

USE THE PAPER TROOPER CAMPAIGN MATERIALS

TO ENERGIZE YOUR

School Waste Paper Collections



Approved by the War Production Board
and Paid for by Industry.



**A MANUAL FOR SCHOOL
ADMINISTRATORS AND COMMUNITY LEADERS**

More WASTE PAPER MUST BE *Salvaged*

MILITARY REQUIREMENTS ARE ENORMOUS THEY COME FIRST, AND THEY WILL BE MET

The Amount of Paper Collected and made available for
Re-use will Condition the Amount Available for Civilian
Purposes — Newspapers, Magazines and School Books

THAT IS *Why* THE WAR PRODUCTION BOARD

acting in cooperation with the U. S. Department of Education, the National Education Association, the American Newspaper Publishers' Association and the Conservation Committee of the Waste Paper Consuming Industries

has developed the

PAPER TROOPER CAMPAIGN MATERIALS

and now makes these available to help you stimulate the salvage of Waste Paper by Schools.

And to work with School Administrators and Community Leaders on School Waste Paper Salvage, the Advisory Committee on School Salvage Programs has been set up by Dr. John W. Studebaker, U. S. Commissioner of Education:

ADVISORY COMMITTEE ON SCHOOL SALVAGE PROGRAMS

Chairman:

EMERY W. BALDUF
Chief, School-College
Unit
Salvage Division, WPB
2711 Temporary
Building D
Washington, D. C.

MARIS M. PROFFITT
Educational Consultant
U. S. Office of Education
Washington, D. C.

LYLE W. ASHBY
Assistant Director
Division of Publications
National Education
Association
1201 Sixteenth Street,
N. W.
Washington, D. C.

WM. D. BOUTWELL
Director of Information
and Radio
U. S. Office of Education
Washington, D. C.

How PAPER GOES TO War

Several hundred thousand items used by the armed forces of the U. S. require paper in packaging or construction.

Huge amounts of paper board are used by the Red Cross for blood plasma containers.

All Army clothing and equipment is shipped in waterproof paper wrappers.



THE PAPER TROOPER

Campaign Materials

Among the best ideas tested in actual use!

Reports of successful School Waste Paper Salvage Campaigns in all parts of the country have been carefully analyzed to determine what makes them succeed. These reports have come from WPB field investigations and have been written up and sent in by school leaders, newspaper publishers and salvage committees. From what has been learned in this way about the mechanics of school collection methods, the Paper Trooper Campaign Materials have developed.

A program using all the Campaign Materials would be a very potent program indeed. It would combine the stimulating elements of some of the most productive school salvage programs now in use.

You can have any or all these materials if they

Multiwall paper bags are used extensively in shipping flour and dehydrated foods.

Each weapon part must be wrapped in grease-proof paper and in waterproof paper.

All kinds of paper are used by the Army, from vegetable parchment, .0015 inch thick, to heavy paper board and wallboard.

