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CIVILIAN *and* COMMUNITY MORALE

Through
UNDERSTANDING *and* PARTICIPATION



REPORT OF ASSEMBLY
CALLED BY THE
GOVERNOR OF COLORADO

FEB. 17, 1942

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I N T R O D U C T I O N

"Civilian and Community Morale" as an important aspect of the war effort, and the need for a common attack upon ignorance and misunderstanding, prompted the Colorado Council of Adult Education to present to Governor Ralph L. Carr a plan for a statewide program of community civic adult education and information (see Page 31). It was further suggested that the Governor call a representative delegate assembly to discuss the importance of this phase of total mobilization.

Governor Carr accepted the proposal and invited some 225 agencies and individuals to attend the assembly held in Denver, February 17, 1942. There were 252 registered delegates from all parts of Colorado at the meeting.

A temporary Planning Committee (see Page 35) suggested by the Governor, met on several occasions prior to the Assembly to study the issues involved and to outline the general plans to be followed by the delegates. These pre-conference planning meetings played a significant part in pointing up the problems and the purpose of the proposal.

While the importance of morale was conceded, members of the Committee were unwilling to define the term or to set forth any formula for the attainment of high morale. In fact, there was some feeling that "morale" in the abstract, had connotations which ran counter to the American thinking and that, therefore, communities should be less concerned with what it was, and more interested in seeing that people manifest through actions the spirit of determination to succeed and to maintain democracy in war or in peace.

However, the Committee did reach the following general conclusions:

1. That any program of adult education and information having as its goal the building of civilian morale should not provide for the setting up of any new agencies, but rather that it should stimulate existing groups to action
2. That assistance is needed in the coordination of activities both at local and state levels

3. That the coordination of civilian morale through an educational program should be the joint responsibility of schools, colleges, community organizations, federal agencies, and other groups operating in the field of social development
4. That any group carrying forward a plan as outlined by the Colorado Council of Adult Education should be closely related to the state and local Defense Councils
5. That any proposals made should be strictly in the nature of suggestions and that there should be no superimposed plan for the dissemination of public information and building of civilian morale
6. That throughout the state there are many people and organizations anxious to help the furtherance of the Victory effort but so far they have not been helped in arriving at any understanding of what each individual and each group can do to further the program

The same general points are for the most part re-emphasized in the summaries of the discussion groups (see Pages 21 to 20)

As for the Assembly program, the Committee agreed that the day should open with a series of statements by well-informed individuals setting forth the problems involved in civilian and community morale. Following the opening session the delegates would meet together in groups of approximately thirty each for lunch and discussion of:

1. What are the needs in Civilian Morale in Colorado
2. What can be done to meet these needs
 - a. What can community agencies and individuals do to develop morale
 - b. How can regional and state agencies help the local program

This report summarizes the speeches and discussions which made up the program of the day. It has been pre-

pared by the Temporary Planning Committee with the assistance of the WPA Adult Education program, with the hope that ideas presented here will be of help to communities in setting up functioning programs for an informed, participating and determined citizenry in a democracy.

* * * * *

"We ask our boys for a victory; we ourselves must define victory. We shall no more be able to isolate ourselves from the ensuing peace than we can dodge the responsibility now of fighting everywhere in the world."

- Wendell Willkie -

"WHAT ARE WE FIGHTING FOR"
The Honorable Ralph L. Carr
Governor of Colorado

The Governor expressed his gratification with the response to the invitation to the meeting and remarked that a very representative group from all over the State was in attendance. He indicated that he was greatly interested in the problem of civilian morale and that he felt that it could best be approached through an analysis of the influence which the schools have on youth.

Youth have had a "martyr complex" for a long time and even though we admit that adults have not done a perfect job it is doubtful whether young people should feel any more sorry for themselves today than they had a right to feel several generations ago, Governor Carr indicated..... While problems become more complex the sum total of human knowledge increases too.

"The opportunity has come for us to give them a new slant on life," said he. "I want you people to bring about a different attitude of mind among the youngsters; they can solve more difficult problems if they have the right attitude. We must teach them the value of the fundamentals of the theories of our government; they must learn how to meet problems such as relationships among people in war and in peace. The American system is on trial - it is up to you and to me to see that this system is retained."

"We have in this country now the greatest necessity for high morale among the people at home too. I hope this meeting, before it closes, will plan a series of community meetings all over Colorado to bring people together, for intelligent discussion. We are not in a position to gauge military and naval strategy because we do not have all of the information that our leaders have. We must have faith in our leadership; we must do nothing that will make it more difficult for them to carry on."

"You people know the solution to this problem. You have an opportunity to do something that will help civilization. You must help citizens generally and youth particularly to avoid self-pity and to face their problems thoughtfully if the American system which we all love so much is to be expected to survive."

"MODERN CONCEPTIONS OF CIVILIAN
MORALE AND ITS DEVELOPMENT"

Dr. Heber R. Harper, Regional Coordinator
Federal Council on Health and Welfare

INTRODUCTION

The tragic news of the fate of Singapore increases the conviction among many that this year, 1942, may well be the hardest year of all our history. In another two years we may count heavily upon our superiority of weapons. Today we must rely largely on our strength of spirit as did Britain two years ago when she rose to her finest hour ...

We are often reminded that Napoleon said "God is on the side of the heaviest battalions." Now is the time for us to remember his axiom that the ratio of morale to material is three to one. Our own Chief of Staff, General George C. Marshall, has said he would change that ratio from three to one to six to one. If either of these ratios be true we have ample justification for such conferences as these.

We are here first of all to remind ourselves of the truth of Professor Hocking's statement that "there is a vast difference between the blown and boosted morale injected into a flabby public by professional purveyors of pep and the genuine morale of inner fire built on a deep disturbance of the will morale is the reverse of an artificial or dramatized enthusiasm." I might say here that to have discovered the extent to which this concept and conviction is held by many of the outstanding leaders of our armed forces, is one of the great experiences I have had in the course of my limited efforts in the defense field.

Already we find certain individuals and groups a little weary of, and wary about, discussing morale. The journals, institutes, college courses and even foundations devoted to the study of "propaganda" are still vivid memories. One of the purposes of this conference, I take it, is not to ride the shoddy concepts of morale to death but to exalt and make known to others the grandeur and possibilities of high morale.

I. THE FUNDAMENTAL NATURE OF MORALE

Professor Hocking emphasizes the relation between morale and the will. The Webster definition of morale is "State of mind with reference to confidence, courage, zeal and the like, especially of a number of persons associated in some enterprise as troops." Perhaps we might go further and say that morale is that state or condition of body and mind, of emotions and will, in relation to a given cause or objective.

II. TOTAL WARFARE AND MORALE

A. The Changed Character of Warfare

Prior to 1914 war concerned primarily armies and navies. Guns were the preponderant necessity for victorious warfare and up until then mobilization was almost exclusively military. During the first World War to an extent never before true, victory depended upon ability to mobilize not only the heaviest military battalions but also the heaviest economic battalions industrial and agricultural brigades. As even the humblest citizen is now vividly aware, the present World War involves the total population and the total resources of the warring nations. Since military forces are so largely mechanized, industries and industrial regions are primary objectives of attack. Furthermore, destruction of large elements of the civilian population is no longer a secondary or incidental objective but has become a primary objective of some armies. The destruction of civilian morale by both propaganãa and military attacks is a unique feature of the present war.

B. The Changed Character of Defense

It is not strange, therefore, that prior to the first World War belligerent nations were concerned with morale only as it affected their armed forces - - morale built largely upon adequate training, equipment and leadership. During the World War the morale of defense workers became a new problem. The problem of the present war is the adequate mobilization of the

whole nation and all its resources, and the building of an unconquerable morale in all its citizens in every community.

