel	31	4,950
Hart	57	10,575
Jesse	63	82,125
McCall's Chapel	69	105,102
McLish	398	343,297
Oakman	61	8,888
Pleasant Hill	33	6,490
Pickett	53	4,314
Ahloso	40	902
Byng	292	33,893
Bebee	41	1,442
Cedar Grove	61	11,875
Fitzhugh	184	33,275
Happyland	31	40,468
Jones Chapel	17	1,565
Latta	183	21,174
Lovelady	19	2,561
Lawrence	33	1,200
Lula	110	1,975
Laxton	33	1,875
Lightning Ridge	35	1,225
Stonewall	420	73,741
Hayes school	219	47,171
Glenwood school	236	32,900
Willard school	230	21,356
Irving school	310	558,075
Ada High school	465	156,562
Washington school	321	65,106



Billy Paul Hensley

1132 Buttons

Winners in Button Contest



Wesley Lee May

707 Buttons



Mary Joyce Choat

1432 Buttons

THE AMERICAN NATIONAL RED CROSS

THIS CERTIFIES THAT

VALERA HOPE KEEFE, INSTRUCTOR,

IS AUTHORIZED TO CONDUCT JUNIOR, STANDARD AND ADVANCED FIRST AID COURSES

IN THE PONTOTOC COUNTY, OKLA. CHAPTER, FOR THE

PERIOD 2/4/42 TO 1/1/43

Lindsey Davidson
CHAPTER REPRESENTATIVE

Robert F. Eaton
ASST. DIRECTOR
FIRST AID, WATER SAFETY AND
ACCIDENT PREVENTION

The American National Red Cross

MRS. FLORENCE BACKUS

HAS COMPLETED THE STANDARD COURSE

IN

Nutrition

GIVEN UNDER THE AUSPICES OF THE

PONTOTOC COUNTY CHAPTER

AT

ADA, OKLAHOMA

DATE DECEMBER, 1942

CHAIRMAN, CENTRAL COMMITTEE

Mrs Ollie Shattuck
CHAPTER NUTRITION INSTRUCTOR

L. G. Denny
CHAPTER REPRESENTATIVE

1164

TREASURY DEPARTMENT

DEFENSE SAVINGS STAFF

OFFICE OF STATE ADMINISTRATOR

211 Federal Bldg.
Oklahoma City, Oklahoma

November 18, 1942

To all members of P.T.A.:-

The Oklahoma War Savings Staff respectfully calls your attention to the enclosed letter from the Oklahoma P.T.A.

Your organization has been most cooperative in the promotion of the sale of War Stamps and Bonds among the schools of our State. We urge you to carefully read the suggestions made by Dr. Alice Sowers and commend her letter to your consideration.

Very truly yours,

H. C. Jones

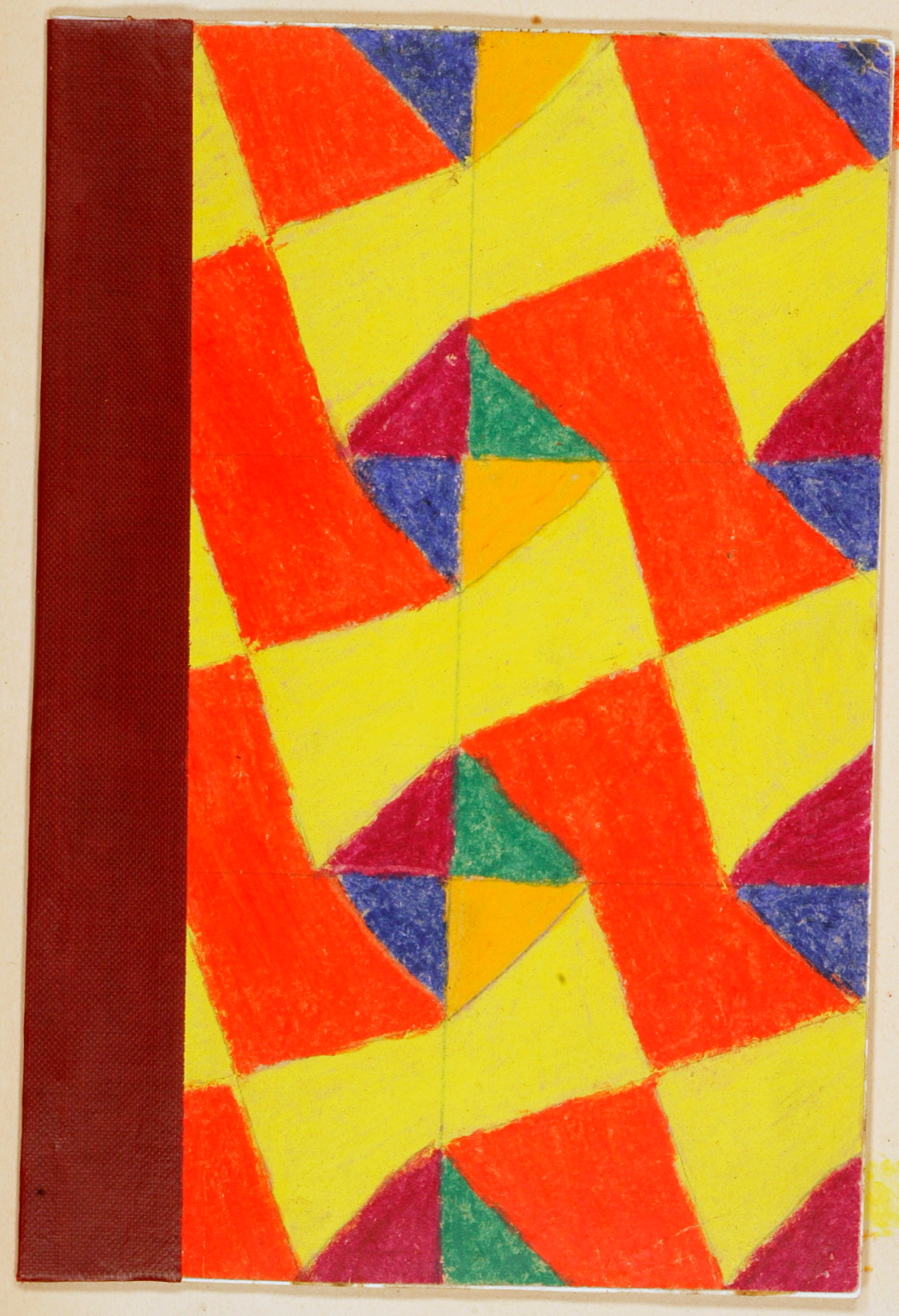
H. C. Jones
State Administrator
War Savings Staff

FOR VICTORY
BUY
UNITED STATES DEFENSE
BONDS AND STAMPS

30cm x 40cm

Made by

Wahanka Camp-Fire-Group



For

Soldier's Hospitals

Made by

Wahanka Camp-Fire-Group



"I promised to write every day, but I couldn't mail them until I found out where he was stationed!" CHARLES PLATT

For

Soldier's Hospitals

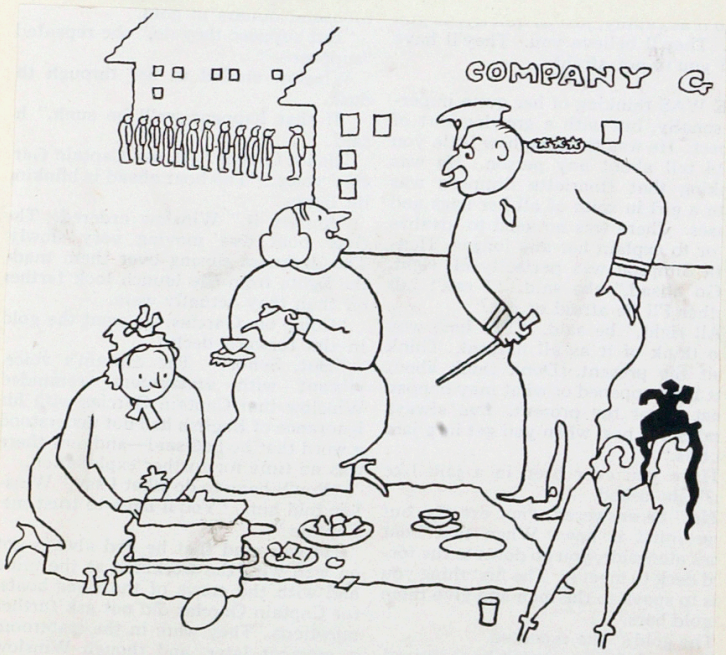
Made by

Wahanka Camp-Fire - Group



"No, our daughters don't live at home—they're not married yet"

TONY BARLOW



"Now don't go blaming the sentry for letting us in, young man. We bopped him over the head with our umbrellas"

GARDNER REA

For

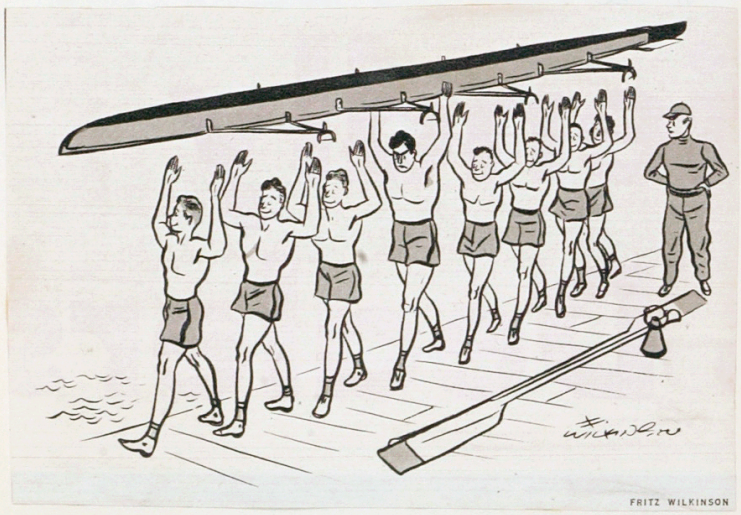
Soldier's Hospitals

Made by

Wahanka Camp-Fire-Group



"So far I have buried five people" PERRY BARLOW



FRITZ WILKINSON

For

Soldier's Hospitals

Made by

Wahanka Camp-Fire - Group



"Oh, goodness, Mr. Maltsby, you're not going to like this. My accounts are a million dollars short—a million dollars and twenty-three cents, to be exact"

A. JOHN KAUNUS

For

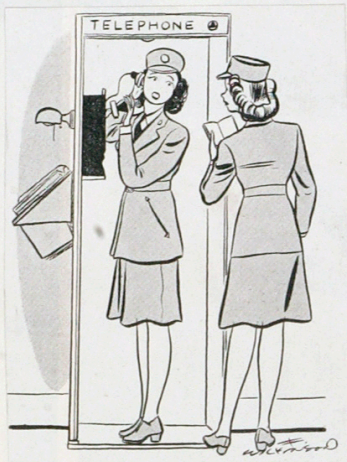
Soldier's Hospitals

Made by

Wahanka Camp-Fire Group



"I imagine the cows must find it hard to get accustomed to giving milk every other day" A. JOHN KAUNU



"He has a date tonight. Do you have any more numbers?"
FRITZ WILKINSON

For

Soldier's Hospitals

Made by

Wahanka Camp-Fire-Group



"All I can tell you, Mrs. Burton, is that your son is doing all right. We don't give out report cards around here!" AL ROSS

For

Soldier's Hospitals

Made by

Wahanka Camp-Fire - Group



"I'm afraid, Miss Rutherford, that your idea won't work out at all"



"I just mumbled. I didn't know whether to say Madam, Miss, Sir, Officer or what"

BARNEY TOBEY

For

Soldier's Hospitals

30cm x 40cm

Made by

Wahanka Camp-Fire - Group



"He claims it has a depressing psychological effect on his rivals"

For

Soldier's Hospitals

30cm x 40cm

Made by

Wahanka Camp-Fire-Group



"Seems kinda lonesome around here since we sold the cow, Bessie"



"Well, I did turn the faucet off, dear. It's only the river rising a little"

JOHN MILLIGAN

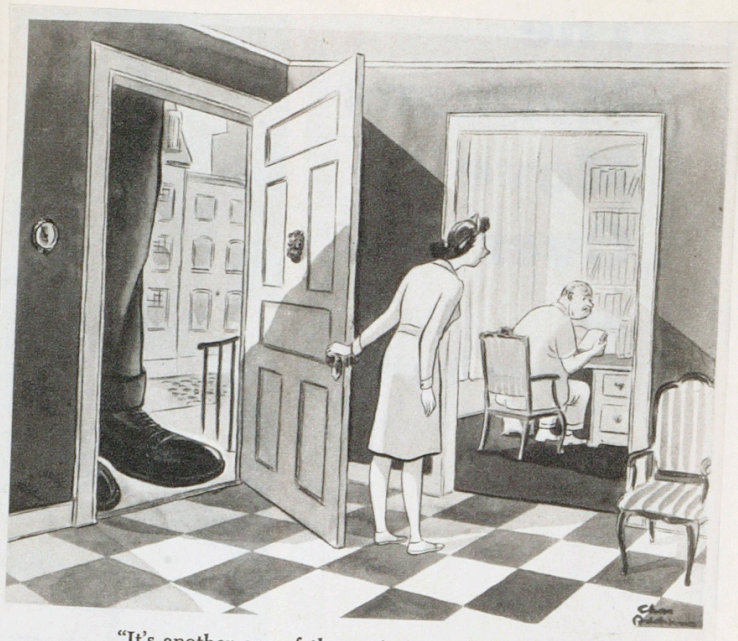
For

Soldier's Hospitals

30cm x 40cm

Made by

Wahanka Camp-Fire - Group



"It's another one of those pituitary cases, Doctor"

COLLIER'S

CHAS. ADDAMS



"They're employers—waiting for someone to come in looking for work!"

COLLIER'S

LEONARD DOV_

For

Soldier's Hospitals

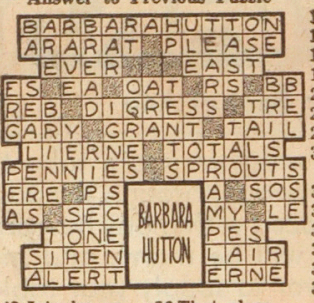
Cross Word Puzzles

PRESIDENT'S FIGHTING SON

HORIZONTAL

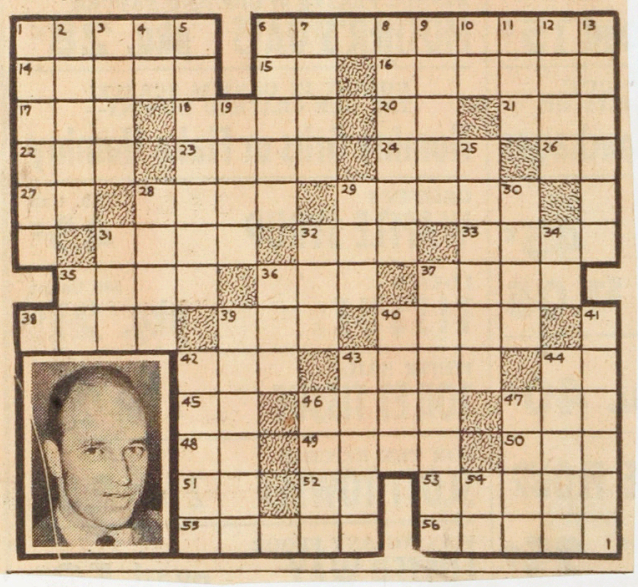
1,6 Pictured son of U. S. President.
14 Angry.
15 Epistle (abbr.).
16 Wander.
17 Beverage.
18 Contend with.
20 Court (abbr.).
21 Atmosphere.
22 Merry.
23 Legal claim.
24 Steal.
26 District Attorney (abbr.).
27 Half an em.
28 Saturated.
29 Railroad station.
31 Cushions.
32 Adapted.
33 Hue.
35 Alms.
36 Vigor (colloq.)
37 Fun.
38 Labor.
39 Remote.
40 Forfeiture.
42 Corpulent.
43 Join by an alliance.
44 Father.
45 That one.
46 Arabian.
47 Trick.
48 Exclamation.
49 Love to excess
50 Office of War Information (abbr.).
51 Music note.
52 Part of "be."
53 Black bird.
55 Stage play.
56 That place.

Answer to Previous Puzzle



VERTICAL

1 Type of mast.
2 Pertaining to Arius.
3 Numerous.
4 And (Latin).
5 Keep apart.
6 Drive back.
7 Unclosed.
8 Hidden.
9 Bar by estoppel (law).
10 "Green Mountain State" (abbr.).
11 Age.
12 Placed.
13 Oppressor.
19 Lubricants.
25 Plant science
28 Autumn.
29 Obscure.
30 Particular period.
31 Hawaiian food
32 Evergreen tree
34 Compass point
35 Accomplish.
36 Huge tub.
37 He took part in the —— Islands raid.
39 His —— is U. S. President
40 Level.
41 He is a U. S. —— officer.
42 Narrow sea inlet.
43 Fragrance.
44 Energy.
46 First man.
47 Bird.
54 Exclamation of surprise.



"OLD DOMINION STATE"

HORIZONTAL

1 Depicted state.
8 Swamp.
14 Mulcts.
15 Casts again.
16 Drunken carousals.
17 Malayan jumping disease.
18 Work with needle and thread.
19 Swiss river.
20 Star facet.
21 Him.
22 Native of Latvia.
24 Stringed musical instruments.
27 Before.
29 Indian.
30 Jumbled type.
31 Laughter sound.
32 Of the thing.
33 Symbol for calcium.
34 Genus of vipers.
36 Is able.
37 Incursions.
38 Greek letter.
41 Rave.
42 Ells English (abbr.).
43 Confine.
44 Footlike part.
45 Object.
47 Throe.
48 Spider monkey.
51 Petitions.
53 Slighted.
54 Catchers of eels.
55 Its capital is ——.

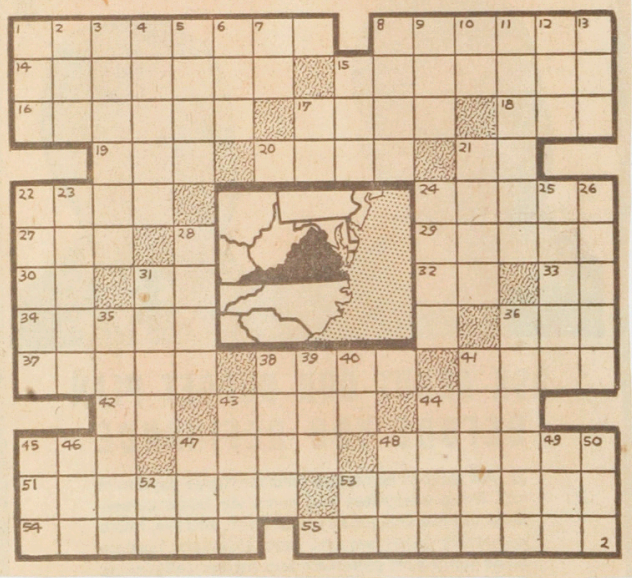
Answer to Previous Puzzle

J	A	M	E	S		R	O	O	S	E	V	E	L	T
I	R	A	T	E		E	P		E	S	T	R	A	Y
G	I	N		C	O	P	E		C	T		A	I	R
G	A	Y		L	I	E	N		R	O	B		D	A
E	N		F	U	L	L		D	E	P	O	T		N
R		P	A	D	S		F	I	T		T	I	N	T
	D	O	L	E		V	I	M		G	A	M	E	
T	O	I	L		F	A	R		F	I	N	E		M
				F	A	R		A	L	L	Y		P	A
				I	T		A	R	A	B		D	O	R
				O	H		D	O	T	E		O	W	I
				R	E		A	M		R	A	V	E	N
				D	R	A	M	A		T	H	E	R	E

LT-CO. JAMES ROOSEVELT

VERTICAL

1 Surety (Roman).
2 Little demon.
3 Rate again.
4 Large.
5 Cake froster.
6 Not elsewhere specified (abbr.).
7 Exists.
8 Allot.
9 Wood sorrel.
10 Sun god.
11 Aver.
12 Female saint (abbr.).
13 Compass point
15 Hank of twine
17 Louisiana (abbr.).
21 Mist.
22 Person affected with leprosy.
23 Genus of shrubs.
24 Hearken.
25 Type of nut.
26 Meager.
28 Go by.
31 Conceal.
35 Wintry.
36 Italian country house.
38 Interdicts.
39 Hen product.
40 Symbol for tellurium.
41 Arm anew.
43 Sedans.
44 Expression of disdain.
45 Mimic.
46 Anger.
47 Through.
48 Civilian Conservation Corps (abbr.)
49 Number.
50 Augment.
52 Biblical pronoun.
53 Symbol for silicon.



U. S. REPRESENTATIVE

HORIZONTAL

1,6 Pictured new U. S. Representative, Mrs. —— ——e Luce.
11 Weep.
14 Fun.
15 Idolize.
16 Falsehood.
17 Aromatic plant.
18 Tellurium (symbol).
19 Year (abbr.).
20 Russian river.
21 Uncommon.
23 Diaphanous.
25 Ocean.
27 Each (abbr.).
28 Entangle.
31 Right (abbr.).
32 Arabian garment.
35 Beverages.
37 Dry.
38 She has written several ——.
40 Pocketbook.
41 Young goat.
43 Sanctified person.
46 Table linen.
49 Powerful explosive (abbr.).
50 Leader.
54 Age.
55 United Kingdom (abbr.).
56 Rhode Island (abbr.).
57 Australian bear.
58 Intellect.
59 Punitive.
61 Mistake.
62 So (Scot.).
63 Famous Belgian violinist who died in 1931.
64 Article of value.

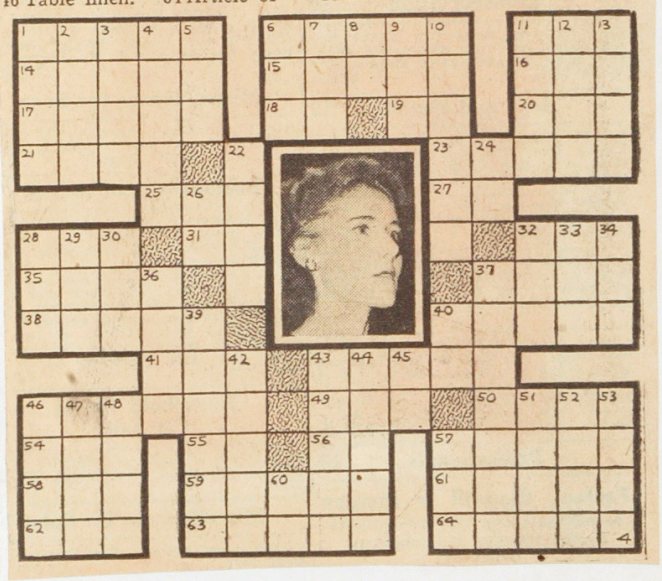
Answer to Previous Puzzle

V	I	R	G	I	N	I	A		M	O	R	A	S	S
A	M	E	R	C	E	S		R	E	C	A	S	T	S
S	P	R	E	E	S		L	A	T	A		S	E	W
		A	A	R		P	A	N	E		H	E		
L	E	T	T							H	A	R	P	S
E	R	E		P						A	Z	T	E	C
P	I		H	A						R	E		C	A
E	C	H	I	S						K		C	A	N
R	A	I	D	S		B	E	T	A		R	A	N	T
		E	E		C	A	G	E		P	E	S		
A	I	M		P	A	N	G		C	O	A	I	T	A
P	R	A	Y	E	R	S		S	C	O	R	N	E	D
E	E	L	E	R	S		R	I	C	H	M	O	N	D

VIRGINIA

VERTICAL

1 Burn.
2 Moon goddess.
3 Mohammedan noble (var.).
4 Flowers.
5 Before.
6 Flying mammal.
7 Poem.
8 Hawaiian bird.
9 Attempt.
10 Frames for drying skins for parchment.
11 Ball of thread
12 Prevalent.
13 12 months.
22 Rank.
24 Laughter sound.
26 Erbium (symbol).
28 Cartograph.
29 Every.
30 Afternoon party.
32 Arrive (abbr.)
33 Twice (prefix).
34 American humorist.
36 Small stream (var.).
37 Originators.
39 Like sirup.
40 Promissory note (abbr.).
42 Levees (var.).
43 Deviate.
44 Imbecile.
45 That thing.
46 Fresh tidings.
47 Operatic solo.
48 Top of head.
51 Auricles.
52 Liliaceous plant.
53 Short lance.
57 Parrot.
60 Symbol for sodium.



LATE STATESMAN

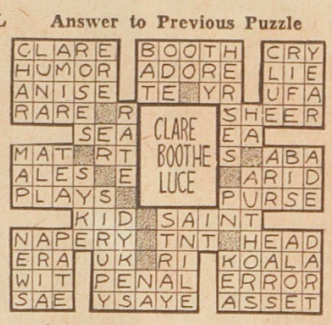
HORIZONTAL

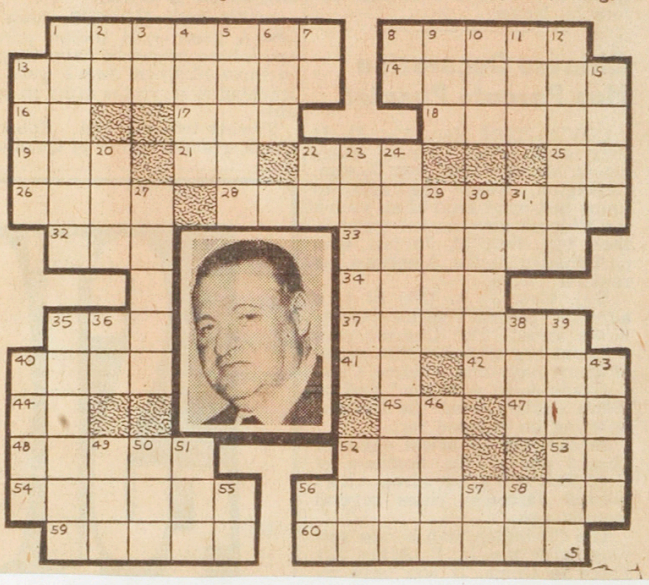
1,8 Pictured late South American statesman.
13 Wiring anew.
14 Coronets.
16 On account (abbr.).
17 Believer in an ism.
18 Boon.
19 Employ.
21 East Indian shrub.
22 Young dog.
25 Ambary.
26 Long pasture grass.
28 Subduer.
32 Not old.
33 Mend.
34 Egyptian goddess.
35 Distant.
37 Mediterranean island.
40 Rodents.
41 Editor (abbr.)
42 Necessity.
44 Heart (Egypt)
45 Electrical term.
47 Organ of hearing.
48 Slumber.
52 Tavern.
53 Symbol for ruthenium.
54 Led.
56 Providing food.
59 Movements.
60 Intercalates.