100 POUNDS OF WASTE PAPER WILL MAKE:

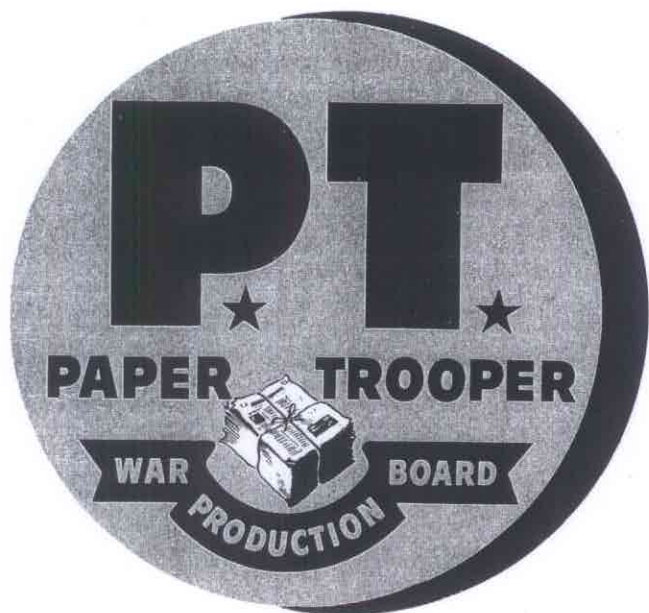
- 11 Protective bands for 1000-lb. bombs.
- 17 Protective bands for 500-lb. bombs.
- 20 Protective bands for 250-lb. bombs.
- 50 Casings for 75-mm. shells.
- 50 V-boxes for food and equipment.
- 100 Casings for average size shells.
- 100 Fin locknut protectors for bombs.
- 115 Cartons each containing ten 20-mm. shells.
- 200 Containers for Blood Plasma.
- 200 Containers for field rations.
- 650 Cartons for U. S. Army K-rations.
- 1087 Cartons each containing ten dozen boxes of yellow fever vaccine.
- 1105 Cartons each containing fifteen 50-calibre bullets.
- 1470 Boxes for emergency life-boat rations.
- 2041 Cartons containing one life-preserver light.
- 2128 Cartons each containing fifty 45-calibre pistol bullets.
- 2911 Cartons containing ten cartridges for inflating life-boats.

It takes a stack of newspapers about as high as a broom handle to weigh 100 lbs.

suit your purpose. Request what you can use and we will send you the materials without cost as long as the supply lasts.

To obtain materials, order from the State Executive Secretary of your State Salvage Committee. List given on back page.

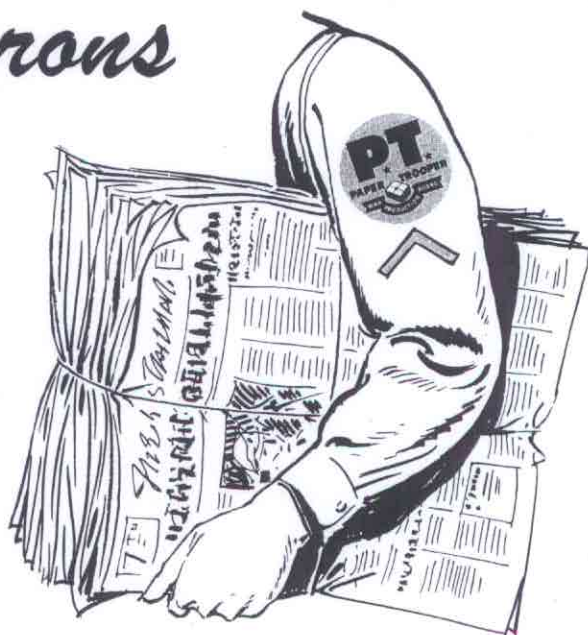
THE PAPER TROOPER *Emblem*



Many productive waste paper salvage programs give pupils an opportunity to join a distinguished corps, group or army, as members of which they are publicly identified as aiding in important war work. For this purpose the insignia of an army of paper salvagers called *Paper Troopers* has been designed for use on the sleeve or jacket. The name has a resemblance to the name Paratroopers, those daring raiders dropped from the sky behind enemy lines, and should, therefore, have a tremendous appeal to pupils. Boys nowadays live in terms of fighting adventure and the paper trooper emblem will make a strong appeal to them. It will appeal to the girls, too. (Insignia supplied in two colors in cloth sheets for pupils to cut apart and sew on sleeves.) When ordering, indicate Number PT 1 and give quantity.

PAPER TROOPER *Chevrons*

Advancement in rank for attaining Waste Paper collection quotas or for winning school room, school or district contests, is one of the most effective stimulants to youthful effort. And here are chevrons to denote that rank. Pupils will appreciate these sleeve ornaments as public acknowledgment of their achievements. (Chevrons supplied in cloth sheets for pupils to cut apart and sew on.) When ordering, indicate Number PT 2 and give quantity.