In a new sense, therefore, national morale is indivisible. We have three fronts - the military front the war industries front, and the rest of the home front. Each is dependent upon the others. Military morale is related to, and dependent upon, civilian morale.

III. LESSONS IN MORALE FROM THE OTHER BELLIGERENTS

Perhaps we should turn first of all for lessons the other belligerents may have to teach us about morale. We are profiting by the lessons that the other democracies and the dictatorships have taught us in military strategy and tactics. We are equally obligated to learn from their experiences in building morale. As a British social statistician has pointed out, we ought, however, to recognize the fact that there is no universal correlation applicable to all countries between morale and the factors affecting it. It may be true to say that the special factors affecting morale are not the same in any two countries. Two studies "Morale in China" and "Morale Factors in the Collapse of France 1940" (issued by the Committee for National Morale) support such a conclusion.

A. British

When Winston Churchill took over the helm in Britain, he led his people into demonstrations of courage and heroism that will forever remain among the sublime achievements of man - manifestations of the human spirit at its highest and best. His battle cry was, "I have nothing to offer you but blood and sweat toil and tears." But Churchill was actually giving his countrymen much more than this - even while the war was raging in its wildest fury.

The British Cabinet is daily demonstrating that a genuine democracy must constantly improve the lot of all its citizens, especially the lot of the underprivileged, and that this obligation remains in war times

as well as in times of peace. It has thunderously answered the question "Can we afford both social services and adequate armaments?" It believes there can be no adequate defense without increased social services.

For the maintenance and development of morale Britain has not only provided new protective insurance to cover homes destroyed, but it has extended health insurance; nutrition programs; recreation programs; family welfare programs; old-age, survivors and unemployment insurance; workmen's and soldiers' compensation. Even art, music and the drama are being stimulated during the war - supported recently by a contribution of a quarter of a million dollars from the Government and an equal contribution from voluntary societies. First-rate concerts are being provided in factories at lunch time, with an enthusiastic response from the workers.

B. France

What a contrast is the story of France. Many causes contributed to the downfall of France. Certainly among them were her failures in the field of social welfare. Shortly after her downfall it was frequently charged that her social legislation was largely the cause of her collapse. John Winant, now Ambassador to England, then at Geneva as head of the International Labor Office, was in a position to observe and know as few other citizens in the world. On his return to America, in describing the French collapse, Mr. Winant said: "It is my opinion that the less generous attitude of the French Government - (i.e., less generous than the British) - in expanding its social policy to meet war needs affected morale adversely and that insufficient family allowances were not only a handicap in the practical field of production but also impaired the efficiency of the soldier." In drawing lessons for America from the British and French experience, He further said: "Preparedness in the social and labor fields is an essential part of a defense program" "Statesmanship and realism (demand there be) no breakdown or cancellation of any of the social objectives achieved in recent years, in fact, wherever possible, social progress should continue forward."

C. Germany and Japan

It is obvious that morale is still very high in Germany and that if anything it is still higher in Japan. Most of us would agree with the sociologists who maintain that in these, as in all other countries in war time, and perhaps during any time of great social upheaval, there are three classes as far as morale is concerned:

- (1) Those who believe in the cause so strongly that if they did not have their present leaders they would find other leaders and organize for the same purpose and around the same cause. With this group the cause is really a religion
- (2) Those who understand and agree with the purpose enough to really support the cause of the first group
- (3) The last group is composed of those who merely adhere to the cause because they are forced to adhere

While a country experiences military successes the first groups gain many new recruits from the second class and the second class from the third. The first group is large in Germany. I believe it is much larger in Japan because there the cause is more closely allied to religion and a unique religious fanaticism. Whether Nazi Germany or Japan is our great enemy, the morale of the Japanese may be much harder to break than that of the Germans.

IV. THE SPIRITUAL AND MATERIAL FACTORS IN MORALE

A. Material Factors Affecting Morale

The factors that affect morale are both spiritual and material. While it is true of our military forces that equipment alone cannot make morale, the lack of equipment would ultimately ruin morale. One of the first responsibilities of military leaders is to see that their men are adequately equipped. In this war that means not equipment that was adequate in World War I, but the vastly different mechanized equipment that is necessary for this war.

The same is true of our civilian forces. Here too, materials alone cannot produce morale, but the lack of them can ultimately ruin morale.

B. The Spiritual Factors in Morale

But it is the spiritual factors in morale with which we are primarily concerned. Do we not agree that real morale is "an inner fire built on a deep disturbance of the will"; that that deep disturbance of the will is brought about by a new conception of the greatness of a cause in which our own greatness is realized and fulfilled; that in the presence of such greatness we freely give our all - our last ounce of energy to the cause?

How great then is our cause - the cause of our democracy? How can we assist others to know its greatness and to know what is the inner fire without which victory is impossible?

(1) Our Educational Resources

First, by a vastly increased use of the great instruments of education that are largely the product of our democracy. All our educational institutions, public and private; schools, colleges, universities, adult education organizations should be mobilized to promote a realistic understanding of our democracy, its strength and its weaknesses, its assets and its liabilities.

These institutions used by professional educators and laymen alike can bring new meanings and understanding to 80 million Americans. All together we should explore the claim that the democratic way of life has given to individuals and the community alike more material and spiritual goods than does any other form of society - that though a long, long way from perfection it holds far more promise of eliminating ghastly shortages of these goods than does any other way of life.

How can we, through educational processes increase the sociologists key group, to which

we have referred, Group #1? Partly by revealing our past and present greatness; but more so by setting in motion those forces that will provide more of our economic goods to more and more people and making these only the economic foundation for the achievement of even richer cultural and spiritual goods.

(2) Our Religious Resources

Such a democracy can become more of a religion to more of our people. To those who feel and believe that our democracy is the highest and best political expression, real religion -- the problem of morale is settled. They burn with the inner fire. Cynicism is the opposite of religion and cynics have no morale. We cannot tolerate cynics because they will destroy us. It may be true that morale, like some other things, cannot be taught, it can only be caught - caught from the contagious faith of believers in a great cause. Religious faith in our democracy may be our greatest asset.

CONCLUSION

This conference should only be the first of many such in this and all our communities. We may begin by increasing our own faith in democracy and its future. But we must begin now, even as we fight, to make more of its potentialities realities. Nothing can do more to cast out fear from our own hearts; fear of ourselves; fear of our own people and their shortcomings; fear of economic change; fear of our enemies; fear of our future.

We shall build our own morale and help to build the morale of others if, even while we build our arsenals, we more fully achieve our social ideals and broaden our democratic way of life. We must build our political, social and economic democracy wider and deeper, build up - not destroy - the things we are fighting to defend. The democracy that creates an ever stronger, and an unconquerable morale in ever wider groups of its citizens, is the democracy that demonstrates that it is winning the peace, even while it is winning the war.

"INFORMATION AND CIVILIAN MORALE"
Lawrence C. Martin, Managing Editor
The Denver Post

The German government for the past seven years has been spending \$2,000,000 per week to affect Civilian Morale by means of information. Such an expenditure suggests, first that the Nazis have proved to their own satisfaction the sensitiveness of morale to information, and second, that they have been able to use that reaction to their own advantage; third, that perhaps free people might find it advisable to apply the same principle of extraordinary effort to condition the minds of men, women, and children, not only the minds of the German people but of people everywhere.