VERTICAL

1 Cause.
2 Exclamation of pain.
3 Two (prefix).
4 Silkworm.
5 Hazards.
6 Powerful explosive (abbr.).
7 Giant king of Bashan.
8 Old Testament (abbr.).
9 Equip.
10 Sailor.
11 Man's name.
12 European pike perch.
13 Defeat.
15 Heavenly body.
20 Before.
22 Postpaid (abbr.).
23 Slope upward.
24 He was —— of Argentina until June 24, 1942 (pl.).
27 Jugs.
29 Kind of narrative poetry.
30 Indian antelope.
31 Yes (Sp.).
35 Parables.
36 Near.
38 Sheltered side.
39 Longs.
40 Headstrong.
43 Narcotic.
46 Cut.
49 Consume.
50 Dutch city.
51 Dash (slang).
52 John (Gaelic).
55 Symbol for dysprosium.
56 101 (Roman).
57 Railroad (abbr.).
58 That thing.

Answer to Previous Puzzle





U. S. SENATOR

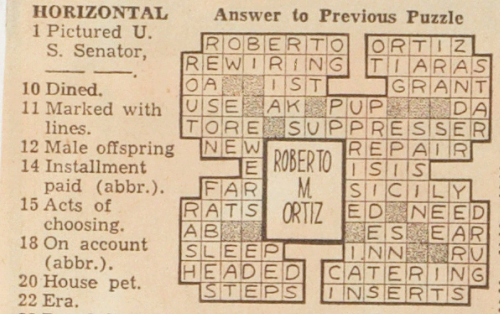
HORIZONTAL

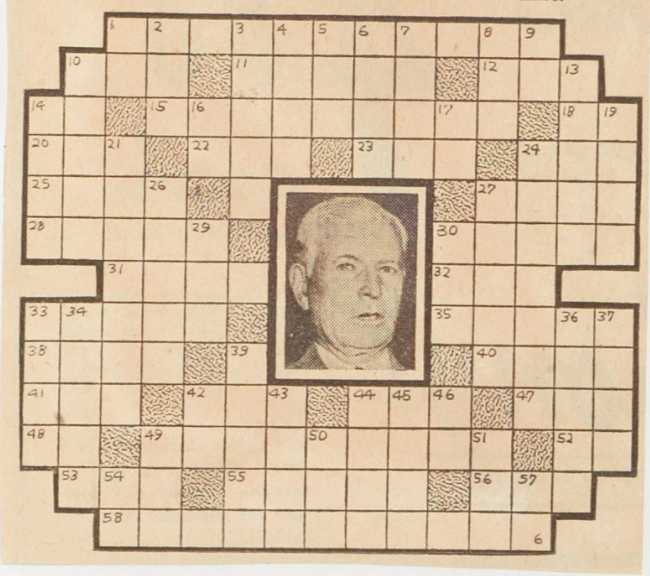
1 Pictured U. S. Senator, —— ——.
10 Dined.
11 Marked with lines.
12 Male offspring
14 Installment paid (abbr.).
15 Acts of choosing.
18 On account (abbr.).
20 House pet.
22 Era.
23 Royal Red Cross (abbr.).
24 Iniquity.
25 Ireland.
27 Finest.
28 Support.
30 Natives of Denmark.
31 Disorder.
32 Age.
33 Relative.
35 Maxim.
38 Petitions.
40 Pattern.
41 Print measures.
42 Chief (Sp.).
44 Obtain.
47 Regret.
48 Rubidium (symbol).
49 He is an ——.
52 Half an em.
53 Courtesy title
55 Cosmetic.
56 Boat paddle.
58 Holland.

VERTICAL

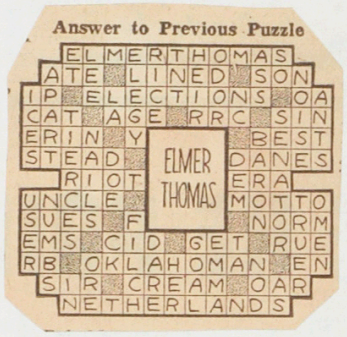
1 And (Latin).
2 Sheltered side
3 Funereal song.
4 Cereal grass.
5 Powerful explosive (abbr.).
6 Inheritor.
7 Smell.
8 Donkey.
9 Therefore.
10 Separately.
13 Clamor.
14 Frozen desserts.
16 Music note.
17 North Carolina (abbr.).
19 Emmets.
21 Fencing position (pl.).
24 He is U. S. —— from Oklahoma.
26 Catches.
27 Title of nobility.
29 Female deer.
30 Democrat (abbr.).
33 One who use
34 Deadens.
36 More exact.
37 Sign.
39 Steal.
42 Check (abbr.)
43 Defy.
44 Final aim.
45 Girl's name.
46 Symbol for tantalum.
49 Mineral rock.
50 She.
51 Make a slight bow.
54 Within.
57 Like.

Answer to Previous Puzzle



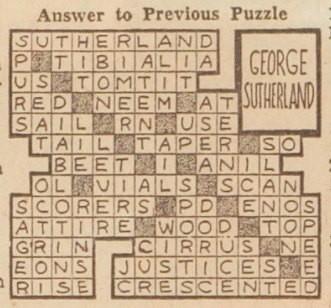


Answer to Previous Puzzle



BRITISH DOMINION LEADER

Answer to Previous Puzzle

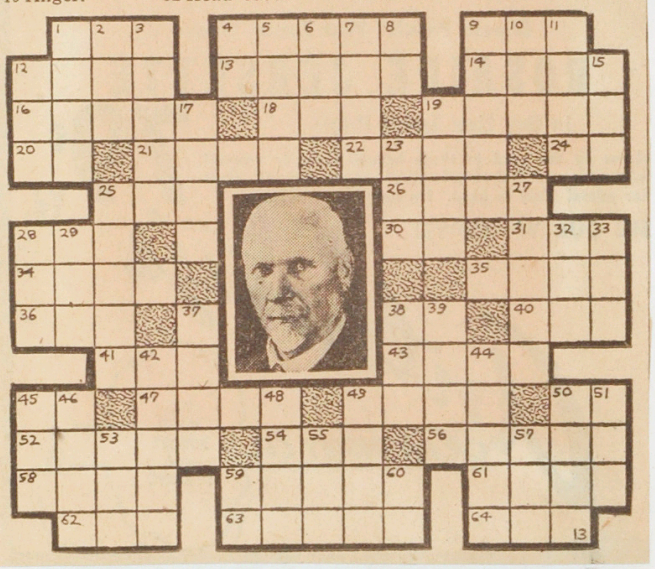


HORIZONTAL

1,4 Pictured premier of a British dominion.
9 Loiter.
12 Cab.
13 Fertile spot in desert.
14 Affirm.
16 Improve.
18 Directed.
19 Cubic meter.
20 Great Britain (abbr.).
21 Voice modulation.
22 Engrave.
24 Member of Parliament (abbr.).
25 Her.
26 Garden tools.
28 Baseball stick.
30 And (Latin).
31 Farm animal.
34 Verbal.
35 Genuine.
36 Jewel.
38 Ocean (abbr.).
40 Anger.
41 Unit of light intensity.
43 Sharp point.
45 Exists.
47 Merit.
49 Aureole.
50 Parent.
52 Of small value.
54 Imitate.
56 Teacher.
58 Auricles.
59 Musical drama.
61 Acid.
62 Head cover.
63 Plants.
64 Color.

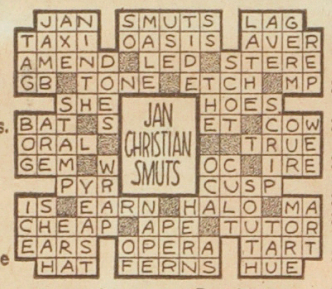
VERTICAL

1 Part of a doorway.
2 Tool.
3 Next after eighth.
4 Therefore.
5 Man.
6 Employ.
7 Current.
8 Steamship (abbr.).
9 Machine.
10 Hail!
11 Microbe.
12 Child's game.
15 Corded fabric.
17 Performs.
19 Scotsman.
23 Article.
25 Impression.
27 Schedule.
28 Marsh.
29 Area measure
32 Belongs to us.
33 Tiny.
37 Infold.
38 Wood sorrel.
39 Ritual.
42 Ferment.
44 He is premier of the Union of —— Africa.
45 Frozen water.
46 Persian ruler.
48 Back of neck.
49 Heron (var.).
50 Greater number.
51 Talent.
53 Age.
55 Through.
57 Greek letter.
59 From.
60 Like.



NOVELIST

Answer to Previous Puzzle

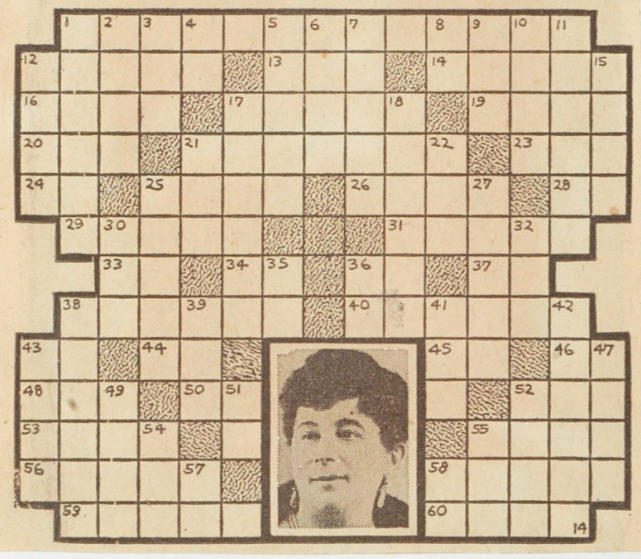


HORIZONTAL

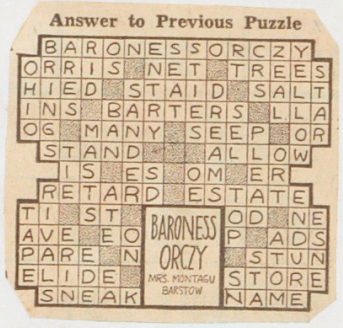
1 Pictured writer, ——.
12 Upholstery gimp.
13 Seine.
14 Woody plants.
16 Hastened.
17 Sedate.
19 Seasoning.
20 Insurance (abbr.).
21 Trades.
23 Lady Literate in Arts (abbr.).
24 Giant king of Bashan.
25 Numerous.
26 Ooze.
28 Either.
29 Suffer.
31 Permit.
33 Exists.
34 Electrical term.
36 Order of Merit (abbr.).
37 Symbol for erbium.
38 Make slower.
40 Landed property.
43 Palm lily.
44 Street (abbr).
45 Alleged force.
46 Compass point
48 Hail!
50 Daybreak (comb. form).
52 Paid notices.
53 Peel.
55 Daze.
56 Nullify.
58 Shop.
59 Cringe.
60 Her —— is now Mrs. Montagu Barstow.

VERTICAL

1 Conveys.
2 War god.
3 Disencumber.
4 Bone.
5 Vestibule.
6 Chair.
7 Pig pens.
8 Right (abbr.).
9 Creditors (abbr.)
10 Ardor.
11 Color.
12 "Buckeye State."
15 Heavenly body.
17 Sandpapering machine.
18 Sleeping visions.
21 Rumanian coin.
22 Selections (abbr.).
25 Ship's spars.
27 Supplicate.
30 Cravat.
32 Swedish weight.
35 South Dakota (abbr.).
36 Whirlwind.
38 Opponents.
39 Consumed.
41 Spinning toy.
42 Undergo.
43 Narrow fillet of cotton.
47 Slave.
49 Ireland.
51 Upon.
52 Small particle.
54 Dutch city.
55 Station (abbr.).
57 Babylonian deity.
58 Tin (symbol).



Answer to Previous Puzzle



MIDWESTERN STATE

HORIZONTAL

1 Depicted state, —— ——.
11 South African corn meal.
12 Its capital is ——.
14 Sedan.
15 Cloth measure
16 Arrive (abbr.)
17 Uncooked.
19 Wood sorrels.
21 Particle of fire.
23 Flower.
24 Mangles.
26 East (Fr.).
27 Fortified prison.
28 Any.
29 Modified plant
31 French article
32 Father.
33 Spanish (abbr.).
35 Let fall.
37 Street (abbr.)
39 Abatement (colloq.).
41 Roof finial.
42 Small particle
43 Snares.
46 Kind of cheese
47 Light brown.
48 Exist.
49 Has dined.
51 Anger.
52 Chemical substance related to cellulose.
54 Adjust.
56 It is called the "—— ——"

Answer to Previous Puzzle

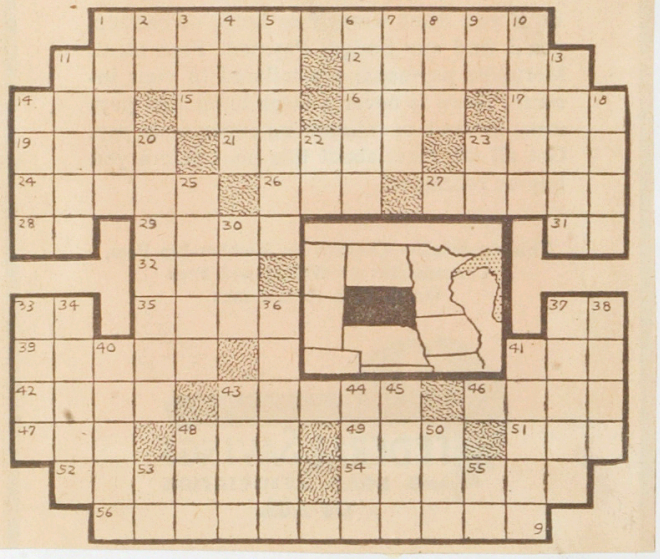
P	O	L	A		N	E	G	R	I	
A	L	E	E		A	R	R	A	N	
L	E	G		A	G	A	I	N	S	T
L	O	A	D	S		S	T	D		O
		L	I	P			S	E	R	E
A	H		A	S		P	O	D	E	
D	E	A	D			O		U		D
O	N		E	N		T	R	I		M
		E	M	U			H	A	T	E
C	H	A	S	M		S	A	T		P
H	A	S		B	O	T	T	O	M	S
A	R	E	A		F	I	L	M	S	
T	E	S	T		F	R	I	E	S	

S	T	A	R							
P	A	L	E							
S	O	N								
O	C	T	E	T						

POLA NEGRI

VERTICAL

1 Seraglio.
2 Over all (abbr.).
3 Indian.
4 Sesame (pl.).
5 Aided.
6 Separated.
7 Church (Scot.).
8 Over (poet.).
9 Transpose (abbr.).
10 Pointed shaft.
11 Philippine rice.
13 Artist's frame
14 State of profound insensibility.
18 Have been.
20 Dust (Scot.).
22 Like.
23 Universal language.
25 Steep descent
30 Bustle.
33 Lath.
34 Flower part
36 Mother or father.
37 Thin.
38 Duration.
40 Invigorating.
41 Roman magistrate.
43 Cariban Indian.
44 Go by.
45 Let it stand.
48 Every.
50 Greek letter.
53 Depart.
55 Size of shot.



Answer to Previous Puzzle

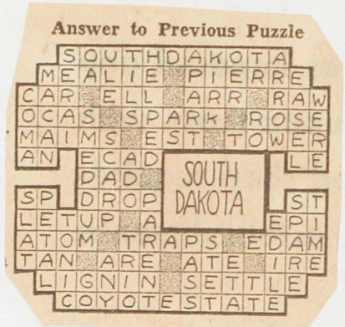
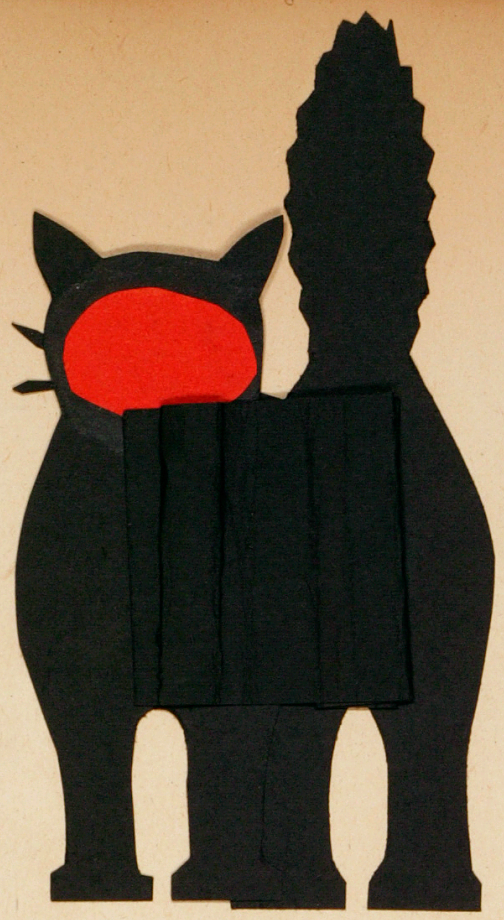
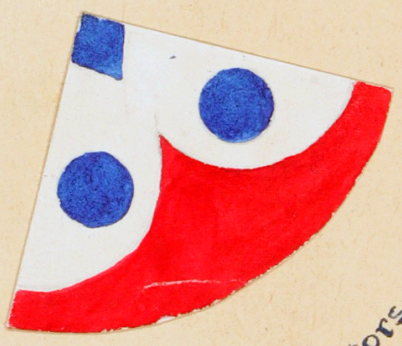


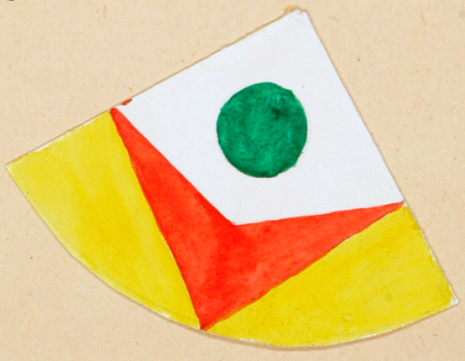
Plate favors made for

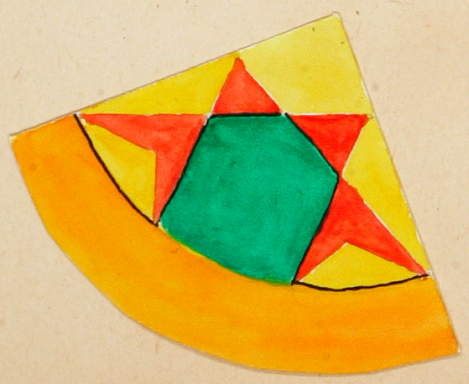


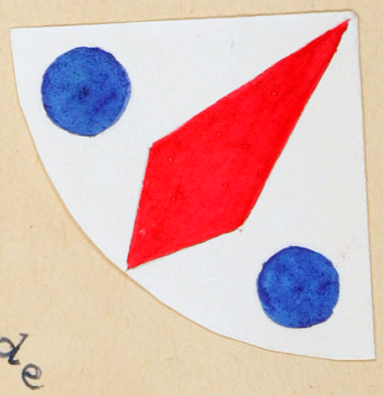
Junior Red Cross

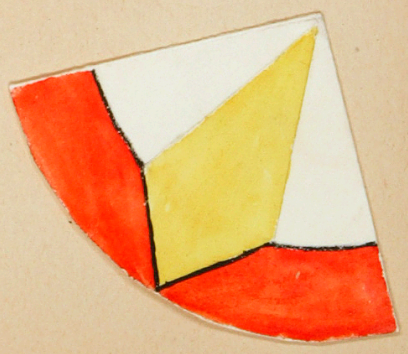


Book favors made for









Junior Red Cross





January 22, 1943

Mr. C. Dan Proctor
Superintendent, Ada Public Schools
Ada, Oklahoma

Dear Mr. Proctor:

The Irving Elementary School of your city, Mrs. Bonnie M. Allen, Principal, has been given the Certificate of Award for having collected the greatest number of pounds of scrap of all the schools in Oklahoma during the Newspaper-School Scrap Campaign.

This Certificate of Award has been sent to Mr. H. L. Eddy, Associate Secretary, 434 Key Building, Oklahoma City, and he will arrange with you for the proper presentation of this Award within the next few days at such time as suits your convenience.

I congratulate the Irving School and Mrs. Allen, its principal, for this outstanding performance.

You will no doubt be hearing from Mr. Eddy at an early date.

Very truly yours,

Virgil Hicks
Executive Sec'y for Oklahoma

VH/rl

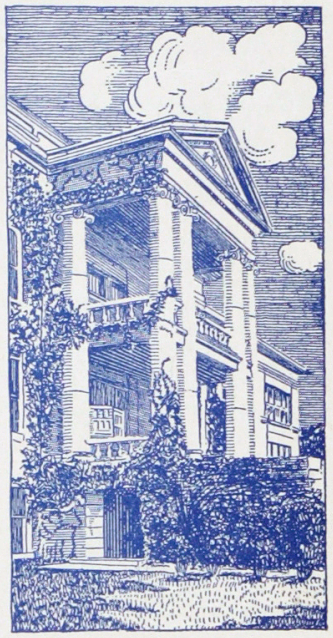
c.c. Mrs. Bonnie M. Allen
H. L. Eddy

CITIZENS' FORUM

East Central State College

Ada, Oklahoma

WEDNESDAY, JUNE 3, 1942



THEME:
"Mobilizing the Home Front"

REGISTRATION:
Main Entrance Science—9-10

Oklahoma Bill of Rights
For Children and Youth

THE children and youth of Oklahoma are its most precious natural resources, to be protected and developed. This can and must be done. It means insuring for them those fundamentals which are the American birthright—freedom for growth in body, mind, and spirit. It means believing in the possibilities of every human being for growth. It means providing conditions favorable for growth. This Bill of Rights for children and youth of Oklahoma sets forth an interpretation of their rights to life, liberty, and the pursuits of happiness.

Life —

For every child in Oklahoma the right to—

Parents and teachers who are physically and emotionally healthy.

Parents educated for the responsibilities of homemaking and parenthood.

Adequate nutrition, clothing, and housing.

Live in a home which is clean, wholesome, properly lighted and ventilated.

Secure their education in schools which are safe, hygienic, and well-equipped.

Live in communities with health and recreation programs and with wholesome surroundings.

Protection against exploitation that stunts physical or mental growth.

Protection from hazards to physical well-being, moral standards, and mental health.

Liberty —

For every child in Oklahoma the right to—

Live in an environment in which he can develop a well-rounded personality.

Religious instruction as well as religious freedom.

Share in the important activities of the family and of the community.

Beneficial experiences which come with doing useful chores and working at gainful employment.

Educational opportunity to the age at which employment is possible and socially desirable.

Understanding and intelligent treatment when in conflict with society.

Learn and to practice the principles of democracy in all relationships.

Learn and to practice self-discipline and willing sacrifice.

Have, as a pattern for his own conduct, the exemplary behavior of exemplary parents, teachers, and other adults.

Happiness —

For every child in Oklahoma the right to—

Participate in many and varied forms of play.

An opportunity to do work best suited to natural interests and education.

A feeling of self-confidence tempered with an understanding of limitations.

Freedom from unwarranted apprehensions and fears.

Struggle to surmount obstacles which may be overcome by persistence, work, and qualities of high character.

Experience and enjoy the happiness that comes through worthy achievement.

Establish and maintain a successful home of his own.

An undimmed hope in the possibilities of the future.

Policies Commission for the Oklahoma Education Association

Bill of Rights Committee:

E. H. Black — C. M. Howell
Frank A. Balyeat — H. E. Wrinkle
Alice Sowers, Chairman

OUR HOMES

GETTING CHILDREN READY FOR SCHOOL

EDYTH THOMAS WALLACE

THE STORES ARE FULL OF LITTLE FAMILY GROUPS "getting the children ready for school." I watched a number of such groups with much interest the other day and it made me wish I might turn back the calendar to the days when I was doing the same type of buying.



Mrs. Wallace

It also started me thinking about things other than clothes which should be considered in getting children ready for school. Here are a few:

If children have been staying up late during the hot summer months, they should now start going to bed early enough so that they waken easily and get up willingly in the morning.

If children take music or expression lessons, practice time should be shorter than during vacation and should be so arranged that it does not monopolize outdoor play time.

If it is necessary for children to study at home, a definite place should be provided for such study.

If children are beyond the primary grades, I think they should go to school to register without their parents. I suggest this with the full realization of how much parents enjoy going with them. We like to share the atmosphere of excitement that pervades the school house during registration. We like a chance to talk with the teacher and to "size her up" if she is new. We enjoy a visit with the other mothers and a chance to compare our children with theirs and feel complacent over the evident superiority of our own child. And, to do ourselves justice, we really do feel it is necessary for us to be there to answer the questions on the enrolment blank about father's occupation and church preference and phone number. And we think we should personally get the book list and ask some questions about it.

But against all of these reasons which mother gives herself as to why she should go, is the big reason why she should not. When we allow a child to enroll without mother—to fill out his own enrolment blank and get his own book list, we are giving him fine practice in taking responsibility and developing self-reliance and independence.

Neither is enrolment day the best day to have a visit with the new teacher. She has not yet had the opportunity to know our children and she is very busy. A week or two later she will welcome our visits and we can have a more helpful talk with her.

NATIONAL CONGRESS BULLETIN

Subscription price: 20 cents for ten issues, September to June. Mail your orders to the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois.

NATIONAL PARENT-TEACHER

Subscription price: $1.00 a year. Please place your subscriptions with the National Parent-Teacher, 600 South Michigan Boulevard, Chicago, Illinois.

Girl Scouting Is Defense

GIRL SCOUTS SERVE THEIR COUNTRY

Why, How and Where to Volunteer

LEAD A GIRL SCOUT TROOP: If you enjoy being with girls and working with them.

Every Scout accepts the promise:

"On my honor I will try
To do my duty to God and my country
To help other people at all times
To obey the Girl Scout laws."

The promise and laws are an international code of democratic living, binding together girls of different races, creeds, and nations. They are the foundation upon which America's largest girls' organization has built for 30 years.

As troop leader you can help girls to serve America's Victory Program by showing them how to keep healthy and to understand community health; helping them to learn more about nutrition and cooking, recreation, first aid, organization of groups, feeding groups in large qualtities, living simply out-of-doors, using whatever material they have at hand, taking care of children and old people. You can help them to put their knowledge to work at home, in local welfare agencies, and in civilian defense.

All Girl Scout troop leaders are volunteers who give about three hours of time each week. Some leaders prefer troops of girls who are 7 to 10 years old; others 10 to 15, still others 15 to 18. The leader must be at least 21 years old.

You will be the friend and adviser of tomorrow's citizens. You can help them to understand democracy. You can show them why they should defend and strengthen democracy all their lives.

ADVISE A GIRL SCOUT TROOP—If you want to help girls to serve their country but can't give regular time to meetings. Your local Girl Scout office or lone leader has more detailed information about every defense job in Girl Scouting or you may write,

Miss Ruth Frerichs,
Executive Secretary,
Girl Scout Office,
Chamber of Commerce Building,
Oklahoma City, Oklahoma.

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"MEET THE CURRENT ISSUE"

BRIEF SYNOPSES OF ARTICLES PUBLISHED IN THE SEPTEMBER 1942 ISSUE OF THE NATIONAL PARENT-TEACHER, THE OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS.

The Family Takes the Job - Frederick H. Allen, M.D.

First article of the series "America Pitches In," this masterly presentation charts the field of action to be covered in the study course month by month. Family problems, both those that are general and those that arise from wartime conditions, are analyzed and simplified for the solving. The article furnishes an excellent background for study of present-day family relations, their handicaps and their infinite possibilities. No American household, and especially no parent-teacher household, should fail to profit by the genuine help it offers.