THE DESPERATE NEED FOR *Waste Paper* IS STATED IN THE FOLLOWING MESSAGES:

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

A. N. WILLIAMS
PRESIDENT

1201

SYMBOLS

DL = Day Letter

NL = Night Letter

LC = Deferred Cable

NLT = Cable Night Letter

Ship Radiogram

"THE SHORTAGE OF WOOD PULP AND AVAILABLE WASTE PAPER AT THE PAPER MILLS IS BECOMING INCREASINGLY CRITICAL. THE DEMANDS OF THE MILLS FOR PAPERBOARD CONTAINERS AND PAPER PRODUCTS FOR SHIPMENT OF SUPPLIES TO ALL BATTLEFRONTS IS GROWING CONSTANTLY. THIS PAPER SHORTAGE, NOT ONLY THREATENS A REGULAR CONTINUANCE OF THESE SHIPMENTS, BUT SERIOUSLY AFFECTS PRACTICALLY ALL CIVILIAN USES OF PAPER, INCLUDING THE ESSENTIAL WORK OF OUR SCHOOLS AND OTHER CULTURAL INSTITUTIONS. THE AMOUNT OF NEWSPRINT ALLOCATED TO PUBLISHERS IS AT PRESENT ONLY 75% OF THEIR NORMAL CONSUMPTION. THE SITUATION WILL BECOME WORSE UNLESS WE CAN INCREASE THE SALVAGE OF WASTE PAPER FROM THE PRESENT RATE OF 542,000 TONS A MONTH TO APPROXIMATELY 667,000 TONS. TO REACH THIS HIGH FIGURE WE MUST LOOK TO THE SCHOOLS OF THE NATION FOR EVEN GREATER HELP THAN THEY HAVE GIVEN IN THE PAST, SPLENDID AS THEIR PAST SALVAGE ACHIEVEMENTS HAVE BEEN. EVERY ONE OF US MUST TAKE ACTIVE PART TO INSURE THE COLLECTION AND MOVEMENT OF EVERY POUND OF WASTE PAPER. I ASK THE MEMBERS OF YOUR ORGANIZATION TO COOPERATE FULLY WITH WAR PRODUCTION BOARD STATE AND LOCAL WASTE PAPER SALVAGE OPERATIONS."

DONALD M. NELSON

A telegram from Donald M. Nelson, Chairman, War Production Board, to the American Association of School Administrators in convention at Chicago, March 1, 1944.

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON
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To State Superintendents:

"The collection of waste paper has in recent months become the number one salvage job of the nation, exceeding in importance and urgency the collection of metal scrap.

"Mr. Donald M. Nelson, Chairman of the War Production Board, says: 'The need for more waste paper is becoming increasingly critical each day. The constantly growing demand for paper by our armed forces for the production of hundreds of military items has reduced the inventories of our paper mills to alarmingly low levels. Shutdowns are imminent in many places.'

"The paper shortage affects not only newspapers and other publications but also school and office supplies. Most seriously, of course, it threatens the overseas shipment to our armed forces of several hundred thousand items, every one of which requires paper or paper board in its packaging or in its very construction.

"Because of the seriousness of the situation and in view of the fact that the American Newspapers Publishers' Association, in response to an urgent appeal from Mr. Nelson, is now carrying on a vigorous publicity campaign on the need for collecting waste paper, I am calling upon the schools of the country to give special emphasis to the salvaging of waste paper during the coming months. A very special effort on their part is needed.

"I am sure you can be counted on to take such action in your state as will enlist the wholehearted and enthusiastic cooperation of the schools and the colleges in the waste paper collection program.

"I have been assured by the Salvage Division of the War Production Board that the current campaign is national in scope and that there will be no 'backwash' of paper collected, as in 1942, provided local school authorities will clear with their local salvage committees or the state salvage offices before undertaking waste paper collections.