I think we may take it for granted that totalitarians have found propaganda a profitable implement, and history is going on record that the German propaganda program is the most ambitious, the most brilliant and most despicable of its kind ever conceived or executed; and I venture to predict further, that history will record also that German propaganda became one of the prime causes of the downfall of the Nazi system, for a very simple reason, the Nazi system is a fabrication of lies.

The Nazis have made a weapon against democracy, and they have themselves shown us how we can turn that weapon to our own defense and their defeat. Germans are not alone in the use of information. The British, Russians and Chinese have done nobly in this field. They have not only assisted but they have, through a well conceived program of information, built up strength - - there is in that a practical suggestion for us. Skillful use of information now will not only aid our war effort but it will aid in the time after the war; it will build up morale in support of our own national ideas and in support of democracy.

Now I assume - I am quite sure - you have had "morale" defined for you and you know what "information" is, but will you permit me to define both in my own way? "Morale" I conceive to be the manner in which a man's faith in himself and his country sustains the balance of conditions in what we might call his "known world." "Information" I define as anything - news, knowledge, state-

ments, information, rumor, report - whatever can be used to convey from one to another something which passes for truth. Rumor and report are information insofar as they are accepted and are pertinent only if they constitute a degree of truth. This is a point which is important in the consideration of what you are interested in doing.

Let us consider the difference between information under the totalitarian system and our own system where morale is pretty much allowed to take care of itself. Information under the totalitarian system is under the strictest control in every channel, both in peace and wartime; radio is either government controlled, government owned, or so controlled that the ownership is unimportant. The press is, of course, controlled at all times, more during emergencies than in peacetime - it is the mouthpiece of the regime or - silenced.

In Germany today millions of people have no morale, they simply have a resignation that they must mask with a heartiness they do not feel. Ample proof of this was seen the other day when it was admitted by Dr. Goebels, when he said: "I admit there is disturbance and grumbling about the scarcity of commodities at home" - then he gave them a good deal of real information about the costliness of the Russian campaign and the needs of the army, and added certain statements about the cruelty and brutality of the Russian people and warned that if the German people failed to support their country they would be contributing to the downfall of Germany and the butchery of their own people. German morale was supposed to jump up a notch or two. Morale so threatened fluctuates; morale so induced becomes far more violent when it begins to get out of control.

Democratic morale extracts strength from adverse news. The morale of the British people never was so low, not after Dunkirk or even Singapore, as it was under the stupidly managed censorship of the British law when everything was kept from the people and morale was deteriorating so badly that the government was obliged to admit that their system was a failure.

We are a good deal like that over here. We hate not to know - good news or bad. After Pearl Harbor there was an immediate upsurge in this country. We bought more Defense bonds and stamps than we had before. Rumors got

around that they were not telling us the truth in Washington and morale began to sag again. Rumor and report were responsible for that, but even when our morale is at its lowest ebb we are not like the poor Germans who are told only what they want them to know. We know that eventually we shall be told the truth. In a democracy there is no way to keep facts hidden.

We have great news-distributing agencies. Press Associations have staffs in all parts of the country which collect and distribute that news to every village, hamlet and city. Every paper has a good press service - a dependable service. The only difference today between the small-town newspapers is in the volume of news. They get it from the same sources and it is just as dependable.

In more than three decades of business I have never been so proud as today because of the work the press is doing for the people. You are getting the news, such as can be given to you, and your morale, good, bad, or indifferent, does not suffer from lack of information to you. Necessarily, we have a censorship on war news, but it is a voluntary cooperative censorship, and if by some slip of judgement, or a mechanical slip, some newspaper or radio station should slip, there would be no one put in jail; they would be spoken to and it would not happen again. This censorship is willingly accepted by the press so long as it does not attempt to hoodwink the people, or keep from them facts which are as valuable to them as they would be to the Germans or Japanese. If that should happen, and I doubt very much if it does, it would be resisted with determination.

Of course, the next source of information is the radio. You and I can listen to anything over the radio from China or Germany, but try to do that in Germany or Japan - it cannot be done. Our enemies can spew whatever they want over the radio and we can accept it or not as we please. Radio is rather more restricted than the press for the simple reason that you can stop a paper at the border of the country - you cannot stop the ether waves.

These two means of information to the people are depicted as rivals. In the purveying of news press and radio are not rivals and that is proved by the fact that there are more people listening to radios and more people reading papers today, which indicates a desire for information.

The movies are a source of information these days: they are studded with information about the Red Cross, and, when available, with pictures of the war. Over in China libraries are springing up all over the country; civilians and soldiers are being given courses wherever they happen to be - in villages, in the country, etc. - These courses are on the three basic principles: National morale; democracy; and the people's livelihood. They are teaching this to men, women and children. They have mobile moving pictures, both educational and entertaining; seven large newspapers and a great many smaller ones, for the purpose of carrying on this morale building campaign for the Chinese, and pamphlets are being distributed all over China. Madam Chiang is mainly responsible for this.

Of course, you know that the facilities in China for collection and distribution of news, do not compare with ours. But, if their system works in China, it ought to work for us. One of their young men told me they got their idea from Germany - from German organizations - and as he described it, they have a system which in Germany is called "education for death" - he said they had taken that system and had made it an "education for life" in China, a very truly brilliant procedure.

Our colleges, universities, primary schools, etc., have rich resources at their command for informing their people in building morale. You cannot have complete faith in something you know nothing about. The libraries of these institutions about which I have spoken are playing a significant part and I think under your guidance and cooperation the schools can be brought to play a larger role.

The final means of conveying information is the human voice - you know how hard rumor is to kill. In the human voice we have unlimited resources and with all this abundance of resources have we not done very little in making information an implement - a weapon of democracy of civilian morale.

Let me leave you with some suggestions that will be found in part at least, to be workable:

1. Adopt and apply that principle on which the Nazis base their program; namely, that everyone in the community be informed about his country; its government; its problems; its needs; its ideals
2. Unite the talents, the skills and experiences of teachers, journalists, writers and speakers in every community in a study of ways and means of doing this thing and the adaptation of a simple, direct and effective program designed to affect every person in the community
3. Encourage free non-partisan discussion of public issues connected with the war, and see that the discussions are enlightened with information and not darkened with tragedies
4. Discourage by some dramatization the danger of spreading rumor and gossip. I think every community in this state should have signs such as:

"Do not Accept Rumor"

"Don't Talk"

"Don't Tell Secrets You Think You May Know"

"Don't Spread Lies or One-Half-Truths"

5. Build up in the community on the basis of information, not mere statement, the fact that American sources of information are the most diversified and the most dependable in the world
6. Build the entire program on information, not on unsupported statement, argument, etc.

"RATIONING AND CIVILIAN MORALE"

Robert F. Harvey
Denver Rationing Administrator

As I look ahead to the rumors which Mr. Martin so forcefully warned us against, to the realization of the rumors which came over my desk a few days ago that on the program for rationing was the length women should wear their skirts that they would be forbidden to have pleats or outside pockets, I began to hope for some other field for my endeavors before such activities devolved upon me.

To my mind patriotism, like religion, before it shall ever begin to function, must function individually. There is no mass movement for patriotism and the awakening of the American people, so far as observations show by those of us who have been on the 'denying' line. This causes the sad realization of how very few people there are in Denver, at least, who have formed any definite idea of this appalling situation, which I say to you with all the sincerity of my soul, seems to me to bode dire danger to this country of ours and our way of life. Had there been an inherent patriotism in the hearts of the people, there would have been no need for rationing.

