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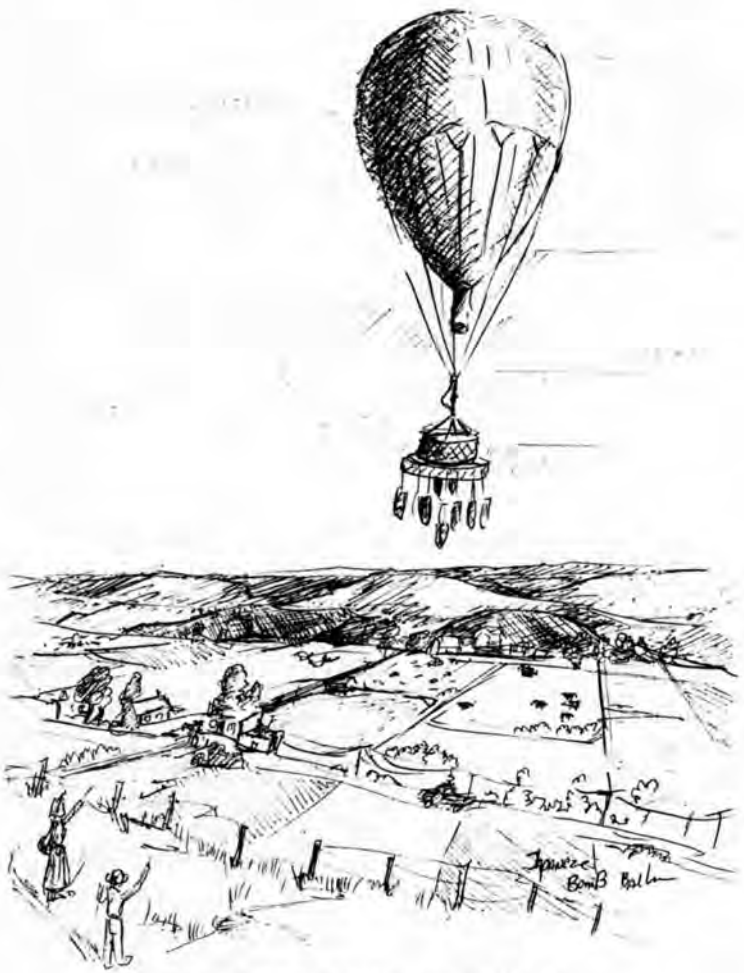

World War II Comes to Delta

Annuals of a War Era High School: Grand Junction, Colorado's High School During World War II

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THE COVER: By G. Roger Hutchinson. Roger has taught Visual Arts and coached various sports for 14 years at Delta High School. He and his wife Bobbi have two children, Chase and Chaunci.

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World War II Comes to Delta

By Derek Carlson*

World War II came to large and small communities throughout the United States, including the small Western Colorado town of Delta. Like most other places, Delta's young people joined the military and townspeople supported the war effort with sacrifice and dedication. However, Delta experienced the war first-hand in the form of a direct enemy attack. Two Japanese balloon bomb incidents occurred in March of 1945. These attacks did not destroy any property or harm lives, but they literally brought World War II to Delta. The way in which community members reacted and cooperated in response to these incidents is the focus of this article.

The attack on Pearl Harbor in December of 1941 stunned the Delta community and made America's entrance into the war inevitable. People in Delta knew its effects would be felt locally. Before the Japanese attack, many had lingering doubts about entering the Second World War.[1] However, the community's angry reaction to the attack in Hawaii quickly solidified attitudes toward entering the war.[2] Young men re-

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alized they would be called to serve in the armed forces.[3] Norman Shetley, a senior at Delta High School at the time, heard the radio report about Pearl Harbor on the afternoon of December 7, 1941. Although stunned and uncertain about when the U.S. would enter the war, he knew that young men like him would be called to fight.[4]

Delta men and women served in all branches of the U.S. military during the war. Those in the service felt a sense of responsibility and pride, while men who were kept out of service due to medical problems, deferments, or other reasons felt inadequate or incomplete. Some of these proud men "went into a depression that affected them the rest of their lives."[5] In all, nearly eighteen hundred men and women served from Delta County and over eighty lost their lives.[6] People from Delta experienced the full sweep of the war—from a sailor losing his life on the U.S.S. Arizona in Pearl Harbor to soldiers, like Shetley, who helped liberate Nazi concentration and POW camps.[7]

Community support for young people in the service came in many forms. The local newspaper, the *Delta County Independent*, printed updates on community members involved in the war and kept an "honor roll" on or close to the front page recognizing all those lost, missing, or captive.[8] Numerous services in churches and fraternal organizations honored local service men and women throughout the war.[9] Individuals and families made many sacrifices. Some families in Delta lost more than one member to the fighting overseas. It was difficult to find someone in the community who did not personally know someone who was lost or serving in the war.[10]