"Here is a war job — a very urgent one — which school pupils like to do and can do well. I know the nation can count on the schools of your state to do their part."



**From Dr. John W. Studebaker, U. S. Commissioner of Education,
to the Superintendent of Schools in each state.**

HERE'S WHAT CAN HAPPEN

Jack Lighthart, 13 year old Maywood, Illinois, boy, came to national attention in February for having collected 100 tons of Waste Paper by Pony Cart last year. His achievement put him on a Blue Network program and drew Fox, Paramount and Universal Newsreel cameramen to the event.

District School No. 81 in Linn County, Missouri, with 12 pupils, won a national contest and a Certificate of Merit, signed by Donald M. Nelson, Chairman of the War Production Board, by organizing 500 friends and relatives to collect paper from their neighborhoods. The county seat, Brookfield, declared a holiday and staged a parade to celebrate the achievement.

The Abercrombie School of Greenfield, Massachusetts, won the city-wide Waste Paper Salvage Contest award and flags by collecting 407.89 lbs. per pupil. The average for 13 schools was 83.40 lbs. per pupil.

These are only a few of the outstanding salvage achievements of schools and pupils. A great deal more than is commonly assumed can be accomplished when salvage programs can be adequately set up and the pupils properly motivated.

THE TEACHER CAN LEAD THE WAY

In discussing the problem of the School Salvage of Waste Paper, Emery W. Balduf, Chairman of the Advisory Committee on School Salvage Programs, said recently, "One thing is certain; regardless of the procedure followed, the results are definitely better in proportion as the teachers take time to motivate the pupils by discussing with them the paper shortage, the reasons for it, the war uses to which paper is put and the bearing of the students' waste paper collection efforts upon the winning of the war."

Many educators feel that school waste paper salvage programs can be adequately motivated by telling the pupils the facts about the paper shortage and the role of paper in the war, and by appealing to their patriotism.

This form of motivation is unquestionably essential. On the other hand, many communities, ranking as leaders in waste paper salvage, feel that they get further valuable stimulation and better results through the use of awards and other forms of recognition.

In reviewing the typical school waste paper salvage operations in the next section of this manual it will be seen that competition and awards are important factors.



Almost every teacher can find some way of working the Waste Paper Salvage theme into his current classroom assignments. Here are a few ways suggested in recent issues of educational magazines and in other sources:

1. **Dramatics**—Classroom or assembly skits that dramatize the story of waste paper and the war.
2. **Science**—The processes of preparing waste paper for further use.
3. **Shop Work**—Construction of a paper baler.
4. **Current Events**—War uses of paper and the current Waste Paper Salvage Drive.
5. **Economics**—The functions of paper in modern society.
6. **Language**—An endless list of story situations involving paper, its production or use.
7. **Social Studies**—Role of paper in modern life and in the development of civilization. Importance of conservation and salvage.
8. **Arithmetic**—Accounting for paper received and funds derived from the sale of paper.

Teachers will find that the immense amount of publicity given to the waste paper collection program has made this a live topic—a topic that any teacher with a little thought can work into almost any teaching situation.

REPORT ON THE MECHANICS OF HIGHLY SUCCESSFUL SCHOOL WASTE PAPER SALVAGE PLANS

Sample Operation A (City of approximately 600,000)

The city is divided into quarters according to high school districts. Each high school in this district organizes its volunteer workers from block to block. Each precinct and each block has a captain. "Workers" assist the captains. On the Thursday before collection day, all of the block captains and their helpers ring the door bells in their block, remind the citizens of the impending paper collection, carry twine with them, offer to sort paper, tie it in bundles and carry it to the curb.

On the morning of collection day, Saturday, the block captains and their helpers once more make the rounds, this time calling only on those householders who have not put paper on the curb. The teachers take an interest in training their pupils to carry out this function in a very courteous manner which is unobjectionable to the citizens, thus insuring whole-hearted cooperation on the part of all residents.