When we have occurrences brought to our attention where a doctor, who lives in a palatial home, ordered four new automobile tires before the freezing order went into effect and the boy who delivered them, when asked to place them in the garage, found twenty-four brand new tires with the wrapping paper still on them; when selfishness causes people to think only of themselves and they have no concern for their neighbors; when the boarding of sugar and other essentials of life became so rampant over the nation - there was nothing to do but to bring this situation to a halt. Unlike the prohibition era when no action could be taken against the purchaser of contraband liquor, in these days the penalties apply to the purchaser as well as to the bootlegger.

You may be interested to know the normal demand for crude rubber in this country averaged 600,000 long tons per annum. The consumption of rubber in tires is represented by the distribution of 2-1/2 to 2-3/4 million tires per month up to September 1941, then the output of tires jumped to over 4,000,000 tires per month. Of course, the increase

in the demand of rubber tires was not reflected in the increase of the distribution of trucks, buses, or pleasure cars, therefore, there is one conclusion - that hoarders got busy in September 1941.

With the rationing which began January 5, of this year the Government of the United States, through guarded channels, limited the distribution of rubber automobile tires to 350,000 per month for the entire United States and they very solemnly warned that even with this limited distribution, within six or seven months there would be no rubber tires available for anybody, regardless of the classification in which they may come.

I refer to a few figures which may be more explanatory. Last year there were licensed and operating on the highways and in the cities, towns and villages of this country a total of 34,175,000 automobile units - trucks, buses and pleasure cars. The number of those units which are not affected by the restrictions now in force, total 5,675,000 putting out of circulation, absolutely forbidden by the regulations to buy new rubber for their automobiles, 29,362,000 units. So the figures, startling as they may be, might give some conception of what lies ahead.

It may interest you to know that it requires 75 tons of rubber in a modern battleship; 750 pounds in a medium sized tank and 1000 pounds of rubber for a tire for a large bomber. So we come to the topic which has been assigned to me - Rationing for Civilian Morale - I presume the motive in assigning this topic to me had something to do with the attitude of the people who have been affected by the rationing thus far, and I want to say to you with pride "it has been fine." It has been fine among men who have given the best part of their lives to building up their respective businesses, whose money is invested in those businesses and upon whose business the kiss of death has fallen because of these regulations. Automobile men have accepted this thing magnificently.

There are 1768 brand new automobiles which the dealers in this town have purchased and for which they have obligated themselves to pay, involving an actual cost to them of \$1,500,000, and when they are faced with regulations so totally different to the common use in this country it is almost impossible for them to deliver cars that were

bought long before the freezing order, it is a pretty serious situation. The apathy regarding this war is beginning to show cracks in Denver. The tire men, tire salesmen, automobile dealers and salesmen all realize now that we are in war.

The general impression that "it cannot happen here" is having its effect, but slowly, surely and inevitably the realization that we are at war; that the Japs are doing a swell job, that they did a swell job at Pearl Harbor and everywhere else, may somewhat check that confidence "that it cannot happen here." But, my friends, with the large number of boys to be taken out of the city of Denver each month for the rest of this year; with large numbers of homes per month in this city to be shot through with the transfixions of separations, fears and doubts, war will come pretty fast to Denver.

When I look back over the billions of dollars which have been spent by this nation for war purposes, all the vaunted egotism of the greatest navy in the world and the greatest army, lulled as we have been to a fancied security by all of these optimistic reports; when we see the appalling situation as we see it today, I for one am sick at heart.

I want to say then that we have worshipped false gods in this country - all of us have worshipped gold - we wanted money above everything else. It has been a disease that has spread the breadth and length of the land. We have practically all of the gold in the world and what good is it to us? What a pitiful thing it would be for one to kneel down and pray to that cold speechless thing called gold. So far as I am concerned I have no hesitancy or shame in proclaiming to you that I am a bit old-fashioned. I believe with all my mind, with all my heart and with all my soul in Almighty God, and this nation has neglected God. We, individually, have neglected those responsibilities.

Strange as it may seem - I do not know what you call it, I call it "God" - in his own way and in his own time, brings us back to the only reality that life holds. During the days ahead, with the sacrifices and readjustments all of us are going to have to make, God give to you the strength and the grace and the power to face these readjustments, and the ability to take whatever may lie ahead.

FINDINGS of DISCUSSION GROUPS
As Presented to General Assembly at Concluding Session

GROUP I

C. B. Hershey, Dean, Colorado College;
Leader and Reporter

I. The discussion followed the general suggestions made in the program. We first considered the needs for civilian morale in Colorado. Among these needs are the following:

- (a) People seem not to have sufficient information with respect to the general conditions. It was thought desirable to provide additional channels of information so that there might be a more intelligent approach to the problems of the war and the needs that might be met by individual citizens on the basis of more extended and more exact information. It was pointed out in this connection that there was considerable misinterpretation of regulations and events because the background was not sufficient to enable citizens to interpret these regulations and events adequately
- (b) It was felt that a great many people were stimulated to offer their services and then were not given specific tasks to perform. The need here seemed to be for some follow-up program which would capitalize on the enthusiasm of the people. It was pointed out that this work should not be busy-work, but should have some definite reference to the total program of defense and war
- (c) Since most of the members of the group are teachers or are connected less formally with schools and education the question came up several times about the school conditions in defense areas. The needs in such areas in connection with the schools and education are acute and are not always adequately met. As a part of this discussion of needs in the schools, the subject of health and physical education was brought up. It was pointed out that while schools are accelerating and extending their programs of health and physical education, such acceleration and extension should be carried beyond the schools into the communities and beyond the period of emergency into a part of the regular program of community life

II. The next general question was with respect to the availability of community agencies and individuals to help develop morale. How can these problems and needs be met?

- (a) It was suggested that if there is not anything to do immediately after citizens have volunteered, training classes should be set up to prepare the volunteers better for the work they might be called upon to do later. It was pointed out that these training classes could be limited in time or extent to meet the requirements of the local situation
- (b) It was urged that in every community the volunteer services and all Civilian Morale activities should be unified under one organization so that there would not be overlapping and conflicts, and further so there would not be an overlapping of important tasks to be done. The Civilian Defense Council seemed to be the best agency to unify community programs
- (c) One way to meet the problems of the present is to give the people of today a long range view, and in this connection agencies looking to the future in the field of industry, education, and other activities were thought to be of very considerable importance. Such a forward looking viewpoint, without ignoring the present emergency, would seem to keep morale at a higher level and give people greater confidence with respect to the future

III. The question of ways by which state and regional agencies might help local communities was brought up for discussion. Representatives of several state agencies were present in the group and participated in the discussion. They pointed out that a number of state agencies were set up to extend their services to all parts of the state. Among the specific suggestions were the following: Library Service, State Council of Defense, State Health Department State Extension Service, and Speakers Bureau. These are typical of a number of agencies available in the state to serve local communities.

GROUP II

Mrs. Robert G. Bosworth, Chairman
Women's Committee, Colorado
Council of Defense; Leader and Reporter

The question of morale and how it now stands in Colorado was discussed by this group. The decision seemed to be that it was particularly good in rural communities where everyone has some definite job to do in order to carry on at the moment. Perhaps in urban communities where the morale cannot be considered quite so high it is going through a period of transition. There was quite a discussion on youth and child education as to how it now should be carried on. The consensus seemed to be that the truth should be fairly presented even to the youngest.

One question was brought out as a serious obstacle to production and morale in Colorado - racial prejudices in certain parts of the State against Spanish speaking groups. It was suggested that group meetings might overcome some of these prejudices and help with production. This can be done by community participation and group discussion.

Health was discussed as one of the most important questions for morale in the State. Also, it was brought out that in a community there are health, welfare, education and many other groups which should come together to discuss what is the most important thing, the most urgent thing, in that community.