The Young Mother Faces War - Evelyn Millis Duvall

"Babies in Wartime," the new study course on the preschool child, begins this month with an article hardly to be surpassed for clear delineation of the young mother's special problems in time of war. How can she rearrange her life to take care of war activities without neglect of duties closer home? How can she safeguard individual and family serenity against the tension of the times? Above all, how can she protect the emotional stability of her young children by building up in herself a calm and competent attitude toward the issues of the hour? Whatever her individual need, this article can help her to meet it.

MOTION PICTURE PREVIEWS

(Prepared by Mrs. Leo B. Hedges with the assistance of Hypatia Gordon Parvis)

"What's on at the movies?" -- This is probably one of the most frequent questions heard from day to day in the average American home. Too frequently, however, the question, together with its mere answer as found in the eagerly turned pages of the local newspaper, determines our children's entertainment. "What's on?" and "What would be a good picture to see?" are by no means identical questions. There is great need of some convenient and dependable aid to discriminating selection of motion picture entertainment. Busy parents have long desired such an aid, that they may guide their children's leisure-time activities wisely and well.

This month the National Parent-Teacher has good news for all such parents. "Motion Picture Previews," a reliable guide to intelligent moviegoing, makes its first appearance in the September issue. On the Previews page will be presented brief but complete summary estimates of current films, with evaluation of their merits for young children, for adolescents, and for the family as a unit. Readable, concise, and thoroughly discriminating, these estimates are prepared by a committee of experienced parent-teacher workers from a sound and constructive parent-teacher point of view. It is confidently anticipated that "Motion Picture Previews" will be enthusiastically welcomed by the readers of the National Parent-Teacher.

THE WORLD IS OUR BUSINESS

The monthly message of the President of the National Congress of Parents and Teachers, Mrs. William Kletzer.

Food Builds Their Health - Eunice H. Leonard

The first of a series of articles interpreting the findings of the National Congress of Parents and Teachers at the San Antonio convention last May deals with one of the

NINETEENTH · ANNUAL · CONVENTION

OFFICIAL PROGRAM

OKLAHOMA CONGRESS OF PARENTS AND TEACHERS

ADA

OCTOBER 7-10, 1941

HEADQUARTERS: ALDRIDGE HOTEL

CONVENTION THEME:

HOMES: AMERICA'S STRENGTH

HOME: THE OPEN DOOR TO HEALTH

HOME: THE GATEWAY TO MENTAL SECURITY

HOME: THE THRESHOLD TO HIGHER IDEALS

HOME: THE PORTAL TO CONSTRUCTIVE COMMUNITY LIVING

"—Democracy is more than a point of view, more than a political form of government — it is a way of life. It is inherent in the relationships of people with one another; hence its roots are in the family. Democracy begins at home."

—SIDONIE MATSNER GRUENBERG.

CONVENTION PROGRAM

(Tickets to Luncheons and Banquet should be purchased at time of registration)

Registration	Tuesday from 10:00 a.m. to 5:30 p.m.	TUESDAY OCTOBER 7
Registration	Wednesday from 8:00 a.m. to 5:00 p.m.	Aldridge Hotel
State Board	Meeting—Aldridge Hotel, Second Floor	Junior High School Office 1:30 p.m.
State Board	Dinner—Aldridge Hotel, Banquet Room	6:30 p.m.
Opening Session		WEDNESDAY OCTOBER 8
		9:30 a.m.
		10:00 a.m.

OPENING SESSION

MUSIC—

PROCESSIONAL—
guest Speakers, Past State Presidents, State Board of Managers

SALUTE TO THE FLAG—

SONG—The Star-Spangled Banner

INVOCATION—Rev. Mitchell Epperson

PRESIDING—
Mrs. John A. Wadlin
Mrs. C. E. Scott

WELCOME—
Mr. C. Dan Procter
Mrs. Harry Evans

RESPONSE—Mr. W[illiam] Max Chambers

INTRODUCTION OF OUT-OF-STATE GUESTS—

REPORTS—
Program—Mrs. [Jo]el L. Burkitt
Credentials—Mrs. George E. Calvert
Rules—Mr. [Hu]bert E. Wrinkle
1941-1942 Platform—[illegible]owers
Nominations—Mrs. [illegible]. Scott
[illegible]—Mrs. H. B. Caldwell

FROM THE NATIONAL CONGRESS—

PRESENTATION OF THE THEME—
Mrs. [illegible] A. Hastings

SYMPOSIUM—
Changing the School Curriculum to Prepare Young People for Home Life—Mr. J. R. Holmes
The Classroom Teacher Visits the Home—Mr. Roscoe H. Divine
Families Meet at the Rural School—Mrs. Viola Griffith
Oklahoma Bill of Rights for Children and Youth—Mr. E. H. Black

ANNOUNCEMENTS—
Presentation of State Board of Managers to the Convention —Mrs. Charles E. Young

RECESSIONAL—
(The audience will please remain seated until after the recessional)

VISIT THE EXHIBITS!



CONVENTION THEME:

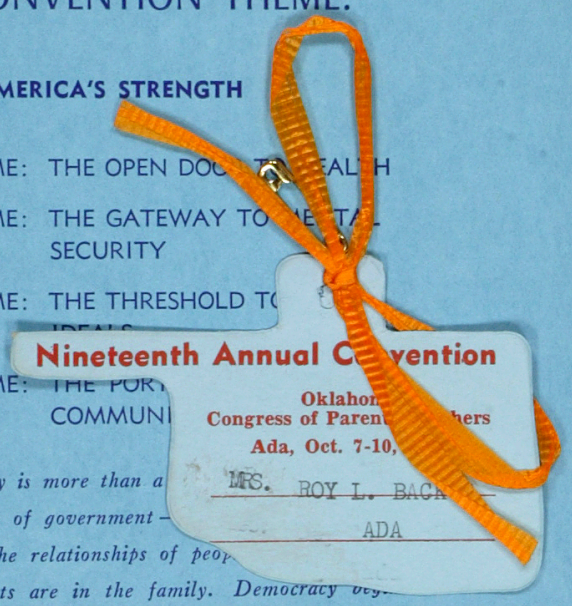
HOMES: AMERICA'S STRENGTH

HOME: THE OPEN DOO[illegible] EAL[illegible]H

HOME: THE GATEWAY TO [illegible] SECURITY

HOME: THE THRESHOLD TO [illegible] IDEALS

HOME: THE PORT[illegible] COMMUNI[illegible]



"—Democracy is more than a [illegible] political form of government— [illegible] inherent in the relationships of peop[illegible] hence its roots are in the family. Democracy beg[illegible] home."

—Sidonie Matsner Gruenberg.

Nineteenth Annual Convention
Oklahom[illegible]
Congress of Parent[illegible]hers
Ada, Oct. 7-10, [illegible]
MRS. ROY L. BACK[illegible]
ADA

AYFRED

CONVENTION PROGRAM

(Tickets to Luncheons and Banquet should be purchased at time of registration)

Registration	Tuesday from 10:00 a.m. to 5:30 p.m.	**TUESDAY OCTOBER 7**
Registration	Wednesday from 8:00 a.m. to 5:00 p.m.	**Aldridge Hotel**
State Board	Meeting—Aldridge Hotel, Second Floor	**Junior High School Office** 1:30 p.m.
State Board	Dinner—Aldridge Hotel, Banquet Room	6:30 p.m.
Opening Session	**OPENING SESSION**	**WEDNESDAY OCTOBER 8**

MUSIC—

PROCESSIONAL—
guest Speakers, Past State Presidents, State Board of Managers

SALUTE TO THE FLAG—

SONG—The Star-Spangled Banner

INVOCATION—Rev. Mitchell Epperson

PRESIDING—
Mrs. John A. Wadlin
Mrs. C. E. Scott

WELCOME—
Mr. C. Dan Procter
Mrs. Harry Evans

RESPONSE—Mr. W. Max Chambers

INTRODUCTION OF OUT-OF-STATE GUESTS—

REPORTS—
Program—Mrs. Joel L. Burkitt
Credentials—Mrs. George E. Calvert
Rules—Mr. Herbert E. Wrinkle
1941-1942 Platform—Dr. Alice Sowers
Nominations—Mrs. C. E. Scott
Voting and Election—Mrs. H. B. Caldwell

GREETINGS FROM THE NATIONAL CONGRESS—

PRESENTATION OF THE THEME—
Mrs. William A. Hastings

SONG—

SYMPOSIUM—
Changing the School Curriculum to Prepare Young People for Home Life—Mr. J. R. Holmes
The Classroom Teacher Visits the Home—Mr. Roscoe H. Divine
Families Meet at the Rural School—Mrs. Viola Griffith
Oklahoma Bill of Rights for Children and Youth—Mr. E. H. Black

ANNOUNCEMENTS—
Presentation of State Board of Managers to the Convention —Mrs. Charles E. Young

RECESSIONAL—
(The audience will please remain seated until after the recessional)

VISIT THE EXHIBITS!

Conferences

CONFERENCES

2:45 p.m.
Room 102
Little Theater
Library
Science Room
Room 101

PROGRAM SERVICE—

MEMBERSHIP—
Mrs. Carl Davenport

ROOM REPRESENTATIVES-HOSPITALITY—
Mrs. O. W. Jones

PUBLICATIONS—
Mrs. O. A. Snodgress

PUBLICITY-RADIO—
Mrs. C. E. Scott

Tea

TEA

Knight Hall
East Central
State Teachers
College
4:30 p.m.-
6:00 p.m.

HOSTESS—
Horace Mann Parent-Teacher Association

Fun Night

THE BIG BROADCAST OF 1941

7:30 p.m.
Ada Junior
High School
Auditorium

MASTER OF CEREMONIES—
J. Howard Engle

TO ENTERTAIN THE STUDIO AUDIENCE—
Orchestra
Magician

BROADCAST ORIGINATING AT STATION KPTA—
Community Sing
Inquiring Reporter
Visiting Celebrities (Interviews)
A One-Woman Fashion Parade
Commercial
Kaltenmyers Kindergarten
Barn Dance Program—Talent Program

Conferences

CONFERENCES

FRIDAY
OCTOBER 10
8:00 a.m.-
9:45 a.m.
Room 101
Little Theater
Library
Science Room
Room 102

HEALTH—SUMMER ROUND-UP—
Mr. W. W. Schultz

MENTAL HYGIENE—
Mrs. Rebecca O. Nelson

RECREATION—Miss Ima James

HIGH SCHOOL ASSOCIATIONS—Mrs. Warren Stone

SAFETY—Mr. Andrew Holley

VISIT THE EXHIBITS!

Closing Session

CLOSING SESSION

9:30 a.m.

MUSIC—

INVOCATION—
Rev. W. L. Blackburn

PRESIDING—
Mrs. John A. Wadlin
Mrs. C. E. Scott

SONGS—

SUMMARY PANEL—"On The Beam"
Dr. Alice Sowers, leader
Mrs. William A. Hastings
Mrs. George E. Calvert
Mrs. Edyth T. Wallace
Mrs. Rebecca O. Nelson
Mr. Rex O. Morrison
Mr. Thurman White

BUSINESS—
Courtesy Resolutions
Election Returns

INSTALLATION OF OFFICERS—
Mrs. William A. Hastings

SONGS—

CLOSING CEREMONY—

ADJOURNMENT—

POST-CONVENTION BOARD LUNCHEON, Banquet Room— **Aldridge Hotel**
Honored Guests—Mrs. William A. Hastings 12:00 m.

POST-CONVENTION BOARD MEETING— 1:00 m.

GENERAL INFORMATION

Registration—10:00 a.m. to 5:00 p.m. Tuesday, October 7, Aldridge Hotel. 8:00 a.m. to 5:00 p.m. Wednesday, October 8. Office of Ada Junior High School. Registration fee—$1.00.

Admission—Open to all during opening session. During all remaining sessions admission will be by delegates badge or fee of twenty-five cents.

Election—Thursday, October 9 from 8:00 a.m. to 4:00 p.m. in OFFICE of Ada Junior High School.

Banquet—Wednesday, October 8 at 6:30 p.m. in GYMNASIUM of Ada Junior High School. Price—$1.00.

Regional Luncheons—Thursday, October 9, 11:45 a.m. to 1:30 p.m. Price 60 cents.

Southeastern Region—Aldridge Hotel.

Southwestern Region—First Methodist Church, Townsend and Fourteenth.

Northeastern Region—First Christian Church, Broadway and Thirteenth.

Northwestern Region—Presbyterian Church, Broadway and Fourteenth.

Exhibits—Science Room, Ada Junior High School.

DATE	DAY	HOUR	SESSION	PLACE	TOPIC	SPEAKER
October 8	Wednesday	9:30 a.m.	General Session	Junior High School Auditorium	"Homes: America's Strength" Home and School	Mrs. William A. Hastings Mr. J. R. Holmes Mr. Roscoe H. Divine Mrs. Viola Griffith Mr. E. H. Black
October 8	Wednesday	1:15 p.m.	General Session	Junior High School Auditorium	"Home: The Open Door to Health" "Home: The Gateway to Mental Security ASKIT BASKET	Lt.-Col. F. H. Hollingsworth Miss Maxine Turner Dr. Howard Taylor Dr. L. B. Hoisington Mrs. William A. Hastings
October 8	Wednesday	6:30 p.m.	All-State Banquet	Junior High School Gymnasium	"Home: The Threshold to Higher Ideals"	Dr. Harry Morehouse Gage
October 9	Thursday	8:00 a.m. 4:00 p.m.	Election	Junior High School Office	Second, Third, Fourth, Fifth, and Sixth Vice-presidents	Mrs. H. B. Caldwell, Parliamentarian, in charge
October 9	Thursday	8:00 a.m.	Conferences	Junior High, Room 101 Little Theater	Calling all Council Presidents Local Presidents talk it over	Mrs. C. E. Scott Mrs. John A. Wadlin
October 9	Thursday	9:30 a.m.	General Session	Junior High School Auditorium	"Home: The Portal to Constructive Community Living"	Dr. Alice Sowers, leader Discussants —
October 9	Thursday	11:45 a.m.	Regional Luncheons Southeastern Region Southwestern Region Northeastern Region Northwestern Region	Aldridge Hotel Methodist Church Christian Church Presbyterian Church	Each on Its Own Wave Length	Mrs. C. N. Lindahl Mrs. Charles E. Young Mrs. Carl Cason Mrs. J. B. Harden
October 9	Thursday	1:45 p.m.	General Session	Junior High School Auditorium	INFORMATION, PLEASE	Mr. Floyd L. Coates
October 9	Thursday	2:45 p.m.	Conferences	Room 102 Little Theater Library Science Room Room 101	Program Service Membership Room Repr.-Hospitality Publications Publicity — Radio	Mrs. Gladys Risher Mrs. Carl Davenport Mrs. O. W. Jones Mrs. O. A. Snodgress Mrs. C. E. Scott
October 9	Thursday	4:30 p.m. 6:00 p.m.	Tea	Knight Hall East Central State Teachers College	Ada Hospitality	Convention Guests
October 9	Thursday	7:30 p.m.	Big Broadcast of 1941	Junior High School Auditorium	Station KPTA Broadcasting	J. Howard Engle, M.C.
October 10	Friday	8:00 a.m.	Conferences	Room 101 Little Theater Library Room 102 Science Room	Health Mental Hygiene Recreation Safety High School Associations	Mr. W. W. Schultz Mrs. Rebecca O. Nelson Miss Ima James Mr. Andrew Holley Mrs. Warren Stone
October 10	Friday	9:30 a.m.	Closing Session	Junior High School Auditorium	"On The Beam" Installation of Officers	Dr. Alice Sowers, leader Discussants Mrs. William A. Hastings

STATE BOARD CONVENTION COMMITTEES

Arrangements	Mrs. H. B. Caldwell
	Mrs. C. E. Scott
Program	Mrs. Joel L. Burkitt
	Dr. Alice Sowers
	Mrs. Charles E. Young
Credentials	Mrs. George E. Calvert
Registration	Mrs. Carl Stapp
Rules	Mr. Herbert E. Wrinkle
Parliamentarian	Mrs. H. B. Caldwell
1941-42 Platform	Dr. Alice Sowers
	Mrs. Warren Stone
	Mrs. Fred Garland
	Mrs. Elsie N. Allison
	Mr. W. Max Chambers
Exhibits	Mrs. O. A, Snodgress

STATE CONVENTION COMMITTEES
LOCAL CONVENTION COMMITTEES

President Ada Council of Parent-Teacher Associations	Mrs. Harry Evans
General Arrangements Chairman	Mrs. C. F. Needham
Rooms	Mrs. Bill Crawford
Information and Voting	Mrs. Burley Walker
Credentials and Registration	Mrs. George Herrin
Hospitality	Mrs. Earl Norman
Decorations	Mrs. Bernice Hargis
Pages and Ushers	Mrs. Anna Belle Perry
Exhibits	Mrs. Lee Higginbotham
Transportation	Mrs. W. O. Smith
Hostess	
Banquet	Mrs. Carl Schenk
Tea	Mrs. Oscar Hatcher
Complimentary Dinner	Mrs. Hobart Orton
Regional Luncheons	
Southeastern Region—Aldridge Hotel	Mrs. B. E. Ratliff
Southwestern Region—First Methodist Church	Mrs. Virgil Standfield
Northeastern Region—First Christian Church	Mrs. Dudley Young
Northwestern Region—Presbyterian Church	Mrs. Pat Ray
Special Hostesses	Mrs. A. R. Wallace
	Mrs. Harrison Meadors
	Mrs. C. Dan Procter
	Mrs. Ben Katz
	Mrs. Don Evans
	Mrs. W. C. Gray
Stage Arrangements	Mr. A. R. Wallace
Pianist	Miss Janice Graham
Band Director	Mr. Wyatt C. Freeman

WHO'S WHO

Mrs. William A. Hastings, First Vice-president, National Congress of Parents and Teachers, 2241 Hollister Ave., Madison, Wisconsin

Mr. J. R. Holmes, President Oklahoma Education Association, Muskogee

Mr. Roscoe H. Divine, President, Oklahoma Classroom Teachers Association, Tulsa

Mrs. Viola Griffith, Secretary, State Association of County Superintendents, Okemah

Mr. E. H. Black, Chairman, Educational Policies Commission, Bristow

Mr. C. Dan Procter, Superintendent of Schools, Ada

Rev. Mitchell Epperson, Pastor, Presbyterian Church, Ada

Mrs. J. H. Stewart, State Music Chairman, O.C.P.T., Tulsa

Lt. Col. F. H. Hollingsworth, Commanding Officer Oklahoma Recruiting District

Miss Maxine Turner, Nutritionist, State Health Department

Dr. Howard Taylor, Dean of the College, Oklahoma College for Women, Chickasha

Dr. L. B. Hoisington, Head of Psychology Dept. University of Oklahoma, Norman

Dr. Alice Sowers, Director, Oklahoma Family Institute, Norman.

Mrs. Edyth T. Wallace, Home Counselor, Oklahoma Publishing Co., Oklahoma City

Mrs. S. S. Matofsky, President, Tulsa Council of P.T.A.'s, Tulsa

Mr. Lonnie Vandeveer, State Hobbies and Museums Chairman, O.C.P.T., Superintendent of Schools, Cordell

Dr. A. Linscheid, President, East Central State College, Ada

Mrs. J. H. Stone, State Life Member Chairman, O.C.P.T., Oklahoma City

Dr. C. C. Morris, Pastor, First Baptist Church, Ada

Dr. Harry Morehouse Gage, President, Lindenwood College, St. Charles, Missouri

Mrs. Rebecca O. Nelson, Coordinator, Family Life Education Tulsa Schools, Tulsa

Miss Laura E. Dester, Supervisor Division of Child Welfare, Department of Public Welfare, Oklahoma City

Mr. Bruce Carter, State Administrator N.Y.A. for Oklahoma, Oklahoma City

Mr. Guy T. Gebhardt, Executive Secretary, Oklahoma State Council of Churches, Oklahoma City

Mr. Frank D. Hess, Superintendent of Schools, Drumright

Mr. Joe Lee, General Manager, Radio Station KGFF, Shawnee

Mr. Robert V. Peterson, Publisher, Wewoka Times-Democrat, Wewoka

Mr. J. Howard Engle, Recreation Chairman, Tulsa Council of P.T.A.'s, Tulsa

Rev. W. L. Blackburn, Pastor, Ada.

Mr. Rex Morrison, Principal Ada High School, Ada

Mr. Thurman White, State Speaker's Bureau Chairman, O.C.P.T., Norman

Mr. A. R. Wallace, Principal, Ada Junior High School, Ada

OFFICERS OF THE OKLAHOMA CONGRESS OF PARENTS AND TEACHERS

President—

Mrs. John A. Wadlin, 1140 East 26th St., Tulsa

Vice-Presidents—Aides to President

Mrs. C. E. Scott, 730 North Louisa, Shawnee
Mr. Floyd L. Coates, Newkirk

Vice-Presidents—Regional Directors

Southeastern—Mrs. C. N. Lindahl, 425 "K", S. W. Ardmore
Southwestern—Mrs. Charles E. Young, 3116 N. W. 21st, Oklahoma City
Northeastern—Mrs. Carl Cason, Wynona
Northwestern—Mrs. J. B. Harden, Route No. 1, Ponca City

Secretary—

Mrs. Ned Thomas, 505 N. Spurgeon, Altus

Treasurer—

Mrs. George E. Calvert, 320 Key Building, Oklahoma City

Members-at-large—

Dr. Alice Sowers, Mrs. Floyd Summers, Mr. W. Max Chambers

PAST STATE PRESIDENTS

*Mrs. J. P. Slaughter ..... Oklahoma City
November, 1922 to November, 1926

Mr. R. W. Clark ..... Okmulgee
November, 1926 to March, 1927

Mrs. H. A. Adams ..... Goltry
March, 1927 to March, 1929

Mrs. Charles D. Johnson ..... Tulsa
March, 1929 to March, 1933

Mrs. John R. Burns ..... Okmulgee
March, 1933 to October, 1935

Mrs. George E. Calvert ..... Oklahoma City
October, 1935 to October, 1940

*Deceased

NATIONAL LIFE MEMBERS

Mrs. Virgil Browne ..... Edmond
Mrs. George E. Calvert ..... Oklahoma City

STATE LIFE MEMBERS

1. Mrs. H. A. Adams, Goltry ..... December, 1926
2. Mrs. J. P. Slaughter, Oklahoma City ..... December, 1926
3. Mrs. Mary Ware, Bartlesville ..... January, 1927
4. Mr. R. W. Clark, Okmulgee ..... February, 1927
5. Mrs. O. M. Ireland, Sapulpa ..... March, 1927
6. Mrs. J. C. Davenport, Sapulpa ..... March, 1927

7. Mrs. D. C. Adamson, Oklahoma City ..... April, 1927
8. Mr. J. P. Battenburg, Alva ..... April, 1927
9. Mrs. C. E. Moon, Bartlesville ..... March, 1928
10. Mrs. G. V. Rowland, Bartlesville ..... March, 1929
11. Mrs. A. C. Siekman, Bartlesville ..... March, 1930
12. Mrs. Charles D. Johnson, Tulsa ..... April, 1933
13. Miss Kate S. North, Oklahoma City ..... August, 1937
14. Mrs. W. R. Curry, Oklahoma City ..... August, 1937
15. Mrs. Creighton B. Burnham, Tecumseh ..... August, 1937
16. Mr. L. H. Wentz, Ponca City ..... August, 1937
17. Miss Erna Krouch, Oklahoma City ..... August, 1937
18. Mrs. J. R. Dale, Oklahoma City ..... September, 1937
19. Mr. William Hackendorf, Tulsa ..... March, 1939
20. Mr. Eli Foster, Tulsa ..... April, 1939
21. Mr. W. W. Daniels, Hominy ..... April, 1939
22. Mrs. John Rice, Tulsa ..... December, 1939
23. Mr. W. F. Vahlberg, Oklahoma City ..... December, 1939
24. Mr. W. W. Schultz, Picher ..... December, 1939
25. Miss Helen Nix, Oklahoma City ..... January, 1940
26. Mrs. J. D. Armor, Oklahoma City ..... January, 1940
27. Mr. A. L. Crable, Oklahoma City ..... January, 1940
28. Mr. W. Max Chambers, Okmulgee ..... January, 1940
29. Dr. W. B. Bizzell, Norman ..... January, 1940
30. Mrs. Ethel Dowell, Oklahoma City ..... January, 1940
31. Mrs. Carl Cason, Wynona ..... March, 1940
32. Mr. Donald MacKay, Santa Fe, New Mexico ..... March, 1940
33. Dr. Alice Sowers, Norman ..... March, 1940
34. Mrs. C. D. White, Blackwell ..... April, 1940
35. Mr. N. L. George, Duncan ..... April, 1940
36. Mrs. E. E. Brown, Duncan ..... April, 1940
37. Mrs. Ward Sanderson, Cushing ..... April, 1940
38. Mrs. Bryan Griffin, Lawton ..... April, 1940
39. Mrs. G. E. Dowis, Blackwell ..... April, 1940
40. Miss Etta Dale, El Reno ..... May, 1940
41. Mr. A. L. Burks, Shawnee ..... May, 1940
42. Mr. Dan Proctor, Ada ..... May, 1940
43. Mrs. C. P. Mitchell, Tulsa ..... May, 1940
44. Mr. Paul Heilman, Tulsa ..... May, 1940
45. Mr. Ward H. Green, Tulsa ..... May, 1940
46. Mrs. T. B. Hendricks, Oklahoma City ..... June, 1940
47. Mrs. C. E. Young, Oklahoma City ..... October, 1940
48. Mrs. George E. Calvert, Oklahoma City ..... October, 1940
49. Mrs. Robert S. Kerr, Oklahoma City ..... January, 1941
50. Mrs. John A. Wadlin, Tulsa ..... February, 1941
51. Dr. Harry W. Gowans, Tulsa ..... February, 1941
52. Mrs. C. E. Scott, Shawnee ..... March, 1941
53. Mrs. Carl H. Stapp, Oklahoma City ..... March, 1941
54. Mrs. L. P. Brown, Duncan ..... April, 1941
55. Mr. Dion C. Wood, Duncan ..... April, 1941
56. Mr. T. P. Witt, Duncan ..... May, 1941
57. Miss Clara Redman, Antlers ..... May, 1941
58. Mrs. Anton H. (Ella D.) Classen ..... September, 1941
59. Mrs. Floyd Summers ..... September, 1941

"So long as we have homes to which men turn
At close of day,

So long as we have homes where children are
And women stay,

If love and loyalty and faith be found
Across these sills,

A stricken nation can recover from
Its gravest ills.