Early on collection day, those who have volunteered for service with the trucks are assembled at the school which serves as the "control center" for that day. From this control center, the helpers are assigned to the dealers' trucks which are making the collections. Liability insurance covers all pupils who accompany the trucks. With each truck goes a captain who carries a "route book" which he must be ready to show at any time to an "inspector" to prove that he has not gone beyond the area which his route is to cover. He is subject to discipline in case he allows the truck to collect paper from an adjoining area in order to make a better showing.

The truck dispatcher sits at the phone during the entire day and receives reports from the trucks and complaints from the citizens whose paper has not been collected.

The truck captain and their helpers carry paper from the middle of the block to street intersections to reduce the hauling mileage and save gasoline. They also assist truck crews in loading the trucks.

There is a very strong rivalry between districts and schools within a given collection district. Returns from the sale of the waste paper are made to the Salvage Committee which turns the money received over to the schools participating in the collection.

The citizens donate their paper.

Inspectors follow the trucks to make sure that loose paper does not litter up the streets and the various volunteer crews take special care not to allow paper to become scattered about. Here again the teachers take great pride in getting their pupils to carry out the rules laid down.

By this method, 400 tons of paper were collected on a single Saturday in one quarter of the city.

Sample Operation B (Cities of 1,500,000 and 3,000,000)

In the smaller city the elementary school pupils are organized to bring paper to the schools at stated intervals during the month, usually once a week, and the dealers collect the paper at the school. A uniform price is agreed upon and the dealer must be sure to cover every school and to collect the paper whether he finds the accumulation is worthwhile or not. The schools are allowed to keep the money realized on the sale of the paper.

Not only do the pupils bring the paper from their own homes but they call on the homes that do not have children in school at regular intervals just before collection day.

The larger city also pursues this procedure but with better effect. Here prizes are offered by the Waste

Paper Campaign Committee of the Newspaper Publishers' Association, prizes being in the form of banners to the school in each collection district having the highest per pupil collection. Honor awards are also made to the pupils bringing in the largest amount of waste paper in each school.

In this program, results were improved through the work of sales representatives of the paper industry who went into the schools with the permission of the school authorities and gave talks to motivate the pupils. It has been found, however, that such talks and the discussion of the waste paper situation by the teacher must be repeated from time to time with new notes of interest added.

Sample Operation C (County of 40,000 exclusive of the county seat)

County "M" has organized its schools to participate in the general salvage program with special stress on Waste Paper. Here all the pupils are organized as "Commandos" and various military ranks are assigned pupils who hold key positions in the organization. All the pupils hold "Commando" cards and may advance in rank according to the amount of paper or other salvage material they deliver.

The teachers in all of the schools, including the one-room school houses, periodically take time out to discuss the need for salvage materials, why the need exists, importance of these materials in the war effort, etc.

Arbitrary quotas of achievement are set. Each school is expected to be responsible for getting salvage materials from every home in that district and the quotas are stated in terms of pounds per resident per month. These are subject to change in the light of collection experience.

Cash prizes are awarded for the schools with the highest per pupil collection. Each month the school that has the highest per pupil collection has its name engraved on a handsome bronze placque. The materials are collected at the schools and picked up at stated intervals by the trucks of the County Highway Department.

Sample Operation D (Small town of less than 5000)

Here the pupils bring paper to school once a week. County trucks collect it and take it to a dealer in the County Seat. Money for the paper goes to the school. The schools participate in the county competition for monthly honors and cash prizes are also given to the pupils in each school who bring in the most paper.