Lines of administration should be defined, such as co-ordinating local defense councils. All of this should be cleared and brought under one head so as to avoid confusion. It was suggested that there were three separate levels of community morale: The community level - the state and national level - the international level, which perhaps comes more under the guidance of colleges and universities.

Two recommendations were made by this group:

1. A division of the State Defense Council which possibly might be called "Public Relations and Education" - the word "morale" not to be used
2. That all present committees immediately become more active and look to the State Defense Council for leadership

GROUP III

Frank S. Hoag, Jr., Editor
Pueblo Star Journal; Leader and Reporter

The discussion was started by asking the question "What is the condition of civilian morale at the present time." The following points were discussed:

1. A feeling of helplessness on the part of most of the individuals. A desire to do many things in regard to the defense program but that there was nothing tangible for them to do.
2. The difficulty of relating the emergency, or the war, (which is 6 or 8 thousand miles away) to our problem right here at home, and how we fit into the program. Civilian morale was classified as three elements - (a) mental, (b) spiritual, and (c) emotional. It was gratifying to note the bringing out and emphasizing of the fact that in all of this defense work which we are trying to undertake and being asked to undertake, whether in nutrition, youth programs, Red Cross sewing rooms or in the factory, we cannot lose sight of the present programs in social service work and welfare. It is vital to continue these activities
3. The need for instilling into those people who we think have not got the same morale as we have, a desire to win, and to answer the question "What are we fighting for?" - simply stated it is "The preservation of the American way of life."
4. The importance of impressing upon the people the fact that great adjustments and changes are going to take place in our daily lives and it is necessary for us to discount these changes and adjustments so that when they come we can accept them without losing the morale which is necessary to continue our program
5. To meet the need for organization communities might start with the local Defense Councils which have a division of education and publicity. From this it should be possible to select leaders in the various communities to undertake everything from mass meetings to neighborhood groups. Only a relatively small portion of the people are being reached and it is the larger mass that needs to be contacted; that is why these

local organizations are so essential from the neighborhood groups up to the mass meetings, to instill in them and emphasize what we are fighting for in this war

6. Recognition that all social welfare programs should be continued during the war
7. More natural opportunities in rural areas for people to maintain balance than in urban areas, i.e., in rural areas people can raise chickens and "make them produce and hatch eggs" and in that way do something tangible

(A lady from Seattle pointed out that we might be surprised to know where the good morale of this country is. A very great and stable morale is to be found among the airplane and shipyard workers. There is a new unity of purpose among them with a tendency to drop labor quarrels and disputes until after the war. They have a much higher morale than that found in higher economic strata)

8. News should inform us of what is ahead so that we may condition ourselves, and when that time comes - when there is bad news - we will be prepared for it and not 'fall apart.' Local neighborhood group meetings will give opportunity to prepare ourselves for that particular type of thing, and because we can do that we will be able to come through the war with a much better morale than otherwise

GROUP IV

Noses E. Smith

State Senator, Ault, Colorado; Leader and Reporter

The thought most dominant was to help people locally to organize; to use organizations which are now in a position to do some extensive work and to carry on a continuity of program that would be effective and educational, and above all would be able to meet changing conditions as fast as they appear.

Another point raised was that we must get over to each person in the community that "this is my cause - this is my job." They need information and direction, and much of that is, of course, being done in many communities. There is great need for intelligent direction from our state

headquarters of the Defense Council and Morale program, working in conjunction with our educational institutions which are doing an excellent work.

It was definitely brought out that the students - high school and college - are very anxious to help. They are energetic and full of ideas and are ready to be a part of that army to help in any and every way possible. Proper direction of these students not only would mean additional training which would be invaluable to them but would be of immense help in community meetings, helping to direct, etc.

Further, it was agreed that we must not be turned aside from this long-time program of building morale which is building citizenship and taking care of the situation when peace comes. These efforts must be repeated time and again in an interesting way so that people will come to the meetings ready to do their part.

Local Defense Councils have been organized but not a great deal has been done in many of them except to set up some drills for fire protection, etc. People are waiting for something to do and that is the program we are trying to plan here - a continuous program to give these people something to do. Various organizations as well as local citizens could do this work - it is going to take a lot of time and effort to put it over.

It was pointed out that in Huerfano county they have organized an army of workers and whenever a call is made for something to be done, they try to live up to their slogan: "We must get it over within an hour's time."

A final suggestion was that we should keep in mind that "This is my cause. I must buy something - bonds, stamps - I must make something. I must learn something. I must get true and proper information and I must sacrifice something."

Slogan: A JOB FOR EVERYONE AND EVERYONE ON THE JOB

GROUP V

W. B. Mooney, Secretary

Colorado Education Association; Leader and Reporter

The beginning of a morale program and the continuation of it, depends upon giving people plenty to do which, in their opinion, is worth doing. The merit of the Huerfano program lies in that fact. They have some 1500 people organized ready to do something.

Mr. R. D. Jenkins, Superintendent of Schools at Englewood, reported that they had started a program there. Their fire organization appears to be the most active. One of their plans is to organize under the police 75 or 80 people to respond to any emergency call.

In Aurora they have some artesian wells. They have organized so that everybody knows how to get to these wells in case Denver should be bombed. That is something for people to do.

During the last war I was 'morale officer' in two army camps - there was no trouble with morale during the war - the trouble started after the war. People talked about unwise things.

Gunnison has organized on a little different basis.... They have organized a discussion group at the college under the direction of Dr. Ferris who is a master historian. Most of us have studied history but we have forgotten the larger part of it and a refresher course would be good for us - how Valley Forge lines up General MacArthur.

Father Newell stated that there is a movement ahead in the State to keep children out of this fight. It was agreed that the younger people should be taught how to conserve and be shown why they should help in every way.

We must not lose sight of the fact that we are going to have peace - we hope to be the ones to dictate that peace - all agreed with that viewpoint. The group agreed that those in charge of the conference should supply abstracts of the addresses and proceedings of the assembly.

Summing up - First, we want to win this war; second, we want to win the peace. We want a strong morale by giving realistic information.

A little difference of opinion was expressed by a minority group who thought one of the best ways to win the war was to have peace ideals that are tangible and that we know are worth fighting for. "Are we going to win a depression by winning the war?" "Are we going to set up an ideal that other people will follow?" "Are we going to start now to lay the foundation of understanding and tolerance that will allow us to inaugurate a peace under which our enemies can live and establish a world economic collaboration?" "Are we going to live and let live?"

GROUP VI

Dr. Ben M. Cherrington, Director
Foundation for the Advancement of the Social Sciences
University of Denver; Leader and Reporter

What are some of the factors that are preventing the achievement of desirable morale in our communities? Five points were discussed:

1. People are uncertain as to how far they should go in criticism of our government and still be patriotic
2. Many of our people in Colorado feel that partisan politics enter into the situation
3. The government programs are not always explained clearly
4. Lack of confidence in the integrity of government officials
5. There is altogether too much talk and not enough jobs to go around, therefore we spend our time criticizing

There is a wide-spread fear among low income groups that prices will go so high that the standard of living will be lowered. The cost of necessities is all out of proportion - information distributed through the libraries gives the rise in the cost of living as 8 to 10 per cent whereas the real increase to the low income groups has actually been 28 per cent. You must have stability at the bottom or you will have a pyramid of fears that will reach the top. Some of these low income families are now reduced to eating meat once a week only, and they will be unable to eat it at all if prices continue to rise.

Another point which is interfering with morale is that it is rumored that we are going to have to fight Russia some day. This rumor is hitting our morale in a vulnerable spot and until it is corrected we cannot expect to have adequate morale.