So long as we have homes where fires burn
And there is bread;

So long as we have homes where lamps are lit
And prayers are said,

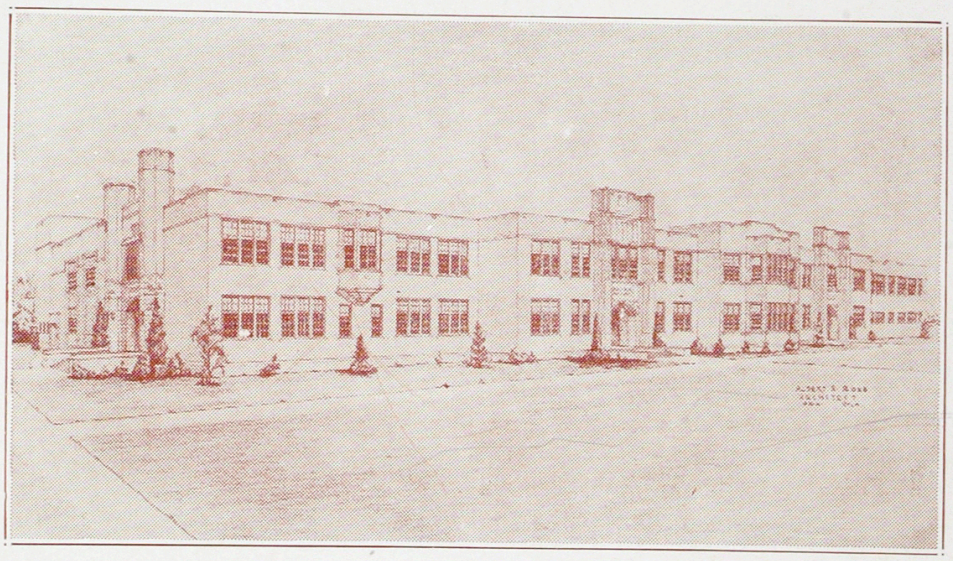
Although a nation falter through the dark,
And nations grops,

With God, Himself, back of these homes
We have sure hope."

—Grace Noll Crowell

The OKLAHOMA PARENT-TEACHER BULLETIN

ADA JUNIOR HIGHSCHOOL



All general sessions of the convention will be held in the Ada Junior Highschool

October, 1941

NINETEENTH ANNUAL CONVENTION
October 8-10, 1941, Ada



President's Message

Homes: America's Strength

We are coming together soon to give careful thought to this theme. How may we make better homes and by so doing make our country strong? How may we build into our homes a feeling of security which comes through spiritual faith and sane and reasonable thinking? How may we keep our families safe and well and prepare strong and well-nourished citizens for the America of the future? How may be make the most of our resources of money, materials and time? How may we fulfill to the utmost our responsibility as citizens in our democracy?

These are questions upon which we will be given guidance and help as we gather for our nineteenth annual convention. The results will be told in what we carry back and put into action in our own communities. Upon each one of us and upon our homes, depends the future of Oklahoma and America.

Olive S. Wadlin

STATE CONVE

NATIONAL REPRESENTATIVE



MRS. WILLIAM A. HASTINGS

Mrs. William A. Hastings, first vice-president, National Congress of Parents and Teachers, will highlight the convention. She will present the theme "Homes: America's Strength," at the opening session at 10:00 a. m., Wednesday, October 8, in the Ada Junior Highschool Auditorium. The theme is being developed under four topics, namely: "Home: The Open Door to Health; Home: The Gateway to Mental Security; Home: The Threshold to Higher Ideals; and, Home: The Portal to Constructive Community Living."

A symposium will follow the theme presentation as follows: Changing the School Curriculum to Prepare Young People for Home Life—J. R. Holmes; The Classroom Teacher Visits the Home—Roscoe H. Divine; Families Meet at the Rural School—Mrs. Viola Griffith; and Oklahoma Bill of Rights for Children and Youth—E. H. Black.

Home: The Open Door to Health, and Home: The Gateway to Mental Security will be developed at the afternoon session. "Askit Basket" a conference in the general session designed for Project or Activity Chairmen will be headed by Mrs. Hastings as Quiz Master.

THE OKLAHOMA PARENT-TEACHER BULLETIN

320 Key Building **Oklahoma City**

Vol. 14 **October, 1941** **No. 2**

MRS. GEORGE E. CALVERT Editor and Business Mgr.
MRS. CARL H. STAPP, Assistant

ASSOCIATE EDITORS

MRS. JOHN A. WADLIN MRS. J. L. BURKITT
DR. ALICE SOWERS MRS. C. E. SCOTT

The Oklahoma Parent-Teacher Bulletin is published monthly except June, July and August by The Oklahoma Congress of Parents and Teachers, 320 Key Building, Oklahoma City, Okla. Price: 10 cents per copy; 50 cents per year postpaid. Entered as second class matter at the post office in Oklahoma City, Oklahoma, under act of March 3, 1879.

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STATE CONVENTION · OCT. 8-10 · ADA

NATIONAL REPRESENTATIVE



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Home: The Open Door to Health, and Home: The Gateway to Mental Security will be developed at the afternoon session. "Askit Basket" a conference in the general session designed for Project or Activity Chairmen will be headed by Mrs. Hastings as Quiz Master.

State Life Members will be honored at the All-State Banquet which will be held Wednesday evening, October 8, at 6:30 in the Ada Junior Highschool Gymnasium. Dr. A. Linscheid will be toastmaster. Home: The Threshold to Higher Ideals will be the topic for the evening.

All local unit presidents will have a conference on Thursday morning at 8:00 and the council presidents will be in session at the same time. Mrs. John A. Wadlin, state president, will be in charge of the local unit conference and Mrs. C. E. Scott, first vice-president and council advisor will be chairman of the council group.

Dr. Alice Sowers will conduct a round-table discussion on "Home: The Portal to Constructive Community Living" at the general session opening at 9:30 a. m. Thursday.

Regional Luncheons will be the highlight from 11:45 to 1:30 on Thursday. This is the time to really get acquainted.

Floyd L. Coates will be Quiz Master for the conference for Organization Chairmen in the general session known as "Information, Please." This session will open at 1:45 on Thursday afternoon.

Special conferences on Program Service, Membership, Room Representatives and Hospitality, Publications and Publicity will be held at 2:45 on Thursday. The state chairmen will be in charge of their respective conference.

The Horace Mann Parent-Teacher Association will be hostess for a tea at Knight Hall, East Central State Teachers College from 4:30 to 6:00 p. m., October 9.

Fun Night is all set—you will hear "The Big Broadcast of 1941" over station known as "KPTA". J. Howard Engle of Tulsa will be master of ceremonies. Don't miss the fun.

Health - Summer Round - Up, Mental Hygiene, Recreation and Highschool conferences are set for 8:00 a. m. Friday morning.

The closing session at 9:30 a. m., Friday, will be developed with a summary panel—"On the Beam."

●

The election will be held on Thursday, October 9, from 8:00 to 4:00 p. m.

THE OKLAHOMA PARENT-TEACHER BULLETIN
320 Key Building Oklahoma City

Vol. 14 October, 1941 No. 2

MRS. GEORGE E. CALVERT Editor and Business Mgr.
MRS. CARL H. STAPP, Assistant

ASSOCIATE EDITORS
MRS. JOHN A. WADLIN MRS. J. L. BURKITT
DR. ALICE SOWERS MRS. C. E. SCOTT

The Oklahoma Parent-Teacher Bulletin is published monthly except June, July and August by The Oklahoma Congress of Parents and Teachers, 320 Key Building, Oklahoma City, Okla. Price: 10 cents per copy; 50 cents per year postpaid. Entered as second class matter at the post office in Oklahoma City, Oklahoma, under act of March 3, 1879.

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Ada, Oklahoma

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GIFTS FLOWERS
SOUVENIRS
VISITORS WELCOME
107 West Main Ada Phone 343

STATE LIFE MEMBER



Ella D. Classen

We are indeed honored to present our newest state life member, Mrs. Anton H. (Ella D.) Classen. Mrs. Classen is well-known throughout the state and nation for her interest in worthwhile activities. She is especially interested in parent-teacher work because her late husband was responsible for the organization of the Oklahoma Congress.

Among some of the fine things which Mrs. Classen has been doing is giving awards at Classen Highschool to the five outstanding boys and five outstanding girls making the honor society. The outstanding boy and girl is given an honor medal designed by Herbert Adams and the remaining eight chosen are given gold pins. This honor has been given Classen students for twenty years. Classen Highschool was named for Mr. and Mrs. Classen.

Mrs. Classen is a charter member of the Y.W.C.A. and was a member of the first Board of Directors. She served as president of the Y.W.C.A. for three years during the World War period. She is very civic minded and is a member of the Chamber of Commerce, member of the Oklahoma City Park Board, member of the Board of Directors of the Oklahoma City University, a contributor to the support of the University and does much for the various churches in the city. Mrs. Classen is active in business. She is president of the Classen Company, a life member of the Oklahoma City Real Estate Board and is known as Dean of Oklahoma City Realtors. The completion of Camp Classen was another one of Mrs. Classen's projects. It served over seven hundred boys this first year.

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21 N. Western Phone 3-8475
OKLAHOMA CITY

Letter From Life Membership Chairman

Dear Presidents:

Did you know:

(1) Help may be obtained from the Family Life Institute at Norman that will put new life into your meetings?

(2) If you are not contributing to the Institute your unit or council is missing one of its finest opportunities to advance Family Life Education in Oklahoma?

(3) Contributions to the Institute may be applied on a State Life Membership? The membership will honor and reward that faithful worker, that outgoing president or that interested principal or superintendent? The money will keep working to spread Family Life Education in our State?

(4) Memberships are $25.00 and may be paid over a three year period for a limited time? Better start yours now.

(5) And did you know I'll be looking for you at the State Convention in Ada and will be glad to answer any question about a State Life Membership?

—Mrs. J. H. Stone,
State Life Membership Chairman.

MUSIC

MRS. J. H. STEWART, Chairman

The very first advice by your new State Music Chairman is that you begin thinking at once of whatever musical groups you plan to organize in your PTA Units this year. It may be mother-singers, father-singers, mixed choral groups, or instrumental ensembles; whatever you and other members desire. All interested MUST be PTA members. You may combine with other PTA units in your city if you like.

Plan a definite time and place for the first meeting of all who are interested. Stress the fact that they need NOT be expert musicians to join, they need only have the desire to sing or play etc.

Get suggestions for a director. There are always fine musical leaders in every community who will be glad to help you. Keep your music simple at first so no one will fear to come into the group but that all may come in and GROW with you. Directors, as a rule, are pretty capable about selecting suitable music for your groups but YOU stress simplicity at first.

Choose a definite time and place for every meeting. Usually your school and principal will happily provide a room for you. If not, perhaps a church, but the school is best if possible. You can meet in homes but this creates a hardship on one person and if you change meeting places too often members lose interest.

I would like to see every PTA Unit set up a small fund in their budgets this year to aid PTA Choral or music groups in buying their music. They give time and pleasure and inspiration to the meetings and will encourage new members.

Now, go to work seriously. You'll have a fine chorus by Christmas-Carol time when singers and music are needed in every American community, especially this year. For fun, have a covered-dish luncheon now and then to build friendliness and togetherness. By the way, here's a clever Hallowe'en song, "Who-oo" by Ira B. Wilson. It's easy and could be worked out with sheets and Jack-O'-Lanterns.

And speaking of Hallowe'en may I suggest this for the kiddies? How about parents and teachers suggesting to children of our communities that they form groups of Hallowe'en Carolers to sing this year instead of doing destructive things that create ill-will and unhappiness among people; things that leave scars upon children's characters. Singing would be much better. Patriotic tunes would be appropriate this year and the rollicking songs they learn in school. The children would do it, I believe if we parents and teachers encouraged the idea.

That's all 'til November.

BALLIET'S
Exclusive Feminine Apparel
Oklahoma City, Okla.
"The Store That's Being Quoted"
Where Parents and Teachers Love to Shop

CITIZENS STATE BANK
TULSA
LOANS AT LOW BANK RATES
SAVINGS — 2%
Member Federal Deposit Insurance Corporation

THIS SYMBOL..
Santa Fe TRAILWAYS
THE EMBLEM OF AMERICA'S FINEST BUS TRANSPORTATION

OKL

FAMILY LIF

Director: D
Professor of
Universi

HOME SAFETY FOR NATIONAL DEFENSE

Each local unit president received a copy of the bulletin, "Keeping Safe at Home" in the president's packet this summer. What are you going to do with it? It contains many suggestions for parents, for neighborhoods, and for organizations to carry out in safeguarding their families against accidents at home. It is so full of information and help that each member of your executive commitee, each chairman —yes, each member of the organization — should have a copy for almost daily reference and use.

Have you been thinking of home as a place of safety? According to "Accident Facts," published by the National Safety Council, 33,000 deaths occurred due to home accidents and 34,500 deaths due to motor vehicles. A difference of 1500! And this figure does not take into account the much larger number of injuries which did not result in death.

Everyone is interested in keeping safe everywhere, but less is said about hazards at home than elsewhere. Is there any organization which should be more interested in home safety than the parent-teacher association? Why not make that one of your major projects for this year? Cooperate with the institute in a state-wide program to make Oklahoma homes safe places to live.

☆

OKLAHOMA BILL OF RIGHTS FOR CHILDREN AND YOUTH

This Bill of Rights, which may be found in the October issue of the **Oklahoma Teacher** will be of interest to all parents and teachers of the state. In fact, it will be of interest to all people. If you do not have a copy, borrow one from one of your teachers. Before long we hope to find framed copies of the Bill of Rights in every home, every school, yes in every office of the state.

Read it; discuss it at home; talk it over with your teachers; discuss one or more points at each parent-teacher meeting. The Family Life Radio Forum broadcasts will be based on this Bill of Rights. The first program on the topic

and pleasure and inspiration to the meetings and will encourage new members.

Now, go to work seriously. You'll have a fine chorus by Christmas-Carol time when singers and music are needed in every American community, especially this year. For fun, have a covered-dish luncheon now and then to build friendliness and togetherness. By the way, here's a clever Hallowe'en song, "Who-oo" by Ira B. Wilson. It's easy and could be worked out with sheets and Jack-O'-Lanterns.

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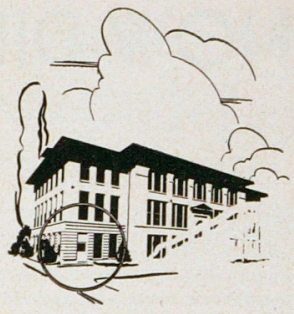
OKLAHOMA FAMILY LIFE INSTITUTE



Director: DR. ALICE SOWERS
Professor of Family Life Education,
University of Oklahoma

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Read it; discuss it at home; talk it over with your teachers; discuss one or more points at each parent-teacher meeting. The Family Life Radio Forum broadcasts will be based on this Bill of Rights. The first program on the topic "Just a Sandwich Will Do" will provide an oportunity for a discussion of one of the points of the Bill of Rights "For every child in Oklahoma adequate nutrition."

You will be hearing much about this Bill of Rights throughout the year. So, I am not suggesting that you get up to date. I am suggesting that you get at the head of the procession by getting acquainted with it now.

FAMILY LIFE RADIO FORUM

First broadcast—2:30 p. m., Monday, October 20.

Programs will be of interest to parents of children of all ages; to school students, teachers, and classes; adult leaders of youth groups, and others interested in children and young people.

Programs for the year's series, giving dates, topics, and general information about the use of the Radio Forum, are being sent to all local unit presidents whose names are on file in the state parent-teacher office.

Supplementary material for use by group leaders, class teachers, and individual listeners will be available.

Membership in the Forum is free. Send in your name and address if you plan to listen to the programs at home. Group leaders will send in the names and addresses of group members. Teachers will send in the names of students in the classes which listen to the broadcasts or discuss the Forum topics in class.

Radio Listening groups which meet five or more times **will be credited as parent-teacher study groups,** if a report is sent. Individuals, who listen at home to at least six broadcasts, will be credited as a parent education study, if one person sends a report giving the names and addresses of the listeners, and the dates of the programs heard.

The Oklahoma Bill of Rights for Children and Youth will form the basis of the informal, unrehearsed, round table discussions.

HOMES MUST BE SAFE

If you have written to me recently you found, enclosed in my reply, a mimeographed folder under the title "There's No Place Like Home For Accidents." And, if you read the folder, you found some startling facts about home accidents. These folders will be distributed during the state convention; be sure to get your copy.

What will you do with the folder? It contains information in brief, concrete form. It contains suggestions for parents who wish to make their homes safe places to live. Much of its information lends itself nicely to poster making, to essay writing, to assembly talks, to panel and forum discussions.

At the end of the year I hope to compile information received from all sections of the state regarding what they DID about home safety. Appoint someone now to write me what has been done in your home, in your neighborhood, in your association, in your community. Be sure you are included in my article.

If you do not have a folder, if you do not expect to attend the state convention, drop me a postal. A copy will be sent you by return mail.

☆

FAMILY LIFE WEEK IN CLINTON

As I write this, I am in Clinton for our Family Life Week, the first all community one in Oklahoma and, so far as we know, the first one in the United States. Although the week is not finished, it has far exceeded our most optimistic hopes for it. An article could be written about any one of the events of the week. There was—

"Family Pew Day" on Sunday, when interest in attending church as families and sitting together caused the church attendance to exceed the maximum reached up to this date. . . . I know how deserted the downtown section was on Tuesday, "Family Home Night." According to reports more corn was popped, candy made, games played, and family talks held than ever before in the history of Clinton. . . . I have not learned as yet how many families attended the movie on the night the managers offered a special price for family groups. I dare say it was a unique experience for the families who did attend "together."

My meetings with men's luncheon clubs and the junior chamber of commerce have resulted in most interesting discussions by and with these men. . . . Over three hundred women attended their meeting.

The daily student forums have been highlights of the week. At their request the period is being lengthened because there was not time yesterday for all who had something to say. . . . Tonight will be the public forum for adults and young people. Those of you who have heard these panels know how much fun that will be. . . . We close tomorrow night with family picnics in the park and a community sing, with no speeches except a summary of the week's activities. . . . Yes, through the cooperation of Boyd Gunning, our chairman of visual education, a movie is being made of some of the activities. You may see for yourself what has been going on.

HOW DID YOU RATE LAST YEAR?

NORTHEASTERN REGION

Number on Honor Roll 61
Number above 50% 25
Number above 100% 15
Largest % of increase, Miami, Pershing, 475%

NORTHWESTERN REGION

Number on Honor Roll 33
Number above 50% 8
Number above 100% 4
Largest % of increase, Woodward, Madison Park, 170%

SOUTHEASTERN REGION

Number on Honor Roll 31
Number above 50% 11
Number above 100% 5
Largest % of increase, McLoud, McLoud, 410%

SOUTHWESTERN REGION

Number on Honor Roll 75
Number above 50% 27
Number above 100% 12
Largest % of increase, Norman, Jefferson, 240%

TOTAL FOR STATE

Number on Honor Roll 200
Number above 50% 71
Number above 100% 36
Largest % of increase, Miami, Pershing, 475%

Largest Association in State, Oklahoma City Harding Junior High, 623 members.

Second Largest Association in State, Tulsa Barnard Grade School, 612 members.

MEMBERSHIP HONOR ROLL FOR YEAR 1940-1941

Showing those Associations with a 10% and higher increase.

LEGEND

1 star for 10% up to 20% increase.
2 stars for 20% up to 30% increase.
3 stars for 30% up to 50% increase.
4 stars for 50% up to 75% increase.
5 stars for 75% up to 100% increase.
6 stars for 100% and up increase.

NORTHEASTERN REGION

Town	Name of PTA	Percent	No. Stars
	CHEROKEE COUNTY		
Tahlequah	Bagley Tr. School	78%	*****
	CREEK COUNTY		
Drumright	High School	229%	******
Drumright	Pleasant Hill	130%	******
Mounds	Mounds	135%	******
Sapulpa	Liberty	89%	*****
	MUSKOGEE COUNTY		
Muskogee	Central High	365%	******
Muskogee	Irving	120%	******
Muskogee	Sequoyah	284%	******
Muskogee	Washington	50%	****
	OKFUSKEE COUNTY		
Okemah	High School	58%	****
Okemah	Jr. High	38%	***
Okmulgee	Emerson	11%	*
Okmulgee	Franklin	51%	****
	OSAGE COUNTY		
Pawhuska	Century	115%	******
Pawhuska	Jr. High	29%	**
Pawhuska	Lynn	45%	***
Pawhuska	Wooster Mound	41%	***
Pawhuska	McCord	80%	*****
Webb City	Webb City	19%	*
Wynona	Wynona	12%	*
	OTTAWA COUNTY		
Hockerville	Hockerville	134%	******
Miami	Lincoln	15%	*
Miami	North Miami	20%	**
Miami	Pershing	475%	******
Miami	Roosevelt	145%	******
Miami	Wilson	103%	******
Picher	Central	104%	******
Picher	Mineral Hts.	110%	******
Picher	Northwest	55%	****
Picher	White Bird	17%	*
Quapaw	Quapaw	24%	**
	ROGERS COUNTY		
Claremore	Claremont	26%	**
Claremore	High School	250%	******
	TULSA COUNTY		
Broken Arrow	Broken Arrow	16%	*
Broken Arrow	Union Consolidated	100%	******
Sand Springs	Garfield	25%	**
Sand Springs	High School	70%	****
Tulsa	Barnard	19%	*
West Tulsa	Berryhill	19%	*
Tulsa	Clinton Jr. High	18%	*
Tulsa	Daniel Webster	32%	***
Tulsa	Eliot	10%	*
Tulsa	Eugene Field	10%	*
Tulsa	Kendall	17%	*
Tulsa	Lowell	11%	*
Tulsa	McBirney	46%	***
Tulsa	Mark Twain	65%	****
Tulsa	Pershing	10%	*
Tulsa	Pleasant Porter	93%	*****
Tulsa	Roosevelt	23%	**
Tulsa	Sequoyah	15%	*
Tulsa	Sidney Lanier	15%	*
Tulsa	Springdale	11%	*
	WAGONER COUNTY		
Wagoner	Wagoner North School	35%	***
	WASHINGTON COUNTY		
Bartlesville	Garfield	24%	**
Bartlesville	Highland Park	12%	*
Bartlesville	Jefferson	31%	***
Bartlesville	Jr. Sr. High	28%	**
Bartlesville	Lincoln	13%	*
Bartlesville	McKinley	10%	*
Bartlesville	Washington	18%	*

Largest % of increase, Miami, Pershing, 475%

NORTHWESTERN REGION

Town	Name of PTA	Percent	No. Stars
	GARFIELD COUNTY		
Enid	Adams	114%	******
Garber	Garber	20%	**
	GRANT COUNTY		
Nardin	Hurley No. 49	13%	*
Eddy	New Home No. 74	50%	****
	KAY COUNTY		
Blackwell	Chikaskia Valley No. 59	44%	***
Blackwell	Lovett Jr. High	50%	****
Blackwell	Prairie Home No. 60	166%	******
Braman	Brown Union No. 3	46%	***
Eddy	Pleasant View No. 64	45%	***
Hunnewell, Kan.	Triumph No. 19	36%	***
Kaw City	Big Beaver	13%	*
Kaw City	Longmount	20%	**
Kaw City	Oak Grove No. 53	11%	*
Kaw City	Pleasant Valley	21%	**
Kildare	Prairie Chapel No. 49	53%	****
Peckham	Peckham	20%	**
Ponca City	Jefferson	18%	*
Ponca City	Lincoln	10%	*
Kildare	Pleasant Valley No. 47	14%	*
Ponca City	Roosevelt	42%	***
Tonkawa	Central No. 81	14%	*
Tonkawa	Eagles Nest	11%	*
Uncas	Uncas	33%	***
	KINGFISHER COUNTY		
Kingfisher	Kingfisher	26%	**
Crescent	Lone Star	63%	****
Guthrie	Banner	31%	***
Guthrie	Cotteral Jr. High	20%	**
Guthrie	Pleasant Hill	100%	******
	PAYNE COUNTY		
Cushing	Highland	42%	***
Cushing	Jr. Sr. High	25%	**
Quay	Quay	37%	***
Stillwater	Lincoln	13%	*
Woodward	Madison Park	170%	******

Largest % of increase, Woodward, Madison Park, 170%

SOUTHEASTERN REGION

Town	Name of PTA	Percent	No. Stars
	BRYAN COUNTY		
Bokchito	Bokchito	87%	*****
Durant	Washington	34%	***
	CARTER COUNTY		
Fox	Fox	24%	**
Milo	Graham	25%	**
Healdton	Healdton High	17%	*
Healdton	Sunset	52%	****
Wirt	Dundee	16%	*
	CHOCTAW COUNTY		
Boswell	Boswell	194%	******
Hugo	Eugene Field	100%	******
Hugo	Robert E. Lee	38%	***
	HUGHES COUNTY		
Holdenville	Capitol Hts.	42%	***
	LE FLORE COUNTY		
Poteau	Cameron	240%	******
Poteau	Poteau	42%	***
Spiro	Spiro	33%	***
Talihina	Talihina	64%	****
	PITTSBURG COUNTY		
McAlester	Edmond Doyle	47%	***
McAlester	Emerson	52%	****
McAlester	Jefferson	64%	****
McAlester	Sr. High	39%	***
McAlester	Jr. High	13%	*
McAlester	Washington	25%	**
McAlester	William Gay	29%	**
	PONTOTOC COUNTY		
Ada	Glenwood	12%	*
Stonewall	Stonewall	11%	*
	POTTAWATOMIE COUNTY		
McLoud	McLoud	410%	******
Shawnee	Irving	10%	*
Shawnee	Woodrow Wilson	13%	*
St. Louis	St. Louis	44%	***
Tecumseh	Barnard	127%	******
Tecumseh	Willard	11%	*
	SEMINOLE COUNTY		
Wewoka	Compton	73%	****

Largest % of increase, McLoud, McLoud, 410%

SOUTHWESTERN REGION

Town	Name of PTA	Percent	No. Stars
	BECKHAM COUNTY		
Elk City	Elk City	34%	***
Sayre	Sayre	135%	******
	CADDO COUNTY		
Anadarko	East Side	23%	**
Anadarko	West Side	18%	*
Carnegie	Carnegie	83%	*****
	CANADIAN COUNTY		
El Reno	Central	13%	*
El Reno	Etta Dale Jr. High	10%	*
El Reno	Irving	14%	*
El Reno	Lincoln	16%	*
El Reno	Webster	25%	**
	CLEVELAND COUNTY		
Lexington	Lexington	90%	*****
Norman	Jefferson	240%	******
Norman	Jr. Sr. High	12%	*
Norman	Lincoln	30%	***
Norman	McKinley	110%	******
Norman	Washington	45%	***
Norman	Woodrow Wilson	11%	*
	COMANCHE COUNTY		
Cache	Cache	228%	******
Lawton	Emerson	34%	***
Lawton	Jr. High	57%	****
Lawton	Lincoln	11%	*
Lawton	McKinley	18%	*
Lawton	Pershing	11%	*
Lawton	Washington	47%	***
Lawton	Woodrow Wilson	90%	*****
	CUSTER COUNTY		
Weatherford	Weatherford	30%	***
	GRADY COUNTY		
Chickasha	Jr. High	62%	****
Chickasha	North Ward	65%	****
Chickasha	Northwest	78%	*****
Chickasha	High School	26%	**
Chickasha	South Ward	20%	**
Chickasha	Southwest	27%	**
Chickasha	West School	88%	*****
	GREER COUNTY		
Mangum	Sr. High School	17%	*
	HARMON COUNTY		
Hollis	Hollis	138%	******
	JACKSON COUNTY		
Altus	Eugene Field	21%	**
Altus	Robert E. Lee	13%	*
Altus	Wilson	55%	****
	KIOWA COUNTY		
Hobart	Eugene Field	90%	*****
Hobart	Francis Willard	116%	******
Hobart	Hobart High	151%	******
	OKLAHOMA COUNTY		
Britton	Elementary Grade	38%	***
Britton	Jr. Sr. High	23%	**
Harrah	Harrah	21%	**
Oklahoma City	Bath	10%	*
Oklahoma City	Capitol Hill Sr. High	14%	*
Oklahoma City	Carey	36%	***
Oklahoma City	Central High	11%	*
Oklahoma City	Columbus	10%	*
Oklahoma City	Creston Hills	32%	***
Oklahoma City	Crooked Oak	63%	****
Oklahoma City	Culbertson Hts.	92%	*****
Oklahoma City	Dewey	46%	***
Oklahoma City	Emerson	100%	******
Oklahoma City	Foster	237%	******
Oklahoma City	Harding Jr. High	23%	**
Oklahoma City	Horace Mann	21%	**
Oklahoma City	Lafayette	117%	******
Oklahoma City	Lincoln	35%	***
Oklahoma City	Nichols Hills	10%	*
Oklahoma City	Pleasant Hill No. 45	20%	**
Oklahoma City	Prairie Queen	35%	***
Oklahoma City	Putnam City	10%	*
Oklahoma City	Sequoyah	10%	*
Oklahoma City	Soldier Creek	15%	*
Oklahoma City	Stand Watie	50%	****
Oklahoma City	Jackson	14%	*
Oklahoma City	Washington	100%	******
Oklahoma City	West Nichols Hills	45%	***
Oklahoma City	Westwood	10%	*
Oklahoma City	Willard	92%	*****
	STEPHENS COUNTY		
Duncan	Jr. Sr. High	13%	*
Duncan	Lee	106%	******
	TILLMAN COUNTY		
Frederick	Lowell	28%	**
Rocky	Rocky	81%	*****

Largest % of increase, Norman, Jefferson, 240%

Membership

MRS. CARL DAVENPORT
State Chairman

In most instances you have observed Membership Week, September 20th to 27th. You are now gatherig up the "stragglers" whose membership never comes in on time; those who weren't home when the Membership Committee called or perhaps those who needed a little more convincing argument as to why they should join the PTA.