Sample of Instruction Sheet Issued to Students in Milwaukee:

RUFUS KING HIGH SCHOOL DISTRICT STREET AND BLOCK PLAN

To each Rufus King Pupil:

Bulletin:—*Waste Paper Drive*

A. *Waste Paper Drive*,—Something to do *Thursday* and *Friday*,—

1. Work with the "workers" and the Block Captains.
2. Deliver "handbills" . . . Ring doorbell and give "handbill" to the person who comes to the door . . . Make second call, if necessary.
3. Make sure that all homes have had your friendly visit to help with the donations of paper.
4. Make a second call Friday, if necessary, to make sure that the paper will be ready for Saturday.
5. String will be furnished FREE,—offer to help tie the paper in bundles. Furnish the string.
6. Make special arrangements with people who will not be at home on Saturday to have the paper on porch or where you can get it Saturday.
7. Work in your Block or Block assigned to you . . . Get other helper in your Block . . . Work with Block Captains and Supervisors.

B. *Waste Paper Collection*,—Something to DO *Saturday*, February 19th,—

1. All Supervisors and Assistant Supervisors will meet at the Rufus King High School, at 8:00 A.M., Saturday.
2. Block Captains and Assistant Block Captains, with Block Workers, will "work" their BLOCKS, Saturday,—
 - a. Check homes again,—where no paper is out.
 - b. Safety—think and practice "Safety" at all times.
 - c. Check to see that paper is tied well.
 - d. Take all paper to North-South Streets—if possible.
 - e. Help load the paper when truck arrives.
 - f. Block Workers will act as "clean up" squads.
3. Block Captains will call in if any paper is "missed" or left.
4. Two Supervisors and Three Loaders will ride each truck.

Ralph G. Chamberlin,
Principal.

Russell Littmann,
District Supervisor.

VACATION *Salvage Activity*

By continuing their waste paper salvaging activities throughout vacation periods, school children can not only make an important and badly needed contribution to the war effort—they can also develop their competence as youthful citizens and turn their energies into wholesome constructive channels at a period when there is great pressure to divert them into non-constructive and even anti-social channels.

Educators and parents throughout the country are concerned about the rising rate of juvenile delinquency. Although there may be a difference of opinion as to the cause, there is agreement on one point—that minds occupied with constructive projects give little thought to mischief. School children are keen for a part in important war activities. One of the most important war activities—one that they like and can do well—is Waste Paper Salvage.

The problem is how to provide proper adult supervision for vacation salvage activities. The school personnel in charge of salvage operations during the regular school year may not be able to function during vacation. Where it *can*, it *should* carry on.

Where it cannot, the Jr. Citizens Service Corps, which represents a coordination of all youth organizations, including all school children, is a natural organization to turn to for this purpose. Its leaders, trained in the coordination of all types of community effort, will know how to organize the salvaging activities of school children and any "special interest" groups in such a way that there will be no overlapping or duplication of effort.

Where the Jr. Citizens Service Corps is not yet operating, other community organizations, such as the Parent Teacher Associations, church groups, police departments, American Legion Posts, Boy Scout and Girl Scout organizations, should be approached to take over the supervision of the school children's vacation activity.

Whatever is done about vacation Salvage activity should, of course, be planned before vacation begins and should be cleared through the Local Salvage Committees.

Organizing and Maintaining a School Waste Paper Salvage Campaign In Your Community

Questions and Answers:

1. How Do I Start?

School Salvage Programs are best started through the cooperative efforts of the Board of Education, or Superintendent, the Chairman of the Local Salvage Committee, the local waste paper dealers or mill representatives and the local newspaper publishers.

Such a group is well equipped to do the over-all planning on collection methods, dealer contacts, prices, supplementary trucking, publicity and promotion and other general problems.

The Board of Education, or Superintendent, can then notify the individual School Principal of the group's recommendations and in a carefully prepared letter, or through a conference of Principals, provide comprehensive materials on the urgent need for waste paper, essential military and civilian uses, methods of setting up School Salvage Committees, plans for promotion and publicity, names of available dealers, collection and weighing methods, prices and allocation of receipts and other pertinent information.