People are fearful that the high-priced government bonds they are being asked to buy will not be worth what they paid for them after the war, that they will drop to 50 or 60 cents on the dollar. Effort should be made to correct the impression that the Government will not make good its pledge.

City groups - workers and employers alike - do not understand the point of view of the farmer, therefore, there is unjust criticism. Farmers are busy right now producing "Food for Freedom" - every farmer is adapting his production to the greatest possible capacity. However, just criticism should be encouraged - the way to correct error in democracy is to have more discussion - to be sure that the facts come out.

Consumer interest will be recognized and some institutions will be created here in Denver and other places, regarding price control, to which consumers can go for information and protection.

We must keep before us the peace objectives if we want to strengthen morale. Use of volunteer help was stressed:

1. Necessity of wise recruitment of people
2. Employment of trained people
3. Wise placement of people

We need a very clear definition of what we mean by "defense". Defense activities to the volunteer or layman should, for the most part, mean doing the old things but doing them better.

A very interesting report was given by a representative from the Extension Department - who told of the prospective conferences being planned by county agents to bring together the leaders of all types of organizations for leadership training. Out of these conferences the people, by their discussions, will discover their needs and will turn to these sources (libraries, etc.) for information.

CONCLUDING STATEMENTS
By Governor Carr and Chairman Houston

In a final statement Governor Carr urged everyone present to do everything they could to promote the development of Civilian Morale. He stressed the point that the schools can play a large part in the program. He accepted the recommendation that a state-wide committee be appointed and immediately appointed Clifford G. Houston, Director of Extension Division and Dean of Summer School, University of Colorado, as chairman.

* * * * *

In closing the meeting Dr. Houston stated that it was very important to have a clearinghouse for ideas. He said: "Please send me any ideas you have about this whole problem - I urgently beseech you to do this. We will get out some clearinghouse publication if possible. It is easy to do nothing about it - those of us who have met many times to plan this meeting know how difficult a task it is. Here are a few things which can be done:

1. Have the program committees of the various groups and organizations see to it that something dealing with Civilian Morale is included in all meetings in Colorado for the rest of the year
2. In your bulletins and publications put notes about this meeting, encouraging people in local communities to do something about it
3. Have local meetings similar to this in the various communities throughout the State where people will be asked to have discussions of this kind. You have seen whatever mistakes have been made here today and you can avoid them. Such meetings have already been held in Sterling, Grand Junction, and other communities - they have been very interesting and quite successful
4. It is suggested that local meetings be held under the sponsorship of local Defense Councils; we do not want to set up overlapping groups of any kind.

At these local meetings the emotional side should be looked after too - patriotic songs and readings can be utilized

5. Regional meetings should be held in junior and senior colleges - they would be glad to help with these meetings and to be a clearinghouse for information, ideas, speakers, and also to serve as a training center for speakers. This is an opportunity to build in Colorado something constructive in a period that is most destructive. All institutions and groups can help.

* * * * *

We need to get ready. Otherwise we might muff the opportunity. To succeed, we need to clarify our thinking, improve many of our attitudes, and generally cleanse our American soul. Collective and individual efforts and tendencies toward fraternity will be a step in that direction.

- Louis Adamic -

A PROPOSED PLAN FOR EFFECTING A COORDINATED PROGRAM
OF COMMUNITY CIVIC ADULT EDUCATION AND INFORMATION
IN COLORADO

Submitted to Governor Carr by the Colorado Council of
Adult Education, January 15, 1942

I. The Purposes of this Proposal Are:

- A. To mobilize the resources of schools, colleges and universities, libraries, WPA Adult Education and other supporting agencies in Colorado to achieve a common "understanding among our citizens of pressing public issues" as a sound basis for "the judgements of the people" and the furtherance of the general welfare
- B. To organize these agencies into a cooperative voluntary force to aid every community in Colorado to set up and carry on study and discussion groups, and organized reading courses within the reach of every adult in the state, and to aid communities to organize to solve their own problems

II. Specifically we propose:

- A. That the Governor call a delegate assembly in Denver to which will be invited representatives of all colleges, the county superintendents of schools, superintendents of a few of the larger city schools, the Adult Education committee of the Colorado Library Association, state and district supervisors of the WPA Adult Education, representatives of the State Defense Council, Adult Education Councils, and other interested organizations and individuals.

- 1. The objectives of this assembly shall be:
 - a. To arrive at a common understanding of the purpose of a Coordinated Program of Community Civic Adult Education and Information in Colorado
 - b. To work out a plan of coordination and cooperation in establishing this program

- (1) To apportion the areas of work to be done
 - (a) Prepare reading and study materials
 - (b) Train speakers and leaders
 - (c) To prepare study outlines; for example Libraries (both school and public) may be given the task of furnishing reading materials - the public school may be called upon to bear most of the load of local organization
 - (2) To apportion the communities to be aided in organization among the agencies prepared to do this type of work. For example: the Agricultural College Extension Service may well be assigned the responsibility for organizational work in rural areas. The other colleges may assume responsibility for certain specific areas
- c. To set up plans for district assemblies

B. That the Governor will follow this state assembly by calling a number of district assemblies - the number and location to be determined upon at the state assembly. To the district assembly would be invited those persons from the district who have been present in the state assembly - together with state leaders invited to attend; all college, school and library workers in the district; the chairman of the Public Relations and Education committees of the local Defense Councils, coordinating and adult education councils, and other agencies and individuals interested in community programs

1. The objectives of the district assemblies will be the same as those of the state assembly

III. Specific ultimate objectives of the coordinated program of Community Civic Adult Education and Information in Colorado for further consideration in the state assembly would be:

- A. At least one study and discussion group for each 500 registered voters, or for each precinct where there are more than 500 voters to the precinct
- B. That every citizen may have an opportunity to become informed concerning all vital issues as related to: (1) winning the war, (2) community prob-

lems, (3) state and national problems, (4) international problems - related to both war and peace

IV. Some Principles and Practices in Democracy and Education on which this Proposal is Based

- A. That cooperation and coordination in both state and local areas is of the essence of democracy
- B. That the organization and administration of local programs of education and information is a function of the community, and that state and national agencies should serve only to help the local leaders in initiating such projects
- C. That the community is the cradle and training ground of democracy and that local leaders should be encouraged not merely to set up study and discussion groups, but, also to undertake to solve their own local problems through the democratic processes, for through this exercise of the rights and duties of citizenship they will both solve their own problems and gain experience which will be of great value in meeting and solving the larger state and national problems
- D. That the approach to the solution of all problems should be made with an understanding of our established American ideals, principles and procedures, clearly in mind
- E. That to insure success, education and civic projects should usually begin with the current interests and felt needs of the people, and hence that the problems of winning the war are the psychological starting point for community discussion
- F. That public health is a problem of vital consideration in a critical period and hence will come near the top of the list of problems for study and action
- G. That recreation, hobbies and cultural activities help to establish and maintain the coop-

erative attitude of the people and hence that such activities as folk dancing, folk music festivals, play festivals, art study groups, etc., should be encouraged and promoted along with the study of the more serious problems

- H. That aliens should be invited to all adult education activities and that special training for citizenship examinations should be included in the program of Civic Adult Education where no adequate provision has already been made for it

The basic means for the development of morale in the United States, the only means that gives promise of success, the only means that is worthy of a free people, is the means of education. A morale thus created will not only withstand the totalitarian threat today but it will also endure to broaden and strengthen the growth of our democracy in the long pull ahead.