How can we interest these people in our work for child welfare and the community? Too often parent-teacher workers approach prospective members as though the PTA were some sort of medicine which people should endure because either the school or the neighborhood is ailing.

Please see that they do not feel that the PTA is a disagreeable "dose" to be taken for the possible good of the school or the community, but, rather, that it is an opportunity for service. Each person should be made to feel that he or she individually IS NEEDED to HELP with this work for the welfare of our children and our community. People **like** to feel that they are needed. We know that they **are** needed in Child Welfare Work—So make them know that we want and need them—(Be sure after you've solicited their help that you put them to work.)

One of the criticisms offered of the PTA is that we talk a great deal about what **should** be done and then accomplish so little in proportion to what needs doing. Therefore, let us ask their help and then set them to work at projects that will have a definite value to the children of our community.

Oklahoma had a membership of 34,500 for 1940-41.

A ten per cent increase would give us about 38,000.

Are we going to be satisfied with this?
Dare we try for 40,000?
LET'S GO OKLAHOMA!!!

"Six Articles Of The Democratic Faith:

1. The individual human being is of surpassing worth
2. The material earth and human culture belong to all men
3. Men can and should rule themselves
4. The human mind can be trusted and should be set free
5. The immeasurable superiority of the method of peace over the method of war in the adjustment of differences and disputes among men
6. Racial, cultural, and political minorities should be tolerated, respected and valued."

—George S. Counts,
National Parent-Teacher

AST YEAR?

TOTAL FOR STATE

Number on Honor Roll ---------- 200
Number above 50% ---------- 71
Number above 100% ---------- 36
Largest % of increase, Miami, Pershing, 475%

Largest Association in State, Oklahoma City Harding Junior High, 623 members.

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El Reno	Lincoln	16%	*
El Reno	Webster	25%	**
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Norman	Jefferson	240%	******
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Norman	Lincoln	30%	***
Norman	McKinley	110%	******
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Norman	Woodrow Wilson	11%	*
	COMANCHE COUNTY		
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Lawton	Lincoln	11%	*
Lawton	McKinley	18%	*
Lawton	Pershing	11%	*
Lawton	Washington	47%	***
Lawton	Woodrow Wilson	90%	*****
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Weatherford	Weatherford	30%	***
	GRADY COUNTY		
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Chickasha	Northwest	78%	*****
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Hollis	Hollis	138%	******
	JACKSON COUNTY		
Altus	Eugene Field	21%	**
Altus	Robert E. Lee	13%	*
Altus	Wilson	55%	****
	KIOWA COUNTY		
Hobart	Eugene Field	90%	*****
Hobart	Francis Willard	116%	******
Hobart	Hobart High	151%	******
	OKLAHOMA COUNTY		
Britton	Elementary Grade	38%	***
Britton	Jr. Sr. High	23%	**
Arrah	Harrah	21%	**
Oklahoma City	Bath	10%	*
Oklahoma City	Capitol Hill Sr. High	14%	*
Oklahoma City	Carey	36%	***
Oklahoma City	Central High	11%	*
Oklahoma City	Columbus	10%	*
Oklahoma City	Creston Hills	32%	***
Oklahoma City	Crooked Oak	63%	****
Oklahoma City	Culbertson Hts.	92%	*****
Oklahoma City	Dewey	46%	***
Oklahoma City	Emerson	100%	******
Oklahoma City	Foster	237%	******
Oklahoma City	Harding Jr. High	23%	**
Oklahoma City	Horace Mann	21%	**
Oklahoma City	Lafayette	117%	******
Oklahoma City	Lincoln	35%	***
Oklahoma City	Nichols Hills	10%	*
Oklahoma City	Pleasant Hill No. 45	20%	**
Oklahoma City	Prairie Queen	35%	***
Oklahoma City	Putnam City	10%	*
Oklahoma City	Sequoyah	10%	*
Oklahoma City	Soldier Creek	15%	*
Oklahoma City	Stand Watie	50%	****
Oklahoma City	Jackson	14%	*
Oklahoma City	Washington	100%	******
Oklahoma City	West Nichols Hills	45%	***
Oklahoma City	Westwood	10%	*
Oklahoma City	Willard	92%	*****
	STEPHENS COUNTY		
Duncan	Jr. Sr. High	13%	*
Duncan	Lee	106%	******
	TILLMAN COUNTY		
Frederick	Lowell	28%	**
Ty	Rocky	81%	*****

Largest % of increase, Norman, Jefferson, 240%

Membership

MRS. CARL DAVENPORT
State Chairman

In most instances you have observed Membership Week, September 20th to 27th. You are now gatherig up the "stragglers" whose membership never comes in on time; those who weren't home when the Membership Committee called or perhaps those who needed a little more convincing argument as to why they should join the PTA.

How can we interest these people in our work for child welfare and the community? Too often parent-teacher workers approach prospective members as though the PTA were some sort of medicine which people should endure because either the school or the neighborhood is ailing.

Please see that they do not feel that the PTA is a disagreeable "dose" to be taken for the possible good of the school or the community, but, rather, that it is an opportunity for service. Each person should be made to feel that he or she individually IS NEEDED to HELP with this work for the welfare of our children and our community. People **like** to feel that they are needed. We know that they **are** needed in Child Welfare Work—So make them know that we want and need them—(Be sure after you've solicited their help that you put them to work.)

One of the criticisms offered of the PTA is that we talk a great deal about what **should** be done and then accomplish so little in proportion to what needs doing. Therefore, let us ask their help and then set them to work at projects that will have a definite value to the children of our community.

Oklahoma had a membership of 34,500 for 1940-41.

A ten per cent increase would give us about 38,000.

Are we going to be satisfied with this?
Dare we try for 40,000?
LET'S GO OKLAHOMA!!!

"Six Articles Of The Democratic Faith:

1. The individual human being is of surpassing worth
2. The material earth and human culture belong to all men
3. Men can and should rule themselves
4. The human mind can be trusted and should be set free
5. The immeasurable superiority of the method of peace over the method of war in the adjustment of differences and disputes among men
6. Racial, cultural, and political minorities should be tolerated, respected, and valued."

—George S. Counts,
National Parent-Teacher.

Why Should I Become a Member Of A Parent-Teacher Association?

By MRS. STANLEY W. EMMITT, Ohio State Membership Chairman

The stock answer, of course, is, "That you may join in the united effort of two and a half million people to secure better homes, better schools, and better communities by serving the cause of children and youth."

1941 has brought us an added reason for increasing Parent-Teacher Membership. The words "total defense" have become a part of parent - teacher language, — defense of education, of health, of recreational facilities, of all the constructive programs that the PTA has sponsored for nearly half a century. Our plans must include a program of long range defense, looking far into the future for America's children, our citizens-to-be.

With billions being spent for defense, we must guard the gains we have made in our program of public education. Consequently, the financial and moral support of the schools should head the list of reasons for belonging to a Parent-Teacher Association. Are well-equipped, modern school buildings provided in your community? Are the teachers well-trained and receiving adequate salaries? Does your community respond generously to requests for funds for educational purposes? Is the need for vocational training for both boys and girls being met in your community? Are your schools kept open for educational and recreational purposes after regular school hours? Do the teachers get good cooperation from the parents in regard to health work, home study, and attendance? These are only a few of the ways in which we can help to have better schools if our organization aids in making the answers to these questions affirmative, throughout the state.

The training in the schools will pretty largely determine the future of America. Only a well informed public can aid in making that training increasingly better —(And what organization is so well fitted to inform the public as the PTA).

Besides guarding and improving the educational program, we find many more practical reasons for increasing the interest in Parent-Teacher Associations by adding new members. An emphasis on health and the physical well-being of children; the providing of adequate facilities for wholesome physical and social recreation for youths and adults; the maintenance of character building agencies, active in the training and religious education of children and young people; aiding in a state-wide safety program; and finally in co-ordinating all community activities for more effective promotion of the welfare of children and youth, —these are the answers—a few of them —to WHY BELONG TO THE PARENT-TEACHER ASSOCIATION?

—Portions taken from
Ohio Parent-Teacher.

MENTAL HYGIENE

Plan now to attend the Mental Hygiene Conference in Ada, Friday, October 10, 8:00 a. m. The Conference will include a discussion of:

1. Meaning and Purpose of Mental Hygiene
2. How to Stimulate Public Interest in Mental Hygiene
3. How to Use National, State and Community Resources
4. A Program of Work for Local Units.

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"AMONG OURSELVES"

RUBY R. SCOTT

AMERICA GOES BACK TO SCHOOL

Today school opened. For an hour they have been passing, colorful little groups, walking by in twos and threes, little faces clean and shining, gay print dresses and shirts of bright shades. These are going north to Jefferson elementary school, half a block away. Bicycle brigades, going south to junior and senior high have intrigued me. In the house my foot-steps echo with a hollow sound. It is very quiet up-stairs and down. The old brindle bull-dog stood with a bewildered look upon his face when he saw the bicycles roll away and finding the screen locked, curled up on the floor with a sad look on his face. It is a "peace that passeth understanding!"

MY HEART IS SAD

Peaceful, yes. But there is a "sadness that is akin to pain." Jefferson is within sight of my house, and there Mrs. Gladys Risher and her corps of beloved teachers have guided three little Scotts from the first through the 7th grades. But today, I had no one to send to Jefferson. This is the first time in 9 years that there will not be a little Scott to respond to roll call in Jefferson school. Junior and senior high have claimed them.

SINGING VOICES

My last tie with Jefferson is broken. Now, when I'm in my kitchen and in the back yard tending household duties and look across the intervening back yards to Jefferson's playground, I must realize there is no one in that colorful group shouting at play, to call me "mother." But it is the singing voices that will cause a tear to fall! The sweetest music in the world is the singing of little children and throughout the school season, on bright days when the auditorium door is open, I can hear the young voices, lifted as one voice in song. This year when I hear "Row, Row, Row Your Boat," and "Londonderry Air," floating across the back yards, I shall try not to listen, because something inside will hurt. The years fly by and soon the old nest will be empty!

I SHALL STILL BELONG

But, the "last tie with Jefferson" is **not** broken. Not as long as there is a PTA. I shall always hold membership in this unit and shall work with the parents and teachers in this community, and love them as I have for 9 years.

ADA IS READY

We have been to Ada again. Madam President, Olive Wadlin; Convention Manager, Ethel Caldwell; Convention Program Chairman, Norma Burkitt; Contract Manager, Irene Stone and I. Mrs. Stone was formerly council president at Ada and started the convention ball rolling. Being a resident now of Oklahoma City does not deter her from lending aid. Irene is a sort of assistant president to Mary Helen Evans, the busy leader of the Ada council. I'm not much use to the committee but I always join myself to the group because they must pass my house in Shawnee on the way south to the convention city. I have been using my capacity as publicity chairman as an excuse to go. They don't need me **YET**, but a press agent always gets by.

OUR GENIAL HOSTS

The soft voiced, patient Mrs. Evans who never gets ruffled in spite of the petty detail and responsibility that falls upon a hostess council president during a convention, seems to have the situation well in hand. Perhaps her tranquility is due to the two gentlemen helpers who have impressed us so with their warm hearted hospitality. Dan Procter, superintendent of schools (you will remember him from the album photograph, wearing the waxed mustache last spring) and A. R. Wallace the big jolly principal of that splendid junior high school where we will hold official sessions. Adding interest to the hospitality of the convention also, are Mrs. Wallace, scholarly wife of the principal and charming little Mrs. Procter who fed us cake and punch last summer. This group gave us a convention sample when we were in Ada for a meeting several months ago. They had arranged a noon luncheon at the hotel and had 50 local parent-teacher people to greet us. A miniature convention, even to potted pink geraniums on the tables!

BLUE AND GOLD

On our final visit last week, when we walked in the school building and were greeted by Mr. Wallace, we were much impressed with the ornamental settee in the lobby, near the door. Believe it or not, Mr. Wallace had that lovely thing done over in blue and gold just because of PTA. Soft blue leather cushions, gold do-dad in the center, with blue trimmings and on top a plant in a beautiful blue jardiniere! It's one of those four-square pieces, and several tired mamas can sit comfortably at one time but we heard Alice Sowers saying it was the place she would use to take her cat-naps (imagine!) during convention.

CORN PONE AND BEAN SOUP

Another important personage who will help look after us is Mark Poole, manager of the Aldridge hotel. He has treated the committee royally on the arrangement visits and we hope he will have no regrets when we have departed from his hotel. Mr. Pool says his Chef will serve plenty of that delicious corn pone I have been writing about and that the bean soup will be ready at all hours. I have not described that old-fashioned bean soup to you yet, for words fail. Ethel Caldwell is the person who can wax eloquent on bean soup but she is too busy with convention plans to write.

"A LARGE GROUP OF PEOPLE SINGING"

Aside to Mrs. J. H. Stewart, Tulsa, state music chairman: I didn't know that you too just loved having the tea leaves read. How interesting! And your Gypsy Tea Room adventure is indeed coming true. Mr. Poole re-emphasized that we may sing in the lobby as much as we like. He says he is a singing man himself and we are welcome to sing our way through the convention — upstairs and down, in the lobby and in the elevators, indoors and out. So, with your splendid directing, we will make the welkin (or rafters or whatever hotels have) ring.

OPEN LETTER TO COUNCIL PRESIDENTS

Dear Council Presidents: Please meet me in room 101, junior high school building, Ada, October 9 at 8 o'clock a. m. A conference "Calling All Council Presidents" will take place at that time. This room is just across the hall from the big auditorium where general sessions will be held. Bring questions, problems, suggestions and enthusiasm. Yours truly, Mrs. C. E. Scott.

SCHOOLS OF INFORMATION

Shawnee Council opened the season with an all day school of information September 11th with PTA folk from several counties invited. Mrs. Clarence Roberts, president, presided. On the day following, Mrs. Fred Garland, charming new president of Oklahoma City Council sounded the gavel in a similar meeting. And did I enjoy that day with the largest Council in the State! September 24th my itinerary called for attendance at the school of instruction at McAlester where Mrs. Stanton Stallings did her first "prezzing" over the group there. I look back with interest to an afternoon meeting recently with Mrs. Stallings and her predecessor, Mrs. T. Springer.

EPICUREANS

Shawnee PTA presidents know how to start the season right. I have been very pleased to note how many of them feed the officers and chairmen before delegating their duties, which somehow moves the work along faster and makes for warm fellowship. Council president, dimpled Mrs. Clarence Roberts, started things off with a luncheon for all the unit presidents in August then handed out the plans.

Mrs. E. E. Huggins presided at one of the merriest meetings I've ever attended when we enjoyed a picnic supper in the flowery kingdom which is Principal Esther Hairston's back yard. All Washington unit officers and chairmen attend-

A HOME INSTITUTION
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20 STORES FOR YOUR CONVENIENCE

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Mrs. E. E. Huggins presided at one of the merriest meetings I've ever attended when we enjoyed a picnic supper in the flowery kingdom which is Principal Esther Hairston's back yard. All Washington unit officers and chairmen attended. Mrs. W. H. Robinson busy leader of Horace Mann unit served a fine meal in her home and even Principal A. J. Smith's late arrival failed to hinder the meeting.

Mrs. Newton Barrett, energetic and charming high school president went so far as to invite her workers to a steak fry at a cabin on Lake Shawnee. Work always follows the eats and Mrs. Roberts and I heartily approve the procedure for we are always guests of honor!

See you at the convention! Goodbye!

(Items for this column should be sent to Mrs. C. E. Scott, 730 N. Louisa, Shawnee.)

Suggested Program Outline

FOR THE SENIOR HIGH SCHOOL OR THE JUNIOR COLLEGE PTA

In suggesting the following program, there is no thought that the program should be accepted exactly as presented here. In every case, special adaptation to the local situation must be considered. Sections from this suggested program might be combined to form an acceptable local program. Any of the topics suggested for one month might be expanded to provide material for several meetings.

PREPARING YOUTH FOR ECONOMIC EFFICIENCY

September: "The Occupational Opportunities for Youth in Our Community." Panel discussion, the panel consisting of representatives of industry, labor, chamber of commerce, service organizations, faculty and students.

(Note: This discussion can follow a report of the survey of occupational opportunities (see p. 21 Highschool Bulletin), or, if such a study has not been made, the interest aroused by this discussion might lead to plans for making such a survey—the report to be made at the March meeting of the association.)

October: "Choosing an Occupation." Symposium: the testing and guidance program of the school; the parent's role in the selection; the problem from youth's point of view.

November: "The School Prepares youth for Economic Efficiency." Go to School Night (see p. 19 Highschool Bulletin). Demonstration of the vocational educational program.

December: "All Work and No Play Makes Jack a Dull Boy." Avocations; hobbies; extracurricular activities; demonstrations; Christmas music (school orchestra, glee club); or Christmas pageant written and presented by drama students.

January: "Training for the Job." A discussion of work opportunities on the job. The apprentice system. The program of the N.Y.A. Training for defense industries.

February: "Preparation for Home and Family Life." Founders Day celebration. Talk by student from public speaking or social science class: "Do the ideals of home and family life as set forth by our founders meet the present-day situation?"

Discussion by student panel: What responsibility has the school for preparing students for home and family life? How is our school meeting this responsibility?

Birthday cake—tea served by members of the home economics class.

March: "Placement." Talk by secretary of the placement bureau, followed by discussion. Report of survey of occupational opportunities (see September program). Skit presented by students, showing the wrong way and the right way to apply for a job.

April: "Attitudes are Important." Symposium: How may proper attitudes toward work be developed in the home? How does the school attempt to inculcate high standards of work and desirable work habits and attitudes? What are the desirable employer-employee relationships? What does the employer expect of the employee? What should be his attitude toward his employees? Discussion.

May: "After High School—What and Where?" Who should go to college? Opportunities in vocational schools; defense industries. Scholarships and other student aids; what are those available?

(After the discussion of these topics, opportunity should be provided for consultation by parents and students with the representatives of the different colleges, schools, and industries who have been invited to be present at this meeting.)

June: "Evaluation of the Vocational Education Program." Report by the school principal on the number of students trained for vocations during the school year; the number placed in jobs; the number going on for further training, etc.

Evaluation of the vocational program of the school by an employer; by a parent; by a student; by a former student.

—From 1941 Highschool Bulletin.

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Books In Review

NOTABLE FICTION • THE OCTOBER SELECTION

The Keys of the Kingdom. By A. J. Cronin. (Little, Brown and Company. Price, $2.50.)

At last the lover of fiction has an opportunity to read a book that helps restore one's faith in human kind. **The Keys of the Kingdom** is a beautiful story that grips the heart and stirs one to the realization that even in the midst of the plague of hate and war there are "Keys to the Kingdom" which are available to all.

The book opens with a heart-warming description of father-and-son affection. The hero of the story, Francis Chisholm, lives an utterly Christ-like life, entirely unaware of his own greatness. His boyhood, the loss of his parents, his abuse by relatives, his strange love affair, the conflicts he faces in situations, in personalities, and in himself are presented in swift-moving narrative. As I read this story, saw one after another disaster approaching, with always two courses open to the father, I was reminded of John Oxenham's oft quoted words,

"To every man there openeth
A High way and a Low,
And Every man decideth
The Way his soul shall go."

Francis Chisholm never chose the wrong way.

To every parent who would like to give to his child that which Christ promised to Peter when He said "And I will give to thee the keys of the Kingdom of heaven" I recommend this book.

Rebecca O. Nelson
Coordinator of Family Life Education
Tulsa Public Schools.

Book Week, November 2nd to 8th

MRS. J. R. DALE, Chairman, Reading and Library Service

Autumn signals the approach of another Book Week, which will be celebrated this year November 2nd to 8th. This is an important date on the calendar for parents, teachers, librarians, and all of us who believe in the importance of the development of good reading habits among children, and in seeing that good books are available for them to read.

"Forward With Books!", the theme for this year's celebration, sounds a stirring call to books and the reading road to progress. Never before in the history of our country has there been such a need for emphasis on the reading of good books. In an age of confused and warped ideals, both children and adults need the comfort, the courage, the inspiration to be found in clean, healthy books, so that we may face the future with strength and determination.

Librarians, schools, and bookstores are already making plans for a nationwide celebration of Book Week. Each Parent-Teacher group in Oklahoma will want to join in the observance of this event.

Here is an excellent opportunity to include on the program for this week, talks on such subjects as "Recent Children's Books," "What Makes a Good Book," and "The Influence of Books." Dramatic and colorful exhibits, pageants and plays may be built around a patriotic interpretation of the theme, "Forward With America Through Books," or "Forward With Books for Better Citizenship."

Chairmen interested in suggestions for a Book Week program will want the manual of suggestions issued by Book Week Headquarters, 62 West 45th St., New York City. This manual includes detailed instructions for community and group programs. An attractive poster for advertising purposes has been designed by Helen Sewell, popular illustrator of children's books. This poster may be purchased from Book Week Headquarters for 20 cents.

Book Week plays, pageants, or program material are available also from the Oklahoma Library Commission, State Capitol. It is hoped that your organization will find many ways and methods to carry on the celebration of this important week in your community.

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SUGGESTED BIBLE READING FO SELF-HELP AND PTA PROGRAM

For this year:
Isaiah 61: 1-11.
Romans 12: 1-21.
Revelation 21: 1-5.
For Peace:
Isaiah 2: 1-4; 52: 7-10.
Micah 4: 1-4.
Matthew 5: 1-9.
Luke 19: 41-44.
Trust in God:
Isaiah 12: 1-6.
Psalms 1, 8, 19, 23, 46, 100, 150.
Matthew 6: 19-34.
For Justice:
Micah 6: 6-8.
Amos 5: 14, 15, 21-24.
Matthew 7: 1-5, 18: 21-35.
For Good Will:
Leviticus 19: 11-18.
Matthew 22: 34-40.
I Corinthians 13.
I John 4: 7-21.
For Brotherhood of all Men:
Isaiah 52: 7-10.
Malachi 2: 10.
Matthew 5: 43-48.
Luke 10: 25-37.
Acts 17: 22-28.
Hebrews 13: 1, 2.
For Righteousness:
Exodus 20: 1-17.
Isaiah 1: 13-17.
Habakkuk 2: 9-17.
Proverbs 3: 1-7.
Romans 12: 9-21.
Galatians 6: 1-10.
Ephesians 4: 25-32.
For Homes:
Proverbs 1: 7-9, 10: 1-4.
Ephesians 6: 1-4.
True Religion:
Job 29: 1-25.
James 1: 19-27.
—British Columbia Parent-Teacher News.

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OBER SELECTION

n. By A. J.
Company.

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approaching, with always two
open to the father, I was re-
of John Oxenham's oft quoted

To every man there openeth
High way and a Low,
nd Every man decideth
he Way his soul shall go."
s Chisholm never chose the wrong

very parent who would like to give
child that which Christ promised
r when He said "And I will give to
the keys of the Kingdom of
" I recommend this book.
ecca O. Nelson
rdinator of Family Life Education
sa Public Schools.

ber 2nd to 8th

g and Library Service

Headquarters, 62 West 45th St.,
York City. This manual includes
d instructions for community and
programs. An attractive poster for
ising purposes has been designed
len Sewell, popular illustrator of
n's books. This poster may be pur-
from Book Week Headquarters
cents.
k Week plays, pageants, or pro-
material are available also from
lahoma Library Commission, State
l. It is hoped that your organiza-
ill find many ways and methods
ry on the celebration of this im-
t week in your community.

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ey Tower Oklahoma City

SUGGESTED BIBLE READING FOR SELF-HELP AND PTA PROGRAMS

For this year:
Isaiah 61: 1-11.
Romans 12: 1-21.
Revelation 21: 1-5.

For Peace:
Isaiah 2: 1-4; 52: 7-10.
Micah 4: 1-4.
Matthew 5: 1-9.
Luke 19: 41-44.

Trust in God:
Isaiah 12: 1-6.
Psalms 1, 8, 19, 23, 46, 100, 150.
Matthew 6: 19-34.

For Justice:
Micah 6: 6-8.
Amos 5: 14, 15, 21-24.
Matthew 7: 1-5, 18: 21-35.

For Good Will:
Leviticus 19: 11-18.
Matthew 22: 34-40.
I Corinthians 13.
I John 4: 7-21.

For Brotherhood of all Men:
Isaiah 52: 7-10.
Malachi 2: 10.
Matthew 5: 43-48.
Luke 10: 25-37.
Acts 17: 22-28.
Hebrews 13: 1, 2.

For Righteousness:
Exodus 20: 1-17.
Isaiah 1: 13-17.
Habakkuk 2: 9-17.
Proverbs 3: 1-7.
Romans 12: 9-21.
Galatians 6: 1-10.
Ephesians 4: 25-32.

For Homes:
Proverbs 1: 7-9, 10: 1-4.
Ephesians 6: 1-4.

True Religion:
Job 29: 1-25.
James 1: 19-27.

—British Columbia Parent-Teacher News.

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Devotional Thoughts

THE REV. GEORGE H. QUARTERMAN

☆

INTO THE WIND

Scripture Reading—St. Luke 13:18-21

The circumstances of our day are such that men's hearts are failing them for fear. The epitome of scientific knowledge is pictured in the most destructive devices of men. In a large part of the world the healing arts are directed toward the restoration of physical being torn asunder by the hatred of men incarnate. A hostile environment threatens to destroy in their inception the hopes and visions of good men. How can we face this world of hostile circumstance?