2. How are School Salvage Committees Set Up?

Experience in many communities has shown that the more successful school salvage committees consist of the Principal, as chairman, and a number of teachers united with a committee of selected pupils. It is the responsibility of the Committee to make and clear all arrangements for collections, prices, method and place of collection, weighing methods, announcements and publicity and other details of collection, through the local Salvage Committee.

3. How Do We Sell the Waste Paper?

After the School Salvage Committee and the local War Production Board Salvage Committee have agreed on the above points and arrangements have been made with dealers, these arrangements should be drawn up into a written agreement to be signed by the School Committee and the dealer. This will prevent misunderstandings. The actual weighing of the paper should be made in the presence of a member of the School Salvage Committee and an itemized statement of weight signed by both the dealer and the Committee member. So far as possible, all schools in the community should receive the same price for their waste paper. In the event of differences of opinion as to prices, it is suggested that the local Salvage Committee Chairman be asked for assistance.

4. What Is the Best Day for Collection?

One day has proved as good as another for school collections. The School Salvage Committee and the dealer should agree on a mutually advantageous day for *regular* collections so that the children will get into the habit of bringing in their waste paper at a fixed time. The **MORNING** session is better than the afternoon, however, because the children can bring paper after lunch to add to the morning collection in case the school is short of its weekly quota and that fact is announced in the morning classes.

5. Who Supplies the Trucks?

Ordinarily the waste paper dealer with whom the collection agreement is made will provide all the necessary trucks, but it is advisable to prepare for emergency transportation through arrangements in advance with the Local Salvage Committee. Waste Paper accumulations should be moved as quickly as possible to prevent fire hazards and to make the children conscious of the fact that the paper is urgently needed in the war effort.

6. Where Do We Get Twine?

School Committees encountering difficulties with the supply of twine or string for bundling paper are advised to check with the Local Salvage Committee for advice or assistance.

7. Where Do We Get Posters and Other Promotion Materials?

Local Salvage Committees will be kept informed of all promotion materials available. Make your requests to these local offices or WPB State Salvage Executive Secretaries.