Educational Policies Commission -
"Education and the Morale
of a Free People"

M E M B E R S
o f
Temporary Committee to Arrange
Colorado Assembly

CHAIRMAN: Clifford G. Houston, Director of
Extension and Dean of Summer School
University of Colorado

Edwin A. Bemis, Executive Secretary, Colorado Press Association
W. M. Campbell, President, Colorado Council of Adult Education
Ben M. Cherrington, Director, Foundation for the Advancement
of the Social Sciences, University of Denver
Mrs. E. V. Dunklee, President, Adult Education Council of Denver
Charles E. Greene, Superintendent of Schools, Denver
C. B. Hershey, Dean, Colorado College
Robert Hudson, Executive Secretary, Rocky Mountain Radio Council
Mrs. Florence Irwin, President, State Association of County
Superintendents of Schools
Mrs. Inez Johnson Lewis, State Superintendent of Public
Instruction
Dean H. McCoy, Executive Secretary, Adult Education Council
of Denver
Mrs. Ruth D. Means, Assistant Director, Bureau of General Adult
Education, Extension Division, University of Colo.
W. B. Mooney, Secretary, Colorado Education Association
James E. Morrison, Assistant Director, Extension Service
Colorado State College of Agriculture and
Mechanic Arts
Charles F. Mulford, State Supervisor of Adult Education, WPA
Miss Margaret Paradise, Deputy State Superintendent of
Public Instruction
Malcolm G. Wyer, Director, Denver Public Library

* * * * *

DELEGATES REGISTERED AT ASSEMBLY

NAME	ORGANIZATION
Abbott, A. D.	Teller County Supt. of Schools
Abbott, Mrs. W. Lewis	League of Women Voters
Adams, Henrietta	U of C School of Nursing
Allen, Dr. Edward J.	University of Denver
Allen, Rose E. H.	Washington County Supt. of Schools
Andrew, Marion	WPA Adult Education
Andrews, S. M.	Huerfano Co. Ass'n. for National Defense
Armentrout, W. D.	Colorado State College of Education
Arthur, Margaret D.	U of C Extension Division
Bader, Ernest H.	Ft. Lewis Branch, Colorado State College
Baker, G. Derwood	Boulder Public Schools
Baughman, Jeanette	Cheyenne County Supt. of Schools
Baum, Paul B.	Colorado Woman's College
Beckwith, Frank	
Bell, Campton	University of Denver
Bemis, Edwin A	Colorado Press Ass'n.
Bent, C. A.	WPA Adult Education
Bernhardt, William H,	Illiff School of Theology
Bertrand, Avalon	WPA Community Service Division
Berwick, Mrs. H. S.	State PTA, Publicity
Betts, Grace	San Miguel County Supt. of Schools
Bishop, Amie Louise	U of C Extension Library
Bloom, Neva M.	Associate State Director FSA
Bolander, H. E.	YMCA
Bosworth, Mrs. Robert G.	Colorado Council of Defense
Bowden, Ada Mary	WPA Adult Education
Bradford, Mrs. Rollie	YWCA
Bradley, Allen E.	Littleton Public Schools
Bray, Richard	U of C Extension Division
Brayfield, Geo. W.	Colorado State Federation of Labor
Brooks, A. A. Jr.	
Brounink, R. R.	Ft. Morgan Public Schools
Brown, Roy E.	University of Denver
Burke, Helen L.	Colo. Tuberculosis Ass'n.
Campbell, O. D.	Colorado Chain Store Ass'n
Campbell, W. M.	Colorado Adult Education Council
Campbell, Mrs. W. M.	University of Colorado
Campbell, Wayne N.	State College of Education Library
Campbell, Mrs. Wayne N.	Colorado Friends of the Library
Cannady, Vida S.	Clear Creek County Supt. of Schools
Carraher, Bernard B.	Knights of Columbus
Carpenter, Mrs. Farrington R.	League of Women Voters

Cherrington, B. M. U of D Social Sciences
 Childerston, Harry V. Boulder Comm. Coordinating Council
 Christenson, Margaret B. State League of Women Voters
 Christian, Charlotte R. Denver Federation, Women's Clubs
 Cleere, Dr. R. L. State Health Department
 Clevenger, Jack Alumni, Colorado State College
 Coffey, Patrick V. WPA Adult Education
 Colestock, Ruth Colo. State Nurses' Ass'n.
 Connell, Frances M. N. State Board of Health
 Conway, Rev. E. A. Regis College
 Cook, Cora E. Colorado Library Ass'n.
 Coolbaugh, M. F. Colo. School of Mines
 Costigan, Mrs. Edward P. National Youth Administration
 Cramer, Lucy E. Lake County Supt. of Schools
 Cusack, Rev. L. L. Regis College

Davis, Chas. E. Boulder County Supt. of Schools
 Davis, Mrs. Chas. E.
 Davis, Frank B. Colorado State College
 Davison, Mrs. Edward Boulder League of Women Voters
 Dickerman, Edward D. Colorado Mining Ass'n.
 Dorlan, Dorothy WPA Nursery Schools
 Dunklee, Mrs. Edw. V. Denver Adult Education Council
 Dyar, Elizabeth Public Health Ass'n., Ft. Collins

Easton, D. M. University of Colorado
 Edgar, Mrs. J. I. Reed Colo. Ass'n for Nursery Education
 Ellison, B. F. Salvation Army
 Ellsworth, Ralph A. Colo. Library Ass'n., Boulder
 Emberton, Mary State Division of Public Health
 Emrich, Duncan University of Denver
 Erwin, Joy State Nurses' Ass'n.
 Eskridge, Gertrude WPA Adult Education
 Etter, Robert L. Newspaper

Fidler, Mrs. Lon T. State League of Women Voters
 Fine, Mrs. Milton Council of Jewish Women
 Fox, Guy Denver Adult Education Council
 Fulton, H. K.

Gates, C. F. Jr. University of Denver
 Gates, Mrs. Caleb. F. Jr. University of Denver
 Gilmore, Harold M. Council of Religious Education
 Gilchrist, L. Fred Colo. State College of Education
 Glick, Dudley Peters Colorado Public Health Ass'n.
 Goldberg, Anna Fox Guldman Center

Gordon, Samuel J.	WPA Adult Education
Gould, Lyttleton B. P.	U.S. Navy Department
Greenawalt, Irma M.	Housing Authority, Denver Schools
Griffith, Mrs. David	Colo. Conference of Social Welfare
Griffith, John Z.	Denver Council of Religious Education

Hadley, H. H.	Las Animas County Supt. of Schools
Haines, Charles	Pueblo Junior College
Haines, Mrs. Charles	Pueblo Junior College
Hamilton, Dwight	State Dept. of Education
Hamm, Richard E.	Longmont Adult School
Hare, Joe	University of Denver
Harper, Heber R.	Federal Council on Health and Welfare
Harvey, Robert E.	Denver Rationing Administration
Haywood, Robt. O.	Board Member Cripple Creek Schools
Hefferly, Frank	State Industrial Union & UMW Dist. 15
Hemenover, Edgar E.	Pueblo Junior College
Henney, Homer J.	Colo. State College A.M.
Herson, Mrs. Maurine T.	League of Women Voters
Herzog, Charles L.	University of Denver
Hicks, D. Reginald	State Junior Chamber of Commerce
Hoag, Frank S. Jr.	Pueblo Star Journal
Hodgson, James A.	Colorado State College Library
Hogsett, Sadie E.	Mesa County Supt. of Schools
Houston, Clifford G.	Director, Extension Division U of C
Howsam, Earl Richard	Pueblo Junior College
Hudson, P. B.	Rocky Mt. Radio Council
Huston, Mrs. W. Barrie	Daughters, American Revolution
Hutchison, Mrs. Frances	Extension Division U of C
Irwin, Florence	Larimer County Supt. of Schools