The mustard seed is a very small thing buried in the earth, enveloped in darkness and bearing upon it great weight. However, it grows out of these circumstances into a tree where the birds find haven and rest. The leaven which the woman hides in the meal is unseen, pressed upon and amidst inert matter. Yet, it brings life and palatable food value to the whole lump. In both instances there is an inward strength and life which emerges triumphant over the circumstances of environment.

Is it not reasonable that our attention in days like these should be centered upon inward resources rather than upon outward pressures? In the realm of the spirit there are sources of power and a world of liberty that no man can destroy or take away.

My young son asked me one day about the purpose of the wind sock at the airport. You know that it is there to indicate to the pilot the direction of the wind for it is only against the wind that he may take off or land in safety. The world we live in with all of its hostile circumstances may be a grand force to take off in and to lift us to great heights if we develop the life and power that God bestows upon us.

A Mother's Prayer

Lord, preserve me calm in my spirit,
Gentle in my commands,
Watchful that I speak not unadvisedly,
Moderate in my purposes,
Yielding in my temper,
Yet steadfast in my principles.
—Mary L. Butler.

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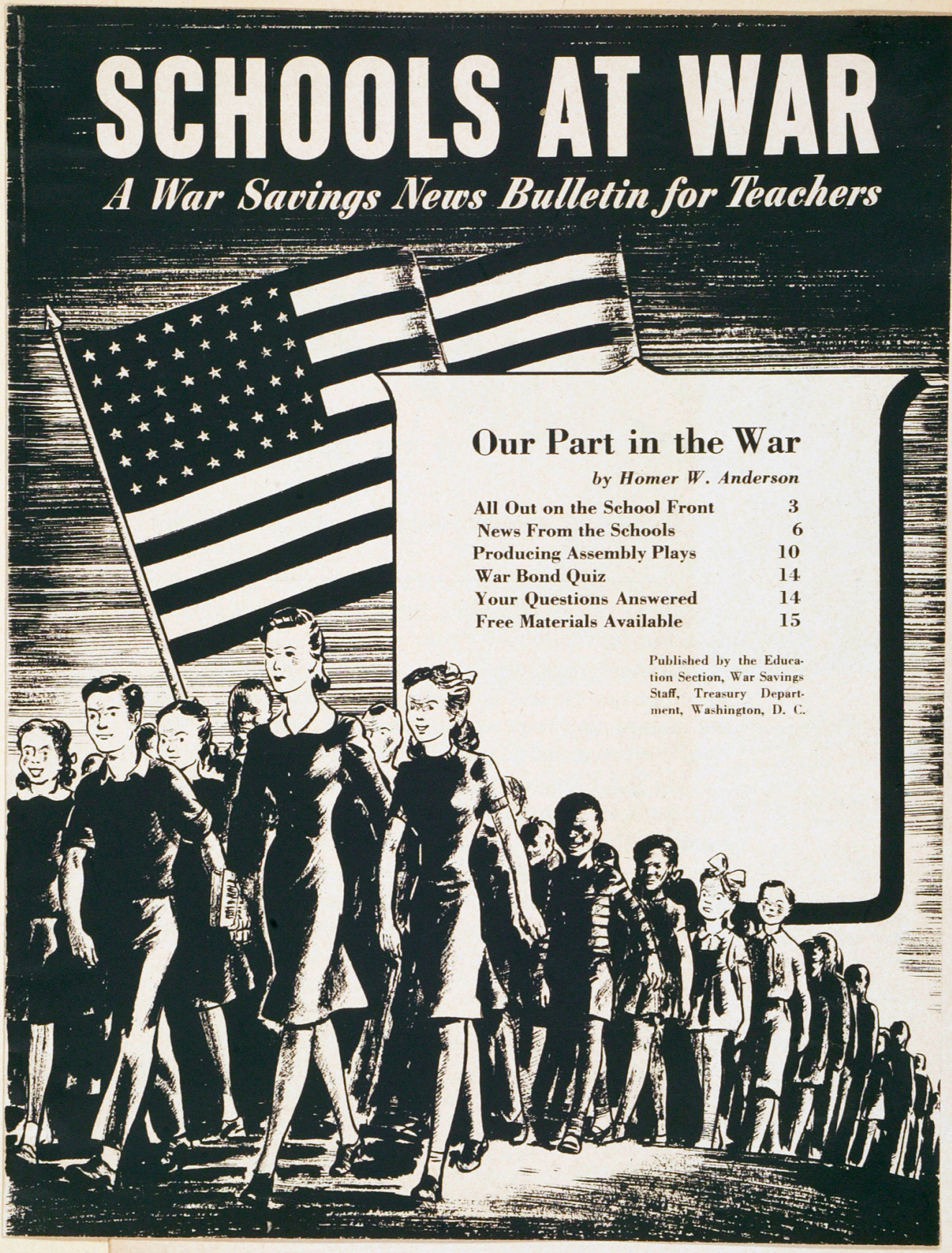
From The
H. L. GREEN COMPANY
224 W. Main Oklahoma City

SCHOOLS AT WAR

A War Savings News Bulletin for Teachers



Our Part in the War

by Homer W. Anderson

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Your Questions Answered	14
Free Materials Available	15

Published by the Education Section, War Savings Staff, Treasury Department, Washington, D. C.

A YEAR'S PROGRAM BASE

Prepared

A. Suggested programs for mee

1. The Perils of poor Hou



Americans are holding about 100 million partly filled albums . . .

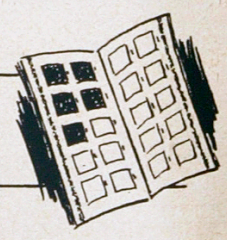
. . . American school children can help insure the success of the big January drive to get these albums filled and converted into bonds.

Let them use their scrap collecting techniques to ferret out the idle and unfilled stamp books in their families' homes, and then to urge Dad and Mother to "Say 'Yes.'" when asked to take their change in stamps.

Let them remind family and friends that only bonds earn interest. . . that 100 million converted stamp books mean $1,875,000,000 for Uncle Sam.

Perhaps lessons in thrift, business education, industrial arts, home economics, and any others professional ingenuity suggests, can be pointed up to show how extra savings can be made and extra stamps purchased.

For further information get in touch with your local War Savings Committee.



8. Cooperate in community

C. Suggested References, che
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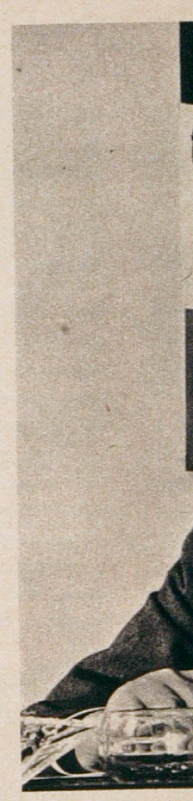
All Out On the School Front



HOMER W. ANDERSON, *President of the National Association of School Administrators, and formerly Superintendent of Schools in St. Louis, who was recently appointed Associate Field Director, War Savings Staff, Treasury Department, in special charge of the work of the Education Section.*

By Homer W. Anderson

The greatest rarity in America today, even rarer than a new set of tires, is an American who does not want our country to win this war.

We not only want our country to win, but we want to know how we as individuals can help it win.

Well, thank Heaven, there is no priority in our democracy on knowledge. Americans have both the right and the opportunity to learn and to understand what are the makings of Victory, and understanding, to make their contributions to that end.

I do not need to tell you that to win we must fight at the front, all the fronts, the world over, where our men can meet and battle the enemy.

I know it is obvious, too, to say that there is still another front, the home front, which we must man if we are to win. It is obvious, but it is worth repeating, because *more Americans must be trained to fight effectively on this front than on any other.*

The Nation's schools occupy a position of key responsibility at a time when every American, young or old, is striving to equip himself or

A YEAR'S PROGRAM E

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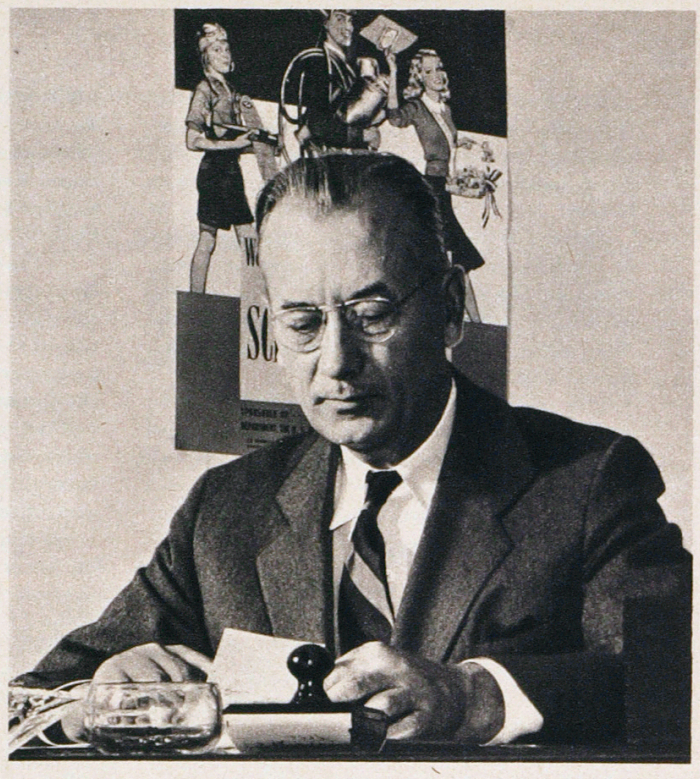
A. Suggested programs for

1. The Perils of poor

All Out On the School Front



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The Nation's schools occupy a position of key responsibility at a time when every American, young or old, is striving to equip himself or herself for effective service in the war effort.

The entire community naturally turns to the schools for the training that will make its members and their sons and daughters:

(1) *As individuals*, better prepared to become soldiers, seamen, farmers, factory workers, nurses, housewives, etc.;

(2) *as citizens*, better able to work together, and eager to share the costs of the war and its hardships with understanding and courage;

(3) *as human beings*, better prepared to plan for a peace which will extend the Four Freedoms into every corner of the world and to every race and nation in the world.

All of these things the schools are being asked to do and *are doing* either as part of the regular school work, or through special training programs, the Schools at War program, the Victory Corps program, conservation and scrap drives, nutrition programs, rationing activities, Red Cross and civilian defense duties, etc.

I would like to say a little more, however, about the problem of working together to win the war.

8. Cooperate in commu

C. Suggested References,
(A full list of refe
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"KEEPING

LET US HELP YOU

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a. Write the Treasury for another half-filled album.
b. stand the loss.
c. tell Hitler about it.
d. pay a penalty to the Treasury.
e. send another half-filled album to the Treasury where it will be completed.

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A YEAR'S PROGRAM B

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A. Suggested programs for

1. The Perils of poor

To win this war, every American must help, and this help must be coordinated with the efforts of every other friend of the United Nations, in the greatest display of teamwork in history.

There will be no room for petty jealousies, or for bickerings as to exactly how the money costs, and the labor costs, and the risks, and the hardships shall be apportioned. And on the other hand, there must be a minimum of cause for such bickerings.

This problem of share-and-share-alike for the duration nowhere becomes more real than when we try to determine how to apportion the cost of the war.

$200 Million a Day

We are spending about 200 million dollars *a day*—equal to about $1.50 *a day* for every man, woman, and child in the United States of America.

How are we going to raise this money? That is to say, how are we going to divide amongst ourselves the cost of the war both temporarily, by borrowing, and permanently, by taxing?

These are not questions which can be left to "Washington." They are questions with which every American must be concerned from now until the job is done. He must be concerned with them, because many of the answers must be his own.

Regarding his own purchases of War Stamps and Bonds, doubts (often Hitler inspired) may assail him.

Someone may say, "The War Bond program is just a morale-building program. That may be all right for some people, but I don't need that kind of morale boosting."

Like all half-truths this is a more dangerous statement than if it were wholly false. It is, of course, true that when you or I buy a Bond, we are building our own and our friends' and neighbors' morale.

It is also true that if the Government wanted to, it could borrow these billions of dollars from banks. But it is false for much more important reasons:

In the first place, the Government *does not want* to borrow all of this money just from the banks. When a bank buys a Bond, it sets up additional deposits on its books to the credit of the Government. Actually what it is doing is increasing the total amount of money in circulation. And this is a time when we are all very anxious to curb inflationary tendencies of this kind.

On the other hand, when you buy a Bond, you do not give the post office an I O U for it; you pay your money. Instead of competing with the Government for things which are already getting scarce, you turn your extra money over to the Government temporarily.

Thus, instead of increasing the amount of money available, and instead of increasing the competition for the purchase of the few things our citizens can still buy, the Government, by borrowing from everybody, is helping to relieve our price ceilings from the kind of purchasing pressure that might otherwise blow them sky-high.

This is a program of particular significance to teachers and others whose incomes have not risen during the past year, and are limited by relatively fixed budgets.

There is still another important reason why the Government wants to borrow from you. As a teacher, you are thinking every day about the post-war world, because the children you teach will be the leaders of it. This future world is a good reason for everybody buying War Bonds and Stamps.

Sharing America

In the first place, when you buy a Bond, you are buying a stake in the post-war world, because you are betting that we will win. But that is only half of it.

Suppose banks and wealthy individuals *did* buy all the Bonds. After the war is over, and the Bonds are beginning to be paid off to their owners, the banks and the rich would get all the money that would then go out from the Treasury.

Not only that, but they would get all the interest, and the interest has to be paid out of Government funds, of course.

After the war, we will want to get back to spending for the things that make living more enjoyable, like cars, washing machines, travel, education, and all those things we have stopped producing or dispensed with for the duration.

If all of the money from the war loans is paid back to relatively few people, what will happen? Banks do not buy cars, or washing machines, or any of these things. Banks function mainly by lending money to corporations and individuals who need it to produce those things.

Bonds to Help Win the Peace

Wealthy people will not be able to buy the quantities of autos and housing, etc., needed to set our factories running on peacetime work.

If no one has money he is able to spend on a car or a washing machine, then even if the banks have a great deal to lend, no one will want to borrow it. For no one will want to produce goods that no one can buy.

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New Social Studies Resour

All high school teachers of the social studies will receive shortly a new teaching outline entitled, "Paying for the War: A Resource Unit for Social Studies Teachers."

The 72 pages of the Unit are divided into two parts. Part I gives a compact review of: (1) The task before us, (2) lessons of the past, (3) financing the second world war, and (4) shaping present financial policies to maintain maximum morale, production, and financial stability during and after the war.

Part II is devoted to teaching aids: The relation of the problem to the pupil's needs and experience, suggested classroom activities, discussion questions, and a review of available teaching materials.

8. Cooperate in comm

C. Suggested References
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A YEAR'S PROGRAM F

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It is for these reasons that the Treasury has gone out to borrow from the people. And it is for these very good reasons that our schools must throw their weight and influence behind the War Savings program.

Certainly the War Bond program builds morale. When you and I buy War Savings Stamps and Bonds, we feel definitely we're helping. What American citizen doesn't want to help?

But what does it do to the enemy? It will help to smash his morale, if Americans unite in one great Bond-buying program. It will demonstrate to Hitler that our morale is high and that we are united and determined in our purpose to defeat him.



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"Paying for the War" has been prepared for the National Council for the Social Studies by a number of specialists in social studies curriculum planning, with the assistance of the United States Treasury Department.

If you teach any branch of the social studies at the high school level, and your school does not receive a copy by mid-January, you may obtain one by writing to the Education Section, War Savings Staff, Treasury Department, Washington, D. C.

However, the Treasury's supply is limited, and duplicate copies are not obtainable except from the National Council for the Social Studies, 1201 Sixteenth Street NW., Washington, D. C., at the regular published price, 30 cents.

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NEWS FROM THE SCHOOLS

If you know someone who thinks that democracy never gets anything done, you will find an answer for your Doubting Thomas on this and the following two pages. Here is democracy in action in that greatest of all democratic institutions, the school. Here are the schools of America at war!

Have you a War Savings thought in your classroom? Tell us about it, please.

Send to the Education Section, War Savings Staff, Washington, D. C., an account of what you are doing in your classroom and school that aids your pupils in understanding how personal savings help our country to meet the war bill and to prepare the saver for personal growth and adjustment to the peace.

Activities growing out of the SCHOOLS AT WAR Handbook are particularly pertinent. Write us about your work in a form you think will interest other teachers.

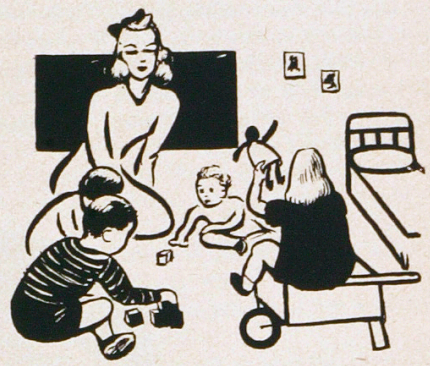
A Letter Home

This fall Indiana school children will get behind the State Payroll Allotment Drive by seeking out ways in which they can help their parents save enough money to sign up for 10 percent or more in Bonds. They will be asked to put these suggestions into a letter to their parents which will then be taken home, signed by each parent, and brought back to school. Each child who writes such a letter and gets it signed by both parents will then have his name added to a special victory honor roll.

"Promoting War Savings Through Opening Exercises" is the title of one of a series of aids issued by the Kansas War Savings Education Committee. It suggests a series of weekly 15-minute exercises based on the study of the words and phrases of the Pledge to the Flag and their application to the War Savings program. *Pledge, allegiance, liberty, justice*—are some of the themes. A real link between patriotism and service!

Deep in the Heart of Texas

By proclamation of the Governor of Texas, 1,100 schools throughout the State will present a series of Victory Concerts on specified dates throughout the school year. Bands, orchestras, and choral groups will participate in this program to raise money for War Savings, to keep up morale and to provide free musical entertainment. Admission will be on the purchase of a Stamp or Bond to be retained by the purchaser. A million dollars is the box-office goal of the Texas Music Education Association and the State Department of Education who are sponsoring the program.



War Babies

One school in Pawtucket selected three of its girls in the Oak Hill section to operate a day nursery. The girls took only the babies of mothers who planned to go into war work. The money they received for the care of the children, they used to buy War Stamps.

In Las Vegas, Nev., high school students hold a "white elephant auction" every day during lunch hour. The white elephants are things for which individual students have no further use. When a particular white elephant is knocked down to the highest bidder, the former owner receives his money in War Stamps.

The Union College Outing Club bought War Bonds with funds received from the insurance company after they had lost their cabin at North Creek, N. Y. Many other schools and colleges which are having to postpone their building plans for the duration are doing a double job, first by conserving critical materials, and second by deciding to put the money into Series F War Bonds.

Expensive prizes, plaques, trips, graduation ceremonies, and costumes, etc., are out for the duration. Most schools are putting the saving into War Bonds.

In Chicago, for instance, the Von Steuben High School graduating class presented the school with $150 worth of War Bonds in place of the usual bronze plaque. Graduates of the Florida High School in Tallahassee ate at home this year and used the money saved to present their school with $300 in Bonds.

Two hundred and fifty Provo, Utah, High School seniors attended commencement ceremonies in every-day school clothes. Gasport, N. Y., High School seniors gave up a boat trip to Detroit and each bought a $25 War Bond to put away for the future.

The Printing High School of Cincinnati planned and produced a series of posters, pamphlets, classroom signs, cuts, and cartoons for use in the War Savings program in the public schools. Red, white, and blue championship placards were awarded to the rooms having the greatest number of students participating. Score sheets were provided to record sales progress in each room. Actual class work in the print shops aided War Savings sales throughout the schools of the city.

A full-time faculty member for the War Savings program in the schools of Pittsburgh has worked out interesting class plans and aids for the teachers. One bulletin contained suggested arithmetic problems based on War Savings; another, War Savings words to familiar tunes; a third suggested a War Savings assembly program. These suggestions will surely assure Pittsburgh's making its goal of a million dollars in Stamps this year.

The Jeffersonian, school newspaper of Thomas Jefferson High School, Richmond, Va., devoted an entire recent issue to the War Savings program. Editorials, news cartoons, and advertisements were related to War Stamps and Bonds.

Philadelphia's Board of Education and Council of Defense have inaugurated a series of 14 free evening classes for men and women to be given in high schools throughout the city.

A YEAR'S PROGRA

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A. Suggested programs f

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In Chicago, for instance, the Von Steuben High School graduating class presented the school with $150 worth of War Bonds in place of the usual bronze plaque. Graduates of the Florida High School in Tallahassee ate at home this year and used the money saved to present their school with $300 in Bonds.

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The Printing High School of Cincinnati planned and produced a series of posters, pamphlets, classroom signs, cuts, and cartoons for use in the War Savings program in the public schools. Red, white, and blue championship placards were awarded to the rooms having the greatest number of students participating. Score sheets were provided to record sales progress in each room. Actual class work in the print shops aided War Savings sales throughout the schools of the city.

A full-time faculty member for the War Savings program in the schools of Pittsburgh has worked out interesting class plans and aids for the teachers. One bulletin contained suggested arithmetic problems based on War Savings; another, War Savings words to familiar tunes; a third suggested a War Savings assembly program. These suggestions will surely assure Pittsburgh's making its goal of a million dollars in Stamps this year.

The Jeffersonian, school newspaper of Thomas Jefferson High School, Richmond, Va., devoted an entire recent issue to the War Savings program. Editorials, news cartoons, and advertisements were related to War Stamps and Bonds.

Philadelphia's Board of Education and Council of Defense have inaugurated a series of 14 free evening classes for men and women to be given in high schools throughout the city.

The purpose of the classes is to teach people how to make the family dollars go farther—the clothing dollar, the food dollar, the housing dollar, etc.

From $470 in War Stamp sales during the first week to $7,000 fourteen weeks later—that is the record of Northwestern High School, Detroit. The increase was a result of their Victory Bank project, which involved building a War Savings booth, manning it with students dressed as Betsy Ross and Uncle Sam, and broadcasting a weekly Victory Stamp Day program over the school's loud speaker system. New songs, slogans, and speeches were developed by the various student entertainers.

$7,558,512,761.85

If you are one of those people who always wonders what happens to the few cents that seem to tag along on the end of a big total, well, you have come to the right place. Checking up with our chief of promotion research, we learn that total War Bond sales up to (not including) August 1 had reached a figure of $7,558,512,761.85. Everybody knows, we thought to ourselves, what will happen to the $7,558,512,761.00, but what about the $0.85? In the War Savings program, you can be happy at last: The 85 cents will go for one soldier's mess kit, one .45-caliber cartridge, and 13 yards, 2 feet, and 5.16 inches of barbed wire. We hope the 5.16 inches of wire are the barb.



LET US HELP YOU

Many printed leaflets, posters, teaching aids, charts, etc., are being d War Savings Staff. Here is how you get them:

Most materials will come to you automatically. By this time every classroom in America should have received, usually through the school superintendent's office, the following materials:

The "SCHOOLS AT WAR Handbook."

The "SCHOOLS AT WAR Poster."

The "Buy War Bonds Poster" depicting Uncle Sam with a flag.

Every school should have received an envelope of the SCHOOLS AT WAR material including "Handbook," Poster," "SCHOOLS AT WAR Scrapbook" (one to a school), the "SCHOOLS AT WAR Entry Card," and a large "Buy War Bonds Poster."

Every principal should have received a limited supply of a 16-page leaflet entitled "Junk" (how scrap collecting serves *twice* when the money earned is put into War Stamps).

Every junior and senior high school should have received the first of a series of four photographic posters entitled "America at War."

If your school has not received the above material, ask your superintendent to get in touch with the War Savings office IN YOUR STATE. Your State War Savings Administrator has stock of this material.

Now Being Distributed

You can expect to receive soon in the same way that you receive the SCHOOLS AT WAR material the following:

A colored "Wall Chart" illustrating, describing, and giving the number of War Stamps necessary to pay for about 50 low-cost items of military equipment. On the other side of the chart are suggestions for its use. There will be one chart for every classroom.

A group of three Indian posters, done by students at the United States Indian School in Santa Fe, N. Mex.

A group of four War Savings posters on historical themes (one set per school). January.

14. If you lose your half-filled Stamp album, you will have to .....

a. Write the Treasury for another half-filled album.
b. stand the loss.
c. tell Hitler about it.
d. pay a penalty to the Treasury.
e. send another half-filled album to the Treasury where it will be completed.

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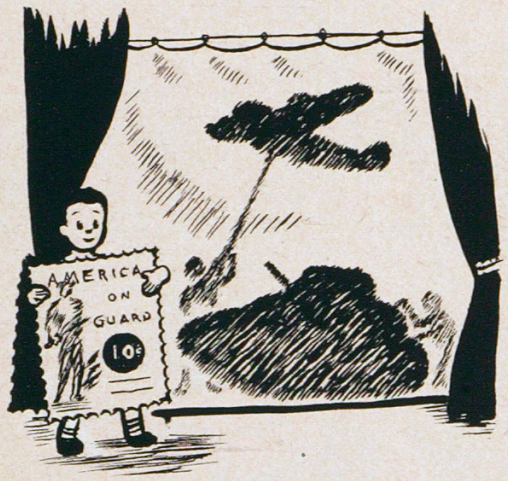
Successful Ideas for Assembly Plays

Wherever students come together—in classrooms, at assemblies, at athletic events, at plays, pageants, sings, concerts, rallies, or meetings—there's opportunity for the kind of program that gives everyone the lift that comes from seeing his own activities as part of a greater whole.

A successful War Savings program is one which moves its audience until each thinks "I haven't been doing nearly as much as I could do."

The program may consist of a play, pageant, mock-broadcast, debate, panel-discussion, speech, sing, movie, slide-film, etc., etc. It may be devoted entirely to War Savings, or it may be on a related or even an entirely different topic, merely finishing with some rousing songs and a War Savings appeal. The important thing is that it leaves each member of its audience rarin' to get out and redouble his contribution to the Nation's victory program.

Nothing can move an audience more deeply than a good play or pageant. Many tested plays and pageants are obtainable (see list at end of this article) or classes and schools can develop their own. For instance:



Willie War Stamp

One second grade class developed the character known as "Willie War Stamp." Willie War Stamp generally appears in the form of a child holding (or wearing sandwich fashion) a big drawing of a War Stamp.

"I may be only a little 10-cent War Stamp," Willie is always saying, "but you ought to see what I can *do*."

Suiting action to the word, Willie proceeds to show his admiring audience what he really can do. Willie does this assisted by a sheet, a light bright enough to cast a good shadow on his sheet, assorted war materials (which, Willie explains grandly, he can buy) and a few generals, admirals, soldiers, sailors, marines, war workers, nurses, and so forth, who make or use the things he buys.

In other words, Willie describes his exploits by standing beside a sheet while his aides-de-camp dramatize in pantomime his great deeds. Shadow plays are good because they are mysterious. Costumes need be no more elaborate than whatever will throw a good shadow. The same goes for props. A first-class tank can be cut out of a magazine ad or picture (use a profile picture), pasted on cardboard which is then trimmed down to the picture.