WAR PRODUCTION BOARD STATE SALVAGE EXECUTIVE SECRETARIES

ALABAMA:	L. E. Creel, P. O. Box 196, 334 S. Ripley, Montgomery	NEVADA:	Daniel Heaton, P. O. Box 1751, Reno
ARIZONA:	Alma V. Tate, 402 Security Bldg., Phoenix	NEW HAMPSHIRE:	E. J. Soucy, State House, Concord
ARKANSAS:	Wallace Cowan, 318 Pyramid Bldg., Little Rock	NEW JERSEY:	Joseph F. Devane, 20 Washington Place, Newark 2
CALIFORNIA:	Harold Brayton, 1355 Market Street, San Francisco 3	NEW MEXICO:	Murray Sprague, 103½ West Central Ave., Albuquerque
COLORADO:	Arl H. Frost, 529 Continental Oil Bldg., Denver 2	NEW YORK:	Paul W. Zeckhausen, 45th Floor, Empire State Bldg., New York City 1 William Arnoldy, 112 State Street, Albany 7
CONNECTICUT:	Bice Clemow, 119 Ann Street, Hartford	NO. CAROLINA:	George K. Snow, 803 Capitol Club Bldg., Raleigh
DELAWARE:	Lt. Col. R. G. Rust, 310 Pennsylvania Bldg., Wilmington	NORTH DAKOTA:	C. S. McCulloch, Room 10, 202½ Eltinge Bldg., Bismarck
FLORIDA:	C. G. Campbell, 314 West Monroe Street, Jacksonville	OHIO:	James G. Lewis, 101 North High Street, Columbus 15
GEORGIA:	Thomas H. Hall, III, 1427 Candler Bldg., Atlanta 1	OKLAHOMA:	H. L. Eddy, 411 Key Bldg., Oklahoma City
IDAHO:	Lindon F. Watson, Capitol Securities Bldg., Boise	OREGON:	Wm. R. Finney, 908 Bedell Bldg., Portland
ILLINOIS:	John G. Sheldon, Room 606, West Jackson Blvd., Chicago	PENNSYLVANIA:	Colley S. Baker, State Museum Building, Harrisburg
INDIANA:	F. G. Thompson, 309 Board of Trade Bldg., Indianapolis	RHODE ISLAND:	Louis F. Adams, 530 Industrial Trust Bldg., Providence
IOWA:	Herbert C. Plagman, 327 Liberty Bldg., Des Moines	SO. CAROLINA:	Lewis A. Emerson, Waters Bldg., Sumter & Senate Sts., Columbia 56
KANSAS:	Harry W. Woods, 509 National Reserve Bldg., Topeka	SOUTH DAKOTA:	H. A. Billion, 306 Western Surety Bldg., Sioux Falls
KENTUCKY:	John J. Rice, Old State Capitol Bldg., Frankfort	TENNESSEE:	Everett R. Jones, 314 Stahlman Bldg., Nashville
LOUISIANA:	Basil B. Cobb, 314 Triad Bldg., Baton Rouge 6	TEXAS:	A. S. Patrick Flood, 701 Scarborough Bldg., Austin 22
MAINE:	William C. Darroch, 629 Congress Bldg., Portland	UTAH:	B. L. Wood, 413 Atlas Bldg., Salt Lake City 1
MARYLAND:	Charles H. Herwig, Jr., 1025 Baltimore Trust Bldg., Baltimore 2	VERMONT:	John O. Baxendale, 120 State St., Montpelier
MASSACHUSETTS:	B. G. Waters, Jr., 17 Court Street, Boston 8	VIRGINIA:	Carl H. Luebbert, 701 East Franklin Street, Richmond
MICHIGAN:	Joseph W. Ramsey, 800 Boulevard Bldg., 7310 Woodward Ave., Detroit 26	WASHINGTON:	Arthur J. Lavell, 238 Stuart Bldg., Seattle
MINNESOTA:	Byron W. Hanson, 218 Midland Bank Bldg., Minneapolis 1	WASHINGTON, D.C.:	Horace Walker, 501 National Union Bldg., 918 F St., N.W.
MISSISSIPPI:	J. K. McDowall, Tower Bldg., Jackson	WEST VIRGINIA:	Burman T. Mitchell, Room 605 Atlas Bldg., Charleston 30
MISSOURI:	Arthur S. McFarland, State Office Bldg., Jefferson City	WISCONSIN:	W. D. Baker, 7038 Plankinton Bldg., Milwaukee 1
MONTANA:	Edward J. Keeley, 212 Power Block, Helena	WYOMING:	E. S. Moore, Jr., State Capitol Building, Cheyenne
NEBRASKA:	Fred S. Larkin, Jr., 915 City National Bank Bldg., Omaha 2		

Summary

HOW TO GET A SCHOOL WASTE PAPER SALVAGE PLAN STARTED

- | | | | |
|----------------|--|----------------|--|
| STEP 1. | Get in touch with your local Salvage Committee to plan your school's part in the community's salvage program and arrange for assistance from your local newspaper publisher. | | for house-to-house canvass and collections and carry out other functions mentioned in sample operations on pages 8 and 9. |
| STEP 2. | Arrange for sale and disposal of paper to be collected. <i>Be sure of a buyer before you start collecting.</i> Set the day for collection, and publicize instructions. You should have a written agreement on prices and weighing methods. | STEP 4. | Decide on publicity and promotion plans and order needed campaign helps. |
| STEP 3. | Set up school salvage committees of teachers and pupils to organize school | STEP 5. | Decide on use of money derived from sale of paper. Suggestions: donations to Red Cross, USO, and similar organizations; purchase of war bonds, school recreational equipment and the like. |