Jackson, Beverly	University of Denver
Jackson, C. W.	State Dept. Public Welfare
Jaggard, Nancy	YWCA
Jenkins, R. D.	Colorado Education Ass'n
Johnson, Betty	WPA Nursery Schools
Johnson, Harper	Garden Home Schools
Johnson, Rudolph	The Colo. State Grange
Juchem, Marguerite	Jefferson County Supt. of Schools

Kampf, Louise F.	Colorado College
Ketrick, Paul J.	Loretto Heights College
Kettle, Georgianna	Custer County Supt. of Schools
Kinghorn, Glenn	Colorado State College A.M.
Kittle, J. Leslie	Adams State Teachers College
Knowles, Robert R.	Sterling Public Schools

Knox, Claire K.	McClelland Public Library
Knudson, Clarence M.	University of Denver
Knudson, Mrs. Clarence M.	University of Denver
Kouns, Earl M.	State Dept. of Public Welfare
Lamb, Grace I.	Douglas County Supt. of Schools
Lehman, Mrs. Amer	Consumer Information Center
Lent, Ross M.	Vocational Education
Lewis, Inez Johnson	State Supt. of Public Instruction
Lindbloom, H.	Scott Foresman & Co. Publishers
Little, John R.	Colorado Education Association
Lynch, John T.	University College, U of D
Malick, Clay P.	U of C Extension Division
Manaugh, Lotta	Montezuma County Supt. of Schools
Marsh, Hattie Marie	Colorado Woman's College
Martin, Lawrence C.	Managing Editor, Denver Post
Mason, Korleen	La Plata County Supt. of Schools
Mathias, Ruth M.	Rio Grande County Supt. of Schools
Mayo, Mrs. Cora Yost	Denver Council of Social Agencies
McCarty, W. A.	Secundo Public Schools
McCauley, G. Kent	Bent County High School
McClintock, H. C.	Boulder Civilian Defense Council
McConnell, H. J.	Aurora Public Schools
McDonough, Randolph P.	Extension Division U of D
McDowell, Adele	Grand County Supt. of Schools
McLaughlin, Merlyn M.	Colorado Woman's College
Means, Ruth D.	Extension Division U of C
Menke, Edwin H.	Civilian Conservation Camps
Meyer, A. G.	President's Round Table
Miller, Fletcher M.	Colo. Education Ass'n.
Miller, Grace S.	Adams County Supt. of Schools
Miller, Graham R.	Opportunity School
Miller, Lawrence W.	University of Denver
Mohr, Louise	Denver Dietetic Ass'n
Montgomery, James W.	Longmont Adult School
Mooney, W. B.	Colorado Education Ass'n.
Moore, Clarence H.	WPA Training & Peemployment Division
Morey, Lora M.	Park County Supt. of Schools
Morris, Mrs. Marguerite	State Dept. of Public Welfare
Morris, Russell	Pueblo Junior College
Morrison, J. E.	Ext. Division Colo. State College A.M.
Mulford, Charles F.	Colo. Adult Education Council
Mulnix, R. C.	R. C. Mulnix Sounds Systems
Murchison, Irene	Colo. State Nurses Ass'n.
Murray, Elwood	University of Denver

Nelson, Alfred C.	University of Denver
Nelson, Frances	Huerfano County Supt. of Schools
Nelson, Raymond H.	Trinidad State Junior College
Newell, Rev. Hubert	Catholic Schools of Colorado
Nicholas, Ralph A.	Internal Revenue
Nigro, O. F.	UMW District 15
O'Kane, Anne	State Dept. of Education
Oliver, Floyd	State J.C.C.
Olson, Robert	University of Denver
Owen, Mrs. Humphrey G.	University of Denver
Paradise, Margaret L.	State Dept. of Education
Parfet, Mrs. Elizabeth	Gilpin County Supt. of Schools
Parriott, Jas. D.	President's Round Table
Perkins, Joe	Baca County Supt. of Schools
Peterson, Mary H.	Arapahoe County Supt. of Schools
Price, Frank N.	Colorado C.I.O.
Puffer, R. A.	Denver Public Schools
Purcell, Richard	Western State College
Pyke, W. E.	Colo. Agri. Experiment Station
Rait, Mary	Mesa College
Read, Elizabeth	Colo. Woman's College Library
Reed, Mrs. Verner	Red Cross
Rice, Mrs. A. E.	Colo. Federation of Women's Clubs
Richards, Mrs. M. E.	Colorado PTA
Risley, James H.	Pueblo Schools
Roche, Wm. T.	Knights of Columbus
Rody, Daniel G.	Lions Club, Dist. 6E
Rogers, Frances M.	Council of Social Agencies
Roskelley, R. W.	Colo. State College A.M.
Rotenberg, Mrs. Jean F.	WPA Nursery Schools
Rudd, Viola	Moffatt County Supt. of Schools
Sanborn, Kent L.	Longmont Public Schools
Sandoval, Emmanuel T. (Rev.)	Regis College
Schlesinger, Melvin H.	Red Cross, Denver Chapter
Schumacher, W. P.	International Bakery Workers
Sharp, J. E.	Workers' Service WPA
Shaw, Mrs. Grace T.	State Dept. of Education
Shaw, Robert W.	WPA Adult Education
Shuttleworth, Mrs. A. B.-Colo.	Council of Parent Education
Smith, Mrs. Edwin A.	South Side Woman's Club
Smith, Hester M.	Business & Professional Women
Smith, Moses E.	State Legislature

Sowers, Don C.	Municipal League
Spaulding, Velma	Denver Tuberculosis Society
Speer, Wm. W.	YMCA
Spencer, Dwight	State N.Y.A.
Stevens, Paul C.	Colo. Education Ass'n.
Stockton, Roscoe K.	University of Denver
Stone, Fern A.	Colorado Dietetic Ass'n.
Stoner, Joseph W.	Fremont County Supt. of Schools
Sturdyvin, D. E.	Internal Revenue
Taylor, Faith	Logan County Schools
Taylor, V. W.	Colorado Woman's College
Thomson, L. W.	Leadville High School
Tice, Fred A.	Scott, Foresman & Co. Publishers
Toda, Alfred	Civilian Defense Council
Troxel, O. L.	Colo. State College of Education
Turner, Glen C.	Colo. State College of Education
Turner, Hazel	Jackson County Supt. of Schools
Underwood, Willis O.	University of Colorado
Unger, John C.	Brighton Schools
Van Drest, Alice E.	Colo. Adult Education Council
Vest, Dr. M. D.	State Health Dept.
Voorhees, R. L.	State Federation of Labor
Wahlberg, Edgar M.	Grace Community Church and Center
Ward, W. S.	State Dept. of Public Welfare
Weil, Mrs. Jack	National Council of Jewish Women
Weller, Louise	Child Welfare
West, Bill	WPA State-wide Recreation
Whitehead, Carle	Socialist Party
Whyman, Mrs. Ainslee C.	University of Denver
Wigginton, May Wood	Colo. Council of Adult Education
Williams, W. M.	Alumni University of Colorado
Williamson, A. E.	Colorado Municipal League
Wilmoth, Bernice	Prowers County Supt. of Schools
Wilson, Glenn T.	La Junta Public Schools
Wilson, H. James	School District #4, Rocky Ford
Wolcott, Roger H.	Denver University
Woods, Florence	Pueblo Junior College Library
Young, George P.	Public Work Reserve
Younglove, Marguerite B.	State League of Nursing Ed.