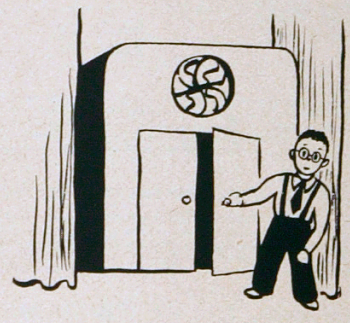
What Willie shows off about is up to the class, which will not lack for ideas.

Good Intentions

A third grade class prepared an interesting program showing how easy it is to forget even the best intentions.

The scene is the living room of an American family. Mother helps the children with their spelling, asking them to spell such words as "Bond," "Savings," etc. She then asks them to read some papers which they wrote in school. These stories all stress the importance of buying War Stamps. Later the family tunes in a radio program which turns out to be on a war theme suggesting the purchase of Bonds and Stamps.

Finally, the newsboy comes in, collects 40 cents for papers, and gives father 60 cents change out of a dollar. Father divides the change among the children. Each starts speculating on whether to spend the money for a soda, for candy, for nail polish, etc. Suddenly all realize that all day they have been wishing they had some money for just one purpose—War Stamps. They buy War Stamps from the newsboy. (This play was written and produced by the third grade at the Bryan School in Washington, D. C.)



Message From Mars

An interesting program can be worked out on the following theme. Build an oversize radio cabinet large enough so that players can emerge from it and present their number.

The story is that the owner has built this radio in the hopes of hearing messages from Mars. He finds instead that he gets voices of people all over the world. He tunes in voices from (for example) France, the voices become louder, and finally players step from the cabinet and tell the audience how much Frenchmen would give for the opportunities Americans still have to fight for freedom, and to invest in War Stamps. (Voices can also come from Germany, etc., including perhaps both Nazi voices and the voices of Germans who hate Hitler.)

The Miser and His Gold

The familiar fable of the miser and his gold can be turned into an effective War Savings play.

As the curtain rises, the miser appears, digs up his gold, and begins jingling and counting it. He finally hides it again and leaves.

A robber appears from behind a tree, digs up the gold, and goes off with it, meanwhile chuckling over the things he will spend it for.

In the next scene, the robber has been caught, but not before he has squandered the money on fancy clothes and jewelry. The neighbors are outraged at such wasteful spending at a time when Uncle Sam needs every penny, and tend to sympathize with the miser over his loss. But then they ask the miser how it happened that he kept so much money in the ground instead of putting it into War Bonds thus helping Uncle Sam, and keeping it safe at the same time.

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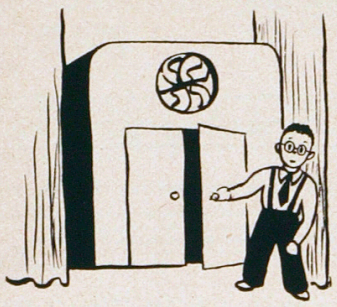

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Published Play Material

The Education Section, War Savings Staff, Treasury Department, has published a number of plays on War Savings themes.

"You Can Count on Us," and "Message From Bataan," are plays suitable for production in junior and senior high schools. "Star for a Day," is perhaps best adapted for production in junior high schools. "We Will Do Our Share," is a play that can be used most effectively in grades 4–8.

These plays (and others which will be made available from time to time) are obtainable on request to your State War Savings Administrator. (His address is to be found on the back cover of your SCHOOLS AT WAR Handbook.)

Three other tested War Savings plays, prepared primarily for women's clubs, are also available on request. They are: "Mother Buys a Bond," "Day's Work for America," and "Father Wins the Peace." Write to the Women's Section, War Savings Staff, Washington, D. C.

Radio scripts are valuable both for actual broadcast use and for "mock broadcasts" within the school. A large number of excellent scripts are available to anyone through a circulating library service maintained by the U. S. Office of Education. Write: Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington, D. C. Ask for their catalog "Radio Scripts for Victory."

Nearly every commercial publisher has been busy during the past year finding and issuing play material of war significance. An excellent catalog of this material can be obtained free on request to Baker's Plays, 178 Tremont Street, Boston, Mass., or Baker's Plays, 448 South Hill Street, Los Angeles, Calif. Ask for "A Parade of Patriotic Plays and Program Material." This catalog lists plays of all publishers.

Answers to Bond Quiz

1, *d*. 2, *d*. 3, *b*. 4, *d*. 5, *b*. 6, *b*. 7, *e*. 8, *b*. 9, *a*. 10, *a*. 11, *d*. 12, *a*. 13, *b*. 14, *b*. 15, *a*.

(Quiz on page 14)

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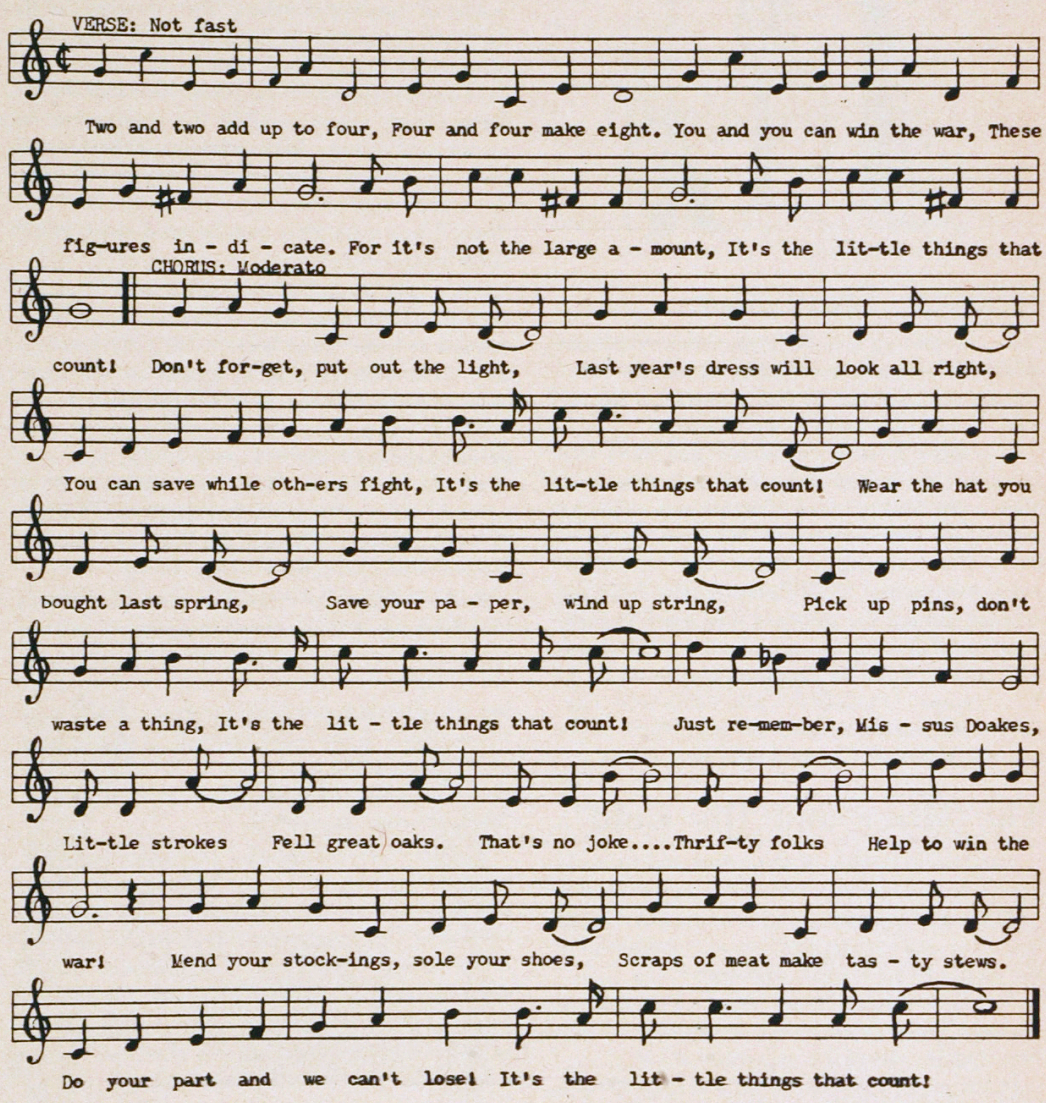
IT'S THE LITTLE THINGS THAT COUNT

Lyrics by
TOM ADAIR

Music by
DICK UHL



Music Teachers

Encourage your students to write their own songs: (1) With original words and music, or (2) with new words to a familiar tune. Be sure each song stresses the three points, Save, Serve, Conserve.

Select the best ones and send them to the Advisory Committee on Music Education for the Treasury Department, Suite 840, 64 Jackson Boulevard, Chicago, Ill.

The best songs will be selected by the committee for publication in later issues of this bulletin (or in other periodicals).

Your Questions Answered

Each issue of this bulletin will publish and answer questions of gene
and about War Bonds and

DEAR EDITOR:

The bank and post office here advises our senior class officers that Bonds cannot be bought in small denominations for the school. I am under the impression that Series F Bonds can be bought for as little as $18.50. If this is correct please advise me how and where we can buy one or more such bonds.

Herbert D. Farrell, Supt.,
Taylorsville Schools, Miss.

Superintendent Farrell is correct in believing that his school can buy a Series F Bond for $18.50. If your local bank does not have this particular denomination, you may order one or more from the Treasury by obtaining the proper form at your post office.

DEAR EDITOR:

I am writing to ask you if you would send South School a certificate to enable us to buy a Minute Man Flag.

Margaret Butler,
South School,
Glencoe, Ill.

The 195 Glencoe students who sold over $870 in War Stamps and Bonds may soon be eligible for a Treasury flag. Rules on how pupils and teachers may obtain Treasury flags will reach School Superintendents shortly.

DEAR EDITOR:

We are selling War Stamps throughout our school. I am concerned that some of these Stamps purchased by the children may be lost and there is no method by which we can identify them. Will it be permissible to write the last name of the child across the face of the Stamp?

L. R. Holmes, Principal,
Lincoln School,
Cedar Falls, Iowa.

We have recently been advised that the post office will now accept War Stamps on which names have been written, *provided the Stamps are still readily identifiable as War Stamps.* We suggest children write their initials in a corner of the Stamp.

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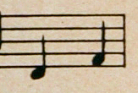

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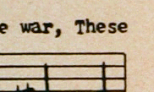

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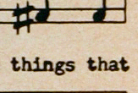

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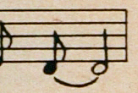

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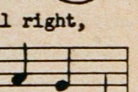

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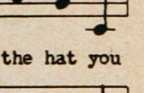

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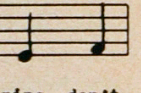

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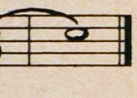

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DEAR EDITOR:

I do not understand why our schools do not have competitions among their students to increase the sale of War Bonds and Stamps.

"A Parent,"
Scranton, Pa.

Many plans to encourage children to buy Stamps through contests between classes, etc., have been suggested. However, the Treasury Department, on the advice of a number of leading educators, has not recommended any kind of sales promotion activity that could lead to undesirable social pressure on children unable to buy many Stamps. Often schools compete with schools, or classrooms with classrooms as to pupil participation in war activities, without, however, overstressing the actual amount of Stamp purchases. When a child does the best he can without pressure or coercion, then it can be said that he is doing as much as any other citizen of our free Nation.

DEAR EDITOR:

The West Philadelphia High School has been selling Stamps and Bonds. We have sold over $10,000 worth and would like to let the students know what their efforts will buy. To promote sales, we would like to put some statistics before the student body. Therefore, do you have any printed matter or circulars of information which would tell us how much war material could be purchased for any specific amount of money?

William V. Hughes, Mgr.,
War Stamps and Bonds,
West Philadelphia High School,
Philadelphia, Pa.

Ten thousand dollars will pay for 2 barrage balloons, or 5 L4A liaison planes, or 12 jeeps, or 118 Garand rifles. Some smaller items are: Depth bomb, $185; mule, $190; walkie-talkie, $150; standard issue of clothing (Army), $90; American flag for PT boat, $3; all-purpose goggles, $1; pair of semaphore flags, $1; dust respirator, 50 cents.

For more information, write to your State War Savings Administrator for a copy of the leaflet "Help Win the War with the Money You Save."

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War Bond Quiz

Here are 15 sentences, each of which has 5 possible completions. *Only 1 of the 5 is correct.* Choose the correct answer to each one, then check your score against the answers on page 11. Multiply the number of questions you answer correctly by 7. A score of 49 is average. If you do much better, you can begin to qualify as an expert on War Savings Bonds and Stamps.

1. The different series of War Savings Bonds now on sale are .....
   - *a.* Series A, B, C, D, E, F, and G.
   - *b.* Series E, and F.
   - *c.* Series C, E, F, and G.
   - *d.* Series E, F, and G.
   - *e.* Series P, D, Q.

2. The Series E Bond is called the "people's Bond" because .....
   - *a.* only poor people can buy one.
   - *b.* any person or organization can buy one.
   - *c.* it is being sold to help finance a "people's war."
   - *d.* it is sold only to individuals (never to banks or corporations), it pays the highest rate of interest of any War Bond, no person can own more than $5,000 worth (maturity value) issued in any one year, and every owner is guaranteed against loss no matter when he may have to cash in his Bonds.
   - *e.* it is issued at the lowest price of any War Bond.

3. A Series E Bond may be registered in the name of the owner; or two co-owners; or the owner and .....
   - *a.* a creditor.
   - *b.* a beneficiary.
   - *c.* a bank.
   - *d.* an insurance company.
   - *e.* a tenant.

4. The co-owners of a Series E Bond may be .....
   - *a.* a man, his wife, and two children.
   - *b.* a man and his dog.
   - *c.* any three relatives.
   - *d.* any two individuals.
   - *e.* any three individuals.

5. A Series E Bond, held to maturity, yields the equivalent of ..... interest compounded semiannually.
   - *a.* 2.53 percent.
   - *b.* 2.9 percent.
   - *c.* 2.7 percent.
   - *d.* 2.50 percent.
   - *e.* 99 $^{44}/_{100}$ percent.

6. The smallest amount for which a Series E Bond may be purchased is .....
   - *a.* $25.
   - *b.* $18.75.
   - *c.* 10 cents.
   - *d.* $18.50
   - *e.* $37.50.

7. An organization (school, club, etc.) or corporation may buy only War Bonds of Series .....
   - *a.* E.
   - *b.* F and E.
   - *c.* G.
   - *d.* E and G.
   - *e.* F and G.

8. War Bonds may be given as gifts or prizes provided that .....
   - *a.* the recipient promises not to redeem them for 10 years.
   - *b.* they are bought and registered in the name of the recipient.
   - *c.* the donor is not a corporation or an organization.
   - *d.* the donor has not already purchased his limit in War Bonds.
   - *e.* the recipient has been active in the SCHOOLS AT WAR program.

9. A United States War Savings Bond is .....
   - *a.* a direct obligation of the Government of the United States.
   - *b.* a direct obligation of the Federal Reserve Bank.
   - *c.* a security of the Army and Navy.
   - *d.* a sum of money paid to a bonding company.
   - *e.* a security which must be held to maturity.

10. If you should cash a Series E Bond at the end of 5 years, you would get .....
    - *a.* more than what you paid.
    - *b.* what you paid.
    - *c.* nothing.
    - *d.* what you paid plus 2.9 percent interest.
    - *e.* less than what you paid.

11. If you hold a Series E Bond to maturity, you would get .....
    - *a.* more than twice what you paid.
    - *b.* exactly what you paid.
    - *c.* nothing.
    - *d.* what you paid plus one-third more.
    - *e.* less than what you paid.

12. A minor may purchase a Series E Bond provided .....
    - *a.* he has the money.
    - *b.* he has a guardian.
    - *c.* he earns the money.
    - *d.* he holds it until he is 21.
    - *e.* he names a parent as co-owner.

13. If your Bonds are lost or destroyed by fire, it is .....
    - *a.* just too bad.
    - *b.* possible to replace them.
    - *c.* impossible to replace them.
    - *d.* necessary to buy others.
    - *e.* impossible to buy any more.

LET US HELP YOU

Many printed leaflets, posters, teaching aids, charts, etc., are l
War Savings Staff. Here is how you get them:

Most materials will come to you automatically. By this time every classroom in America should have received, usually through the school superintendent's office, the following materials:

The "SCHOOLS AT WAR Handbook."

The "SCHOOLS AT WAR Poster."

The "Buy War Bonds Poster" depicting Uncle Sam with a flag.

Every school should have received an envelope of the SCHOOLS AT WAR material including "Handbook," Poster," "SCHOOLS AT WAR Scrapbook" (one to a school), the "SCHOOLS AT WAR Entry Card," and a large "Buy War Bonds Poster."

Every principal should have received a limited supply of a 16-page leaflet entitled "Junk" (how scrap collecting serves *twice* when the money earned is put into War Stamps).

Every junior and senior high school should have received the first of a series of four photographic posters entitled "America at War."

If your school has not received the above material, ask your superintendent to get in touch with the War Savings office IN YOUR STATE. Your State War Savings Administrator has stock of this material.

Now Being Distributed

You can expect to receive soon in the same way that you receive the SCHOOLS AT WAR material the following:

A colored "Wall Chart" illustrating, describing, and giving the number of War Stamps necessary to pay for about 50 low-cost items of military equipment. On the other side of the chart are suggestions for its use. There will be one chart for every classroom.

A group of three Indian posters, done by students at the United States Indian School in Santa Fe, N. Mex.

A group of four War Savings posters on historical themes (one set per school). January.

14. If you lose your half-filled Stamp album, you will have to .....
    - *a.* Write the Treasury for another half-filled album.
    - *b.* stand the loss.
    - *c.* tell Hitler about it.
    - *d.* pay a penalty to the Treasury.
    - *e.* send another half-filled album to the Treasury where it will be completed.

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A group of four War Savings posters on historical themes (one set per school). January.

Materials for Limited Distribution

Members of the Music Educators National Conference have received a mimeographed bulletin entitled "Music in the SCHOOLS AT WAR Program," and a kit entitled "Songs for SCHOOLS AT WAR." Copies of both are obtainable on request to the Music Educators Conference, 64 E. Jackson Blvd., Chicago, Ill.

City and county school superintendents have received copies of a special "SCHOOLS AT WAR Parade and Ceremony Manual." Copies are obtainable on request to Washington.

A number of War Savings plays are available on request to your State War Savings Administrator. (See page 11.) Principals will receive shortly a handbook of assembly program suggestions.

Teachers of the social studies will receive a teaching outline "Paying for the War" (see page 5 for details).

Art teachers will receive a bulletin of suggestions entitled "Art in the Service of SCHOOLS AT WAR." Copies are obtainable on request to the Education Section, Washington, D. C.

Home economics teachers will receive a pamphlet entitled "How to Win on the Home Front."

Useful background information on the whole problem of mobilizing for war, and financing it is to be found in, respectively, "Nation at War" (a limited number of copies available free on request to Washington), and in the October issue of "Building America" obtainable from the publishers.

For basic information on War Stamps and Bonds, ask your State War Savings office for a copy of the leaflet "What You Should Know About War Stamps and Bonds" and "Program Aid No. 4, Rapid Fire Questions and Answers." (Teachers of Spanish may obtain from Washington a Spanish edition of the former.)

14. If you lose your half-filled Stamp album, you will have to .....
   - *a.* Write the Treasury for another half-filled album.
   - *b.* stand the loss.
   - *c.* tell Hitler about it.
   - *d.* pay a penalty to the Treasury.
   - *e.* send another half-filled album to the Treasury where it will be completed.

15. In order to convert a filled Stamp album into a Series E Bond, you should .....
   - *a.* take it (or let your school take it) to the nearest post office.
   - *b.* take it to a stamp collector.
   - *c.* put it in a dark room and await developments.
   - *d.* give it to a judge.
   - *e.* fill another album.

A YEAR'S PROGRAM BASED ON THE THEME: "KEEPING SAFE AT HOME"

Prepared by Dr. Alice Sowers

A. Suggested programs for meetings

1. The Perils of poor Housekeeping

Method of Presentation: Panel discussion or round table sicusssion
Participants: doctor, parents, young people, nurse, home economics teacher, home demonstration agent.

Points to Develop: Causes of accidents, such as carelessness, ignorance, emotional upsets, physical condition, habit

2. Fall Checkup of Home Hazards

Method of Presentation: Talk by or interview with police chief, fire chief, sanitation officer, or public service home relations representative.

Points to Develop: Prevalence of fire hazards; defective wiring, gas connections, plumbing; need for repairs of house and furnishings.

3. Child Training

Method of Presentation: Film or lecture-discussion, or dramatization

Points to Develop: Relationship of safety to obedience, courtesy, respect for rights and property of other, orderliness.

4. Our Neighbor's Keeper

Method of Presentation: Talk by Judge or Superintendent

Points to Develop: Our responsibility for safety of others: obedience to law; disposition of rubbish.

5. Yard and Farm Safety

Method of Presentation: Lecture-discussion or round table discussion.
Participants: recreation director, county extension agent, home demonstration agent, county superintendent of schools.

Points to develop: Care of tools and machinery; adequate space for children's play; keeping yard clear of toys, croquet wickets, dangers in low clothes lines and low-hanging trees.

B. Suggested Activities:

1. Secure enough copies of KEEPING SAFE AT HOME Bulletin to give or sell one to each member. Encourage the use and discussion of this Bulletin at home and in meetings. Suggest the use of this Bulletin in other organizations to which your members belong.

2. Organize study groups to discuss this Bulletin and other publications.

3. Encourage members to follow suggestions for programs at home, outlined in the Bulletin

4. Make and display posters.

5. Prepare home safety programs for presentation by radio.

6. Secure cooperation of newspapers in publishing information on home safety.

7. Secure cooperation of other organizations and city officials in working out a plan for recreation and a place for it in neighborhoods where children have no yards or playgrounds

8. Cooperate in community safety programs and activities.

C. Suggested References, check lists, films, plays, and radio materials. (A full list of references on home safety may be found in "Keeping Safe at Home Bulletin")

"KEEPING SAFE AT HOME" Bulletin--10¢
Family Life Institute, University of Oklahoma, Norman

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A YEAR'S PROGRAM BASED ON THE THEME: "LIVING IN AND FOR THE COMMUNITY"

Prepared by Mrs. Warren Stone

1. Blueprint of a good Citizen

Method of presentation: Symposium, panel, speaker-discussion
Participants: Heads of civic organizations, heads of city government, such as mayor or city manager, minister, teacher, judge, lawyer, doctor, head of women's clubs, pupils.

Suggested Publications:
"Education for Civic Responsibility" in booklet, "Purposes of Education" published by the National Congress of Parents and Teachers.
"Citizenship Can Be Taught," Nat'l P-T Magazine, Oct., 1940, page 25

Suggested projects: Observance of "Citizenship Day."

Suggested Committees Cooperating: Finance, Welfare, Juvenile delinquency, Legislative, etc.

2. Home Sanitation and Beautification. (The Home is Re-born)

Method of presentation: Speaker, book review, panel, dramatization
Participants: Parents, minister, young peoples' leaders, sanitation expert, garden enthusiast, interior decorator, home economist.

Suggested Publications:
Blair, Emily Newell,--"The Creation of a Home."
Daniel, Hawthorne,--"The Householder's Complete Handbook."
Hillis, Marjorie,--"Orchids on Your Budget."
Pattou and Vaughn,--"Furniture Finishing."
Peacock, Elizabeth,--"The Ignoramous Book of Home Decoration."
Phelan, Vincent,--"The Care and Repair of the Home."
Post, Emily,--"The Personality of a House."
(If these books are not available, consult books in your public library under Dewey Decimal numbers 640,694,716,747 and 749.)

Magazines:

Hygeia	Better Homes and Gardens
House Beautiful	Arts and Decorations
Ladies Home Journal	Good Housekeeping
Parents	

(Free bulletins on sanitation may be had from the Okla. State Health Dept.

Projects: Beautiful yards contest. Alley cleanup in cooperation with Boy Scouts. Sign removing campaign. Fix-up-paint-up week. Check up of sanitary conditions in community.

3. Our P.T.A. and Community Agencies

Official Agencies such as: Health (federal, state, and local)
Schools
Social Welfare

Professional Agencies
Lay Organizations

Method of presentation: Interview, panel
Participants: Representatives from health agencies, juvenile courts, welfare commissions, educators, leaders of service clubs, parents.

Suggested Publications:
"Cooperation of the PTA with Other Organizations and Agencies", from "Guiding Principles," published by the Nat'l Congress of P-T; pp. 36-39.

Suggested projects:
Cooperation with other civic groups on projects concerning school children, for instance; in Bartlesville the Kiwanis Club annually sponsors a home talent play to buy milk for the underprivileged, undernourished at school. The project is called the Milk Fund. Here, too, the Grotto sponsors annual check up of teeth and pays for corrections. Several clubs and lodges as well as service clubs donate to the support of the WPA Nursery for the underprivileged. Units might originate other ideas and sponsor same in cooperation with other groups.

(over)

Schools AT WAR

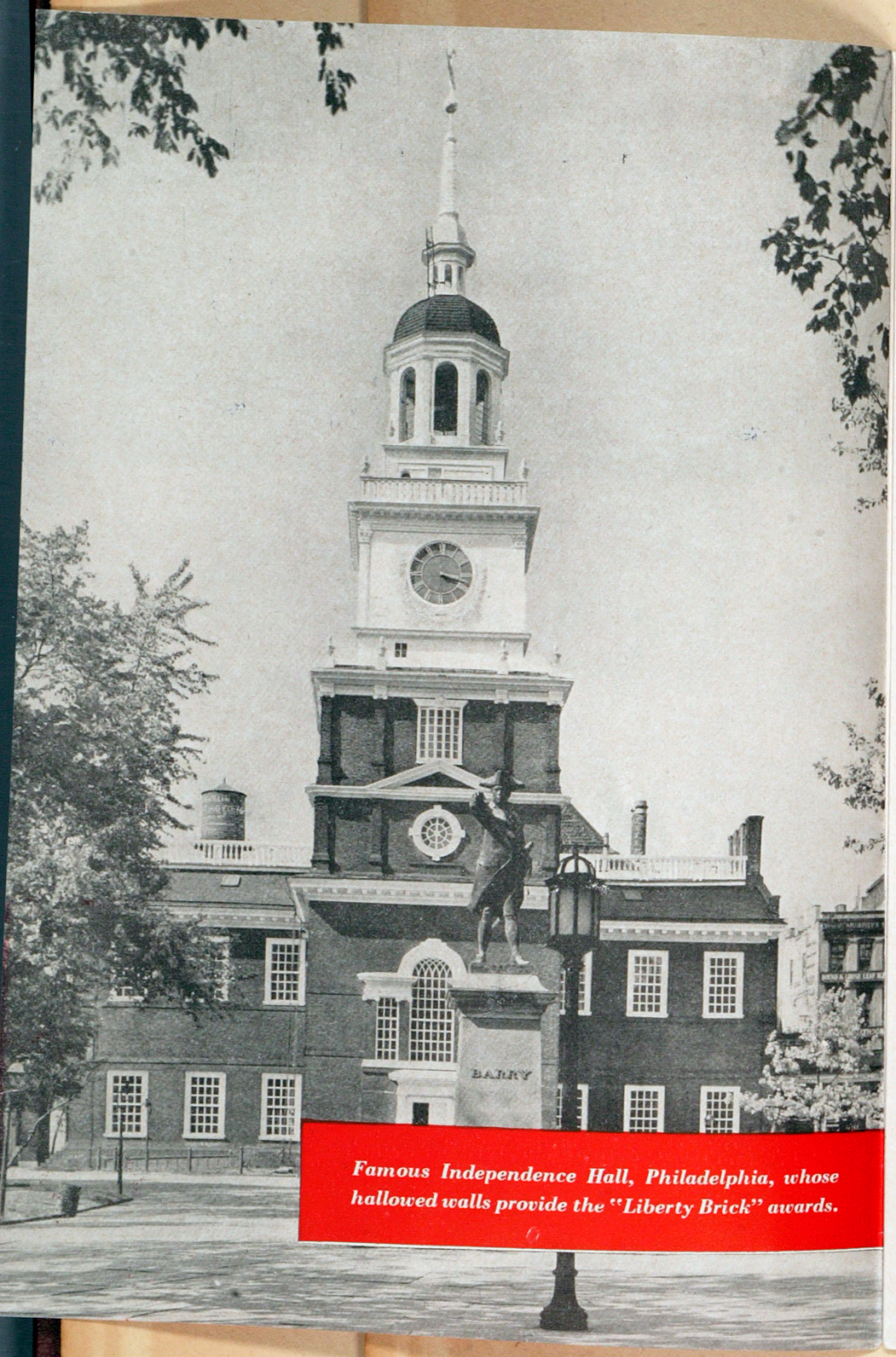
A PROGRAM FOR ACTION

HANDBOOK OF SUGGESTIONS

★ Sponsored by ★

The War Savings Staff of the U. S. Treasury Department,

The U. S. Office of Education and its Wartime Commission



Famous Independence Hall, Philadelphia, whose hallowed walls provide the "Liberty Brick" awards.

SPONSORSHIP

The SCHOOLS AT WAR Program is sponsored jointly by the War Savings Staff of the Treasury Department, the U. S. Office of Education and its Wartime Commission. State and local school authorities and teachers will organize and direct the program in the schools under their supervision. The state and local committees of the War Savings Staff will give assistance to the schools wherever possible, and will supply information and materials—this Handbook, the SCHOOLS AT WAR Scrapbook and a special poster. Upon the school administrators, teachers, students and parent organizations rests the main responsibility for making the SCHOOLS AT WAR Program a success.

Messages about the Program from the heads of sponsoring agencies follow:

Henry Morgenthau, Jr., *Secretary of the Treasury*

"War is costly, but freedom is priceless. To deserve freedom, we must fight to keep it. Freedom is a thousand times worth all the money, all the effort, all the sacrifices that we must put into the struggle to win it. I know that the United States can count on its 30,000,000 young Americans, to whom an unshackled future is particularly important, to enlist 100 per cent in our fight for freedom—by buying War Savings Stamps and Bonds whenever they can and by doing every other thing that a boy or girl can do to speed the day of victory. By participating fully in this SCHOOLS AT WAR Program, they can tell the world: 'WE ARE READY—ready for war, ready for victory and ready for peace.'"

John W. Studebaker, *United States Commissioner of Education and Chairman of the Office of Education's Wartime Commission*

"This is a program of ACTION. Its watchwords are SAVE! SERVE! CONSERVE! No blind, unreasoning obedience is asked of the schools—of officials, teachers, pupils. Rather your Government seeks willing co-operation based on understanding and motivated by devotion to God and country, to freedom and humanity. So get in the scrap, buy Stamps to stamp out tyranny, work with a will to win this war for the survival of everything free men hold dear. Contribute your share toward victory."

THE SCHOOLS AT WAR PROGRAM

A SALUTE!

A salute to the schools of America for the magnificent job they have done in mobilizing their students, their teachers and their communities for wartime service!

Their War Savings Programs—emphasizing reasoned, voluntary and regular purchase of War Stamps and Bonds—have diverted millions of dollars from unnecessary spending into vital production for our armed forces.

Their classrooms and shops have trained approximately 2,635,000 workers for war industries since July 1, 1940.

Their teachers, students and parent organizations have registered our man power for war and have put the gigantic war-rationing system into operation throughout the country.

They have become more than ever community centers for learning, for specialized training, for discussion, music, entertainment, and for service.

America's schools have gone to war—but they have not forsaken their main business: teaching and learning. They realize that the time has come to take action that insures the right of free education to exist.

THE SCHOOLS AT WAR PROGRAM

Recognizing the value of the many school war services already started, the SCHOOLS AT WAR Program aims to do three things:

1. To encourage each school to serve the war effort further by developing a closely co-ordinated program of the war activities best suited to its community's needs and resources.
2. To make the American public see and appreciate the great variety, scope and value of school war services through a series of local and state exhibits, ending with a national exhibition of AMERICA'S SCHOOLS AT WAR.
3. To give recognition through special awards to all the schools that enlist in the SCHOOLS AT WAR PROGRAM (see pages 8 and 9).

TOTAL WAR AND THE SCHOOLS

Ever since this war began, schools have undertaken one war activity after another. Eager to serve, they have sometimes tried to do too much. In some cases, the entire school has been involved without having time to develop a comprehensive program that would embrace all civilian services in wartime. In others, small groups of students have undertaken limited and specialized projects which have been useful in themselves, but have not made the students aware of their full responsibilities as citizens in this total war. To have educational value, a war activity must be performed steadily and with full understanding of its relationship to the other services that citizens perform.

Co-ordinating war activities into one unified, educationally sound program that emphasizes *learning by doing* is the most effective, efficient and timesaving way in which the schools can play a significant role in total war. Selecting those services best suited to the school and community will create a more satisfying and significant program.

The War Savings Program is an excellent example of a war activity that is naturally related to nearly all the others.

The boy and girl who buy War Stamps once a week or oftener at school should learn what their savings mean—to themselves as well as to their country. They should be taught to see that regular saving through War Stamps and Bonds is the responsibility of every citizen, young and old—and that the need for money is part of every phase of the war effort and every plan for peace.

To realize the importance of regular investment in War Stamps and Bonds, they need to know why it is necessary for citizens in wartime to save and not spend, to conserve and not waste, to serve and not be idle. They should make it a habit to buy War Stamps with the money they *should not* spend on luxuries and nonessentials and the money they *cannot* spend on extra gasoline, tires, sweets, automobiles, golf and tennis balls, skates and other items made scarce by the war. They should, as a matter of course, put at least 10 per cent of any money they earn—much more if they don't actually need it—into War Stamps and, when they have enough, turn in their Stamps for War Bonds. They should learn *how* to save, *why* to save and *on what* to save. They should know where, how and why their money is needed—and they should feel pride when they learn what their dimes and dollars have bought.

HOW THE SCHOOLS AT WAR PROGRAM WORKS

★ Every primary, elementary and secondary school—public, private and parochial—in the United States and its territories is urged to enlist in this SCHOOLS AT WAR Program and win the Treasury awards (see pages 8 and 9) for itself and for its state.

★ A school may enlist by filling out and returning the self-addressed post card that came with the SCHOOLS AT WAR Scrapbook. If any school fails to receive a card and Scrapbook, the principal may obtain them by writing to the State Administrator, War Savings Staff (names and addresses on pages 15 and 16). Only one Scrapbook is available for each school. This Handbook is available for every teacher.

★ A school can take part in the SCHOOLS AT WAR Program by intensifying and co-ordinating its war activities according to community needs and resources, by making a Scrapbook report to the nation on its war program, and by joining other schools in the community in a SCHOOLS AT WAR Exhibit, to show the public what the schools have done.

★ To win the Treasury's special Certificate of Service, each school is required to make a written, pictorial and statistical report (see page 14) of its War Savings Program and other war activities in the Scrapbook provided by the War Savings Staff. All Scrapbooks are to be completed by January 7, 1943. This day has been selected to give all schools the opportunity of following the President's annual report on "the state of the Union" with their own report to the nation.

★ Local SCHOOLS AT WAR Exhibits ought to be held in every community in plenty of time to allow preparation for the state exhibits. They can be planned and supervised by the school authorities with the help of local War Savings Committees. The State Education Chairman of the War Savings Staff will want to know about each local exhibit—how many schools took part, size of attendance, number of War Stamps and Bonds sold by the participating schools since September, 1942, and types of activities demonstrated. The exhibit should include the SCHOOLS AT WAR Scrapbooks of all participating schools; displays and student demonstrations of war activity; pictures, graphs or other visual records of the number of Stamps and Bonds sold by the school. A War Stamp booth would add to the interest of the exhibit, and it

would be a good idea to require each visitor to the exhibit to buy a Stamp of any denomination instead of a ticket of admission—and keep the Stamp.

★ State SCHOOLS AT WAR Exhibits, to be held in the capital or some other central city of each state on or near Washington's Birthday, will give the public an exciting and complete picture of school war services throughout the state. It is expected that they will be organized under the sponsorship of the chief state school officers with the co-operation of the state War Savings Staffs. Scrapbooks and the best displays from each local exhibit will make up the state exhibit. Each community will select and send its own display to the state exhibition. Special programs of music, speeches and student demonstrations will be held at the discretion of the educational authorities. As a climax, the governor, as honorary chairman of the state War Savings Committee, will present the "Liberty Brick" award to the schools of his state in recognition of their patriotic services.

★ AMERICA'S SCHOOLS AT WAR—a giant national exhibition to be held in Washington, Philadelphia or some other large city, is being planned to close the formal SCHOOLS AT WAR Program. If possible, this exhibit will be taken on a tour of key cities in the spring. Planned and supervised by the War Savings Staff, the Office of Education and the Wartime Commission, it will present a vivid panorama of what students, teachers and parents are doing for victory through American schools. It will include the best displays and the best Scrapbooks from each state exhibit, daily programs of entertainment, featuring demonstrations of all types of student war work, dramatic programs and pageants, school and military bands, parades, national celebrities, mass singing, and so on. If possible, a parade of jeeps will represent the military equipment paid for by student purchases of War Savings Stamps and Bonds. In each jeep will ride a boy or a girl representing one of the states that has enlisted in the SCHOOLS AT WAR Program. In wartime it is neither possible nor desirable to transport large numbers of children to an exhibition of this type, but it is both possible and desirable to bring together under one roof exhibits from every state that will show the public, as nothing else could, how many and how valuable are the wartime services of our schools.

★ ★ ★ ★ ★ THE AWARDS ★ ★ ★ ★ ★

THE CERTIFICATE OF SERVICE

Every school that enters the SCHOOLS AT WAR Program and submits a Scrapbook report on its war activities will receive a Certificate of Service, signed by the Secretary of the Treasury—*if* its program includes sales and an educational system for stimulating the regular voluntary purchase of War Stamps and Bonds by students and teachers.

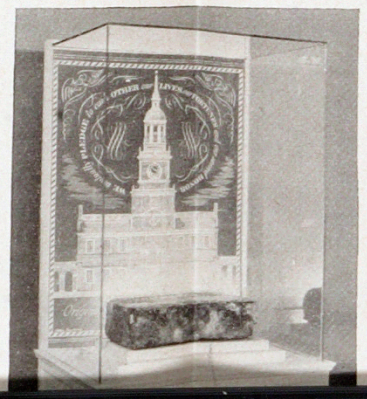
Certificates of Service will be awarded by each state War Savings Staff after the Scrapbooks have been displayed at the state SCHOOLS AT WAR Exhibit. The Scrapbooks themselves will become the property of the War Savings Staff, and cannot be returned. The best ideas will be selected from them and publicized nationally for the benefit of all schools.

THE "LIBERTY BRICK"

To every state, territory and the District of Columbia where the schools enlist in the SCHOOLS AT WAR Program and hold a state exhibit, the War Savings Staff of the U. S. Treasury Department will present a tangible symbol of the freedom we are fighting to preserve. This symbol will be an original brick from historic Independence Hall in Philadelphia. Each brick will be enclosed in a handsome, electrically lighted display case that contains also a colored bas-relief of Independence Hall designed by Allen Saalburg at the request of the *Ladies' Home Journal*, which is providing the case.

During recent restoration work on Independence Hall, Editors of the *Ladies' Home Journal*, 59-year-old neighbor on Independence Square, noticed some 206-year-old original bricks had been removed from the historic building. Because of their worn condition, the bricks were no longer safe for construction use. Recognizing their historic significance, however, the Editors asked permission from the City of Philadelphia to preserve them, with the thought of presenting them to the school children of America. The Philadelphia authorities sanctioned this patriotic project after definitely establishing from city records that these very bricks were a portion of the original building material, handmade and imported from England for the old Pennsylvania State House.

The Editors then suggested to the Treasury Department



that the "Liberty Bricks" might inspire the school children of America to help promote our national War Savings program, and offered to mount each brick in a case suitable for preservation and display. Fifty-two of the weathered foundation stones of Liberty have been saved with the idea in mind that each state and territory should have this perpetual reminder of our hall of freedom.

The "Liberty Bricks," in cases befitting their antiquity and historic significance, were presented by the *Ladies' Home Journal* to a patriotic sponsoring committee of Philadelphia citizens. Mayor Bernard Samuel, of Philadelphia, is chairman. The members include Judge Edwin O. Lewis, president of the Independence Hall Association, Inc., and president of the Pennsylvania Society of Sons of the Revolution; Mrs. Walter D. Larzelere, regent of the Philadelphia Chapter of the Daughters of the American Revolution; Mrs. Stacy B. Lloyd, president of the Pennsylvania Society of the National Colonial Dames of America; Col. William Ennis Forbes, lieutenant governor of the Society of the Colonial Wars; Mrs. Bruce Gould, co-editor of the *Ladies' Home Journal;* and Mr. Raymond Pitcairn, a Philadelphia historian. The entire collection is being presented to the Treasury Department at the launching ceremonies of the SCHOOLS AT WAR Program.

Each "Liberty Brick" is a tangible reminder of all that has gone into the building of America. American democracy got its form and substance in Independence Hall—which was built to be the first State House of the Province of Pennsylvania. From the State House steeple, the Liberty Bell first rang to "proclaim liberty throughout all the land." In the high-ceilinged, paneled assembly chamber the Continental Congress met for the first time; signed the Declaration of Independence; struggled to raise money for our first war for freedom, and received the glad news of Cornwallis' surrender at Yorktown. There, also, the Federal Convention in 1787 drew up, debated and finally adopted the Constitution of the United States. This is the story these "Liberty Bricks" could tell.

At each state exhibit the governor, as honorary chairman of the State War Savings Committee, will be asked to present the "Liberty Brick" to the schools of the state in recognition of their war services. After a tour of the schools in the state, the "Liberty Brick" award will be returned to the state capital for permanent display.

"SAVE, SERVE, CONSERVE"

3 CITIZENS' COMMANDS

A SCHOOLS AT WAR Program can represent the whole school and at the same time reflect the wartime needs, resources and responsibilities of the community. It can give every student and every student organization a war service to perform faithfully and on their own responsibility. It should include only as many activities as the students can perform well. A regular method can be devised for informing the whole school about what the various groups are doing—through the school paper, bulletin-board displays, assemblies, mock radio broadcasts, plays, pageants, and so on.

One way to start would be to have a special War Committee, or an informal conference of faculty representatives and student leaders, draw up a tentative program of the war services to be performed by the school. Successful activities already in existence can be made the core around which to build the war program for 1942–43. New activities can be added as desired. Perhaps it will be decided to drop some of last term's less successful activities and concentrate on a few that can be done superlatively well. The entire student body should be given an opportunity to suggest activities, and to approve those selected by the smaller group.

The SCHOOLS AT WAR Program should emphasize the three broad responsibilities that fall on citizens in wartime—to SAVE, to SERVE, to CONSERVE. These responsibilities suggest a great variety of student activities, some of which are listed on pages 12 and 13. Schools participating in the SCHOOLS AT WAR Program may choose any activities on this list or any others they can think of—but they should include at least one to SAVE, one to SERVE and one to CONSERVE.

A 3-FOLD ACTIVITY

The War Savings Program, which is a required activity for those schools that want to earn the Treasury Department's special Certificate of Service, involves all three of these citizen responsibilities. When we buy a War Stamp or Bond, we *serve* our country by putting our money to work for Victory, we *conserve* money and materials for the war effort by not spending, and we *save* for our own personal security.

The students in charge of the school's War Savings Program can find many ways to link War Stamps and Bonds with other activities. Buying a Stamp instead of a ticket of admission can be required of persons attending plays, dances, games and the SCHOOLS AT WAR Exhibit. Stamps and Bonds can be the prizes in poster, essay, news story, song, money-earning and other contests. Stamps make excellent favors, corsages and other gifts. Students can be encouraged to earn money to buy Stamps and Bonds by collecting junk, doing odd jobs, and so on. They can learn to make a habit of practicing small economies and savings so they can buy Stamps.

At the same time, the student committee should place special emphasis on the importance—to our country and to ourselves—of investing in War Stamps and Bonds regularly, "as regularly as the soldier goes on guard or the sailor stands watch." But overenthusiastic student salesmen should not be permitted to high-pressure others into buying or to threaten and ridicule those who cannot afford to invest in Stamps as often as they might like. If students fully understand the reality of the present threat to our national welfare and their personal liberty, they will be ready of their own free will to make any reasonable sacrifice to buy War Bonds and Stamps.

WHAT YOUR SCHOOL CAN DO

★ Although they represent only a few of the ways in which schools can serve, the following activity suggestions, grouped under the three citizens' commands, may be helpful to schools enlisting in the SCHOOLS AT WAR Program:

SAVE money to buy War Savings Stamps and Bonds regularly.

ACTIVITY EXAMPLES: Student War Savings Committee; Stamp booth; buying a jeep or other military equipment; contest for best scheme to earn money for Stamps; quiz programs; War Savings poster making; War Stamp admissions to school events; War Bond scholarship fund raised by students; essay contest; classroom project on student plans for saving now and spending after the war; assemblies and plays on reasons for buying Bonds and Stamps.

SERVE your school, community and nation by—

TRAINING—in first aid, home and farm accident prevention, nutrition, canteen and school lunchroom service, water safety and lifesaving, marksmanship, aviation, radio and telegraphic communication, map making and reading, auxiliary police and fire-fighting duty, enemy plane spotting, physical education, and so on.

MAKING—airplane models for Army, Navy and Aircraft Warning Service; clothes, sweaters, surgical dressings; posters and signs for school and community war campaigns; regular news reports on school war services to school and community newspapers; Stamp booths and display booths for schools and war exhibits.

VOLUNTEERING—for Child Care Center to help working mothers; Junior Red Cross; USO service; Civilian Defense activities; messenger, clerical and any other needed services for War Savings Staffs and other war agencies in the community; farm work, and so on.

CONSERVE all kinds of materials, service and money by—

COLLECTING—scrap rubber, paper, copper, tin and other waste materials needed for war production; sell it to earn money to buy War Stamps.

REPAIRING AND USING—old clothes, shoes, athletic equipment, furniture, and so on. A group of home-economics and manual-training students could set up a repair clinic to perform minor repairs in return for money to buy War Stamps; they could also teach other students how proper care can make their things last longer.

WASTING NOTHING—Preserve Victory Garden foods; use leftovers of all kinds; collect and sell fat drippings to butcher for money to buy War Stamps; save on paper, paper clips, light and heat.

BUYING WISELY—Make a budget for spending and saving; buy nothing not actually needed.

REPORT TO THE NATION

When finished, the SCHOOLS AT WAR Scrapbook should present a bird's-eye view of the school's war program with close-ups of the best features—a carefully arranged account of the school's war activities.

1. Describe the War Savings Program. Tell how it is organized, how many students and teachers have taken part, how parents have helped, and what the results have been in sales and percentage of student participation. Describe the best selling device—a goal of $900, enough to buy a jeep, could be set for the school, and announcements made as Stamps are bought to pay for each part of the machine. Describe the best individual or group scheme to earn money for Stamps. Outline ways in which War Savings was related to various subjects in the curriculum, such as social studies, mathematics, home economics, English, art, manual training, and so on.

2. Write a brief report telling what your SCHOOLS AT WAR plan is; how it started; what activities it includes; how many students, parents and teachers have shared in it; what connection it has, if any, with the War Savings Program; whether it will continue for the duration.

3. Actual samples of the best student work done in connection with the activity. Paste in the best poster, cartoon, news story, photograph, essay, play, radio script or assembly-program outline. Include only the best work. Label all items. Do not make the Scrapbook too bulky.

4. Pictures, newspaper clippings (put several into a small Manila envelope pasted to a page), charts, statistics, and so on, to illustrate your report. Be sure to label each item.

5. Samples of publicity. News stories, features, cartoons, pictures in school and local papers (perhaps an entire edition of a high-school paper could be given over to news of the displays), radio programs, and so on.

The Scrapbook is the school's Report to the Nation. Make it neat and easy to read. Typewrite if possible. Have art students, or others qualified, prepare a dummy layout before preparing the Scrapbook. Do not prepare it too far ahead of the January 7 deadline, but collect materials for it from the start.

Make the Scrapbook clear, concise, interesting and representative of the best that has been done in the school. The Scrapbook should be prepared by students—with teacher advice. It should show the resourcefulness, skills, activities and the will to win of every student enlisted in the SCHOOLS AT WAR Program.

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CALIFORNIA (Southern)
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Jacksonville, Fla.

GEORGIA
Marion H. Allen
Old Post Office Bldg.
Atlanta, Georgia

HAWAII
Fred H. Kanne
Young Hotel Building
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Honolulu, Territory of Hawaii

IDAHO
John R. Viley
320 Idaho Building
Boise, Idaho

ILLINOIS
Norman B. Collins
300 Bankers Building
105 West Adams Street
Chicago, Illinois

INDIANA
Wray E. Fleming
924 Illinois Building
Indianapolis, Ind.

IOWA
Vernon L. Clark
800 Walnut Building
Des Moines, Iowa

KANSAS
Evan Griffith
208–210 Federal Building
Topeka, Kansas

KENTUCKY (Western)
S. Albert Phillips
510 Republic Bldg.
Louisville, Kentucky

KENTUCKY (Eastern)
Ben Williamson, Jr.
808 Second Nat'l Bank Bldg.
Ashland, Kentucky

LOUISIANA
Paul H. Maloney
512 Pan American Bldg.
(Camp & Poydras Streets)
New Orleans, Louisiana

MAINE
Clinton A. Clauson
Federal Building
Augusta, Maine

MARYLAND
Walter N. Ruth
601 Maryland Trust Bldg.
Baltimore, Maryland

MASSACHUSETTS
Daniel J. Doherty
79 Milk Street
Boston, Mass.

MICHIGAN
Giles Kavanagh
Union Guardian Bldg.
Detroit, Michigan

MINNESOTA
Arthur D. Reynolds
1517 New Post Office Bldg.
St. Paul, Minnesota

SUGGESTED WAR ACTIVITIES

For People Who Cannot Leave Their Homes

1. *Maintain, as far as possible,* a normal home life.
2. *Plan meals* to provide necessary nutrition at minimum cost and to use substitutes intelligently.
3. *Conserve and renovate clothing for the family.*
4. *Buy foods and materials frugally.*
5. *Make gardens.* For health, recreation, food conservation, and family unity.
6. *Can and dry foods.* To anticipate future rising prices and food shortage.
7. *Provide and supervise backyard play.*
8. *Plan family recreation programs,* including sings. Decreased transportation and inadequate commercial amusements will provide opportunities for family activities.
9. *Direct family plans for blackouts.* All member of family cooperate in providing food, games, stories, shelter.
10. *Survey and correct home safety hazards.* Safety materials available upon request.
11. *Study First Aid Manual.* Secure from Red Cross Headquarters or borrow from someone who has taken the course.
12. *Fill First Aid Medicine Chest.*
13. *Cooperate in caring for neighborhood children while their mothers work* in industry, Red Cross rooms, and elsewhere on community war activities.
14. *Serve as Den Mother* for Cub Scouts or as a leader of other youth groups when duties of leader can be carried on at home.
15. *Make war scrap books* on nutrition, safety, buying, recreation, conservation, and other family interests.
16. *Save all materials useful to the war effort,* such as paper, metals, grease.
17. *Knit and sew for the Red Cross.*
18. *Offer home for meetings*—study groups, radio listening groups, and classes.
19. *Serve on telephone committees* for meetings, paper collections, and other war activities.
20. *Organize young people* of neighborhood into committees to cooperate in above activities.
21. *Write letters to boys in service.*
22. *Bake cookies for recreation centers for service men.*
23. *Buy defense stamps and bonds.*

For People Who Can Give Part-time Outside Their Homes

1. *Serve as "Block Mother."* (See explanation on reverse side.)
2. *Supervise neighborhood playgrounds.*
3. *Assist with Summer Round-up Program.*
4. *Help with school lunch room program.*
5. *Work in Red Cross Rooms.*
6. *Enroll in classes*—first aid, home nursing, nurses aid.
7. *Make practical use of hobbies*—by teaching others such hobbies as woodcarving.
8. *Cooperate with local defense council*—serve as air raid wardens and air-raid spotters, teach classes, work in canteens.
9. *Organize and participate in neighborhood sings.*
10. *Secure cooperation of young people of the neighborhood during summer in above activities.*

For Parent-Teacher Associations

1. Appoint and organize "Block Mothers."
2. *Help to keep before the community an awareness of the importance of school education;* of the need for maintaining present educational standards.
3. *Acquaint the public with the emergency school program in congested centers.*
4. *Urge the use of school facilities to provide adequate recreation for children and youth on a 12-month basis.*
5. *Assist with community programs of social hygiene* in school, in church, in youth organizations, and in community projects for control of venereal diseases.
6. *Assist with control of conditions contributing to juvenile delinquency.* This begins at home; parents have the first responsibility. Associations can also bring about a community awareness of conditions contributing to the present increasing delinquency of juveniles, sponsor wholesome activities to keep young people occupied, and support officials in regulatory action.
7. *Sponsor classes* in nutrition, first aid, and home nursing under Red Cross supervision or under qualified lay leadership.
8. *Sponsor Red Cross sewing rooms.*
9. *Cooperate with hot lunch program at school.*
10. *Educate the community to the need for immunization and vaccination* through parent-teacher programs, study groups, radio programs, newspaper items, mimeographed notices, posters.
11. *Create public opinion against hoarding.*
12. *Encourage organization of adult-student forums,* to provide opportunities for discussion of common problems.
13. *Encourage religious education in the home.*
14. *Furnish workers for volunteer service bureaus.*
15. *Cooperate with Victory Book Campaigns.*
16. *Cooperate with community activities for war-time care of children* where necessary.
17. *Secure cooperation of young people in parent-teacher war activities.*
18. *Help to observe Citizenship Day in May.*
19. Arrange meetings for the showing and discussion of educational war films.

Gives Two Valued Shotguns as Scrap

Van Meter Was Determined to Give Something

John Van Meter, one of Ada's pioneers and hotel keepers, does not feel kindly towards the Japs and the Huns. So he has turned in to the scrap pile two valued shotguns.

One of these guns is 55 years old and belonged to John's father. The other is of more recent make and is still capable of bringing down a rabbit without injury to itself or the shooter. But there was nothing else around the house to donate to the scrap drive, so he told the Hays school officials to take them along.

John back in an early day ran a hotel right across Broadway from the Ada News building.