Home front activity took many forms and was done with great honor and dedication. Agricultural prominence of the Delta community took center stage, as food production

was vital to the war effort, but financial support was also represented by the great efforts people made to purchase war bonds and raise funds in other ways. Agricultural production became the focus of local activity because the war effort required substantial amounts of food, with farmers and food producers recognizing the important role they played in this home front activity. The government launched campaigns called "food for victory," encouraging increased production.[11] Delta's farmers worked hard to meet the lofty goals set for agricultural production at home, knowing that it would help their sons and brothers win the battle abroad.[12] On Saturday nights, many farmers went to town and gathered around a stove in the back of Holland's Department Store. There they discussed the importance of their role in the war effort, taking pride in their work and its importance to the war effort.[13]

Those who helped farmers greatly contributed to increased farm production. Two local mechanics, August Bussy and John Sidebottom, worked hard to repair equipment and assist farmers in a time when replacement parts were scarce. Many of the mechanics normally available for repair work to farm equipment had joined the service. Bussy and Sidebottom used their multiple talents to help many farmers in need.[14]

A labor shortage presented the biggest obstacle for farmers on Colorado's Western Slope, as well as in the rest of the nation.[15] There was scarcely a Delta farmer who had not lost to the military a son, hired man, or both. Some lost as much as half their help.[16] In the early years of the war, farmers looked to the high school, which excused students from class, to acquire the needed help to harvest their onions, potatoes, or fruit.[17] "Essential" farm workers could be deferred from military service, but many Delta boys were too proud to ask for it.

In 1943 word of Delta's farm labor shortages reached Governor John C. Vivian and he "made a splash that reached all the way to Washington."[18] He found a neglected phrase in draft laws: "The Governor of each State shall have charge of the administration of the selective law in his State."[19] Vivian immediately ordered draft boards to stop taking farmers. This action brought the farmer's manpower problem to the attention of those in Washington, D.C. One day after Vivian's order, President Roosevelt promised that 3,000,000 farm workers would be deferred in 1943.[20]

Because of the drastic labor shortage, farmers urged the United States Government to establish a second Bracero program in August of 1942. This agreement was essentially a contract between Mexico and the United States that allowed farmers to secure much needed farm labor from Mexico.[21] Despite this program, Mexican labor did not meet the shortages on Delta farms.[22] Later in the war the use of German prisoners-of-war and Japanese internees helped alleviate the labor shortage.[23] These people lived in separate local camps, the Delta camp occupying the present site of the Horse Country Arena on Kellogg Street. Fruit growers and the Holly Sugar Company benefited the most from this labor force.[24] German prisoners and Japanese internees worked in local orchards and sugar beet fields, and reportedly received good treatment.[25]

Rationing impacted both farmers and townspeople. Certain difficult-to-obtain rationed goods, such as tires and gasoline, were available to farm families because of their role as producers of food. Their ability to grow, process, and preserve many of the rationed food products, such as vegetables, fruit, and meat, also kept farm families from going without.[26] Those restricted to what they could only buy in the grocery

store found rationing to be more difficult. Grocers carried "stoop goods," items like syrups, cigarettes, candies, and coffee that they had to "stoop" to get from underneath their counter.[27] Newspapers carried ration reminders to update customers about the validity of ration stamps needed to purchase goods.[28] Some local growers took advantage of high prices brought on by the rationing of the crops they grew by selling their produce to truckers for cash, a practice that allowed some farmers to escape the "iron eye of the IRS."[29] Overall, however, community members were ethical and cooperative with the rationing that altered their lives throughout the war.[30]

The people of Delta also provided financial support for the war by purchasing war bonds and contributing to other war funding programs.[31] Local newspapers carried President Roosevelt's appeals to Americans to purchase war bonds.[32] In fact, almost every edition of local newspapers printed multiple advertisements detailing the need for dollars from the home front to support men and women abroad.[33] The Delta community also supported other war fund drives, like the Red Cross.[34]

Home front activity allowed community members to dedicate themselves to both the country as a whole and the local men and women serving overseas. Emotions ran high because almost everyone knew a local young person involved in the fight, but overall those emotions were kept inside and directed toward support rather then hysteria.[35] This was indeed a difficult time, but the efforts of the community also brought it closer together.

The war had definitely come to Delta through a myriad of home front activities. World War II was changing everyday life in the community, but few anticipated an enemy attack on Delta because Western Colorado is so far inland.[36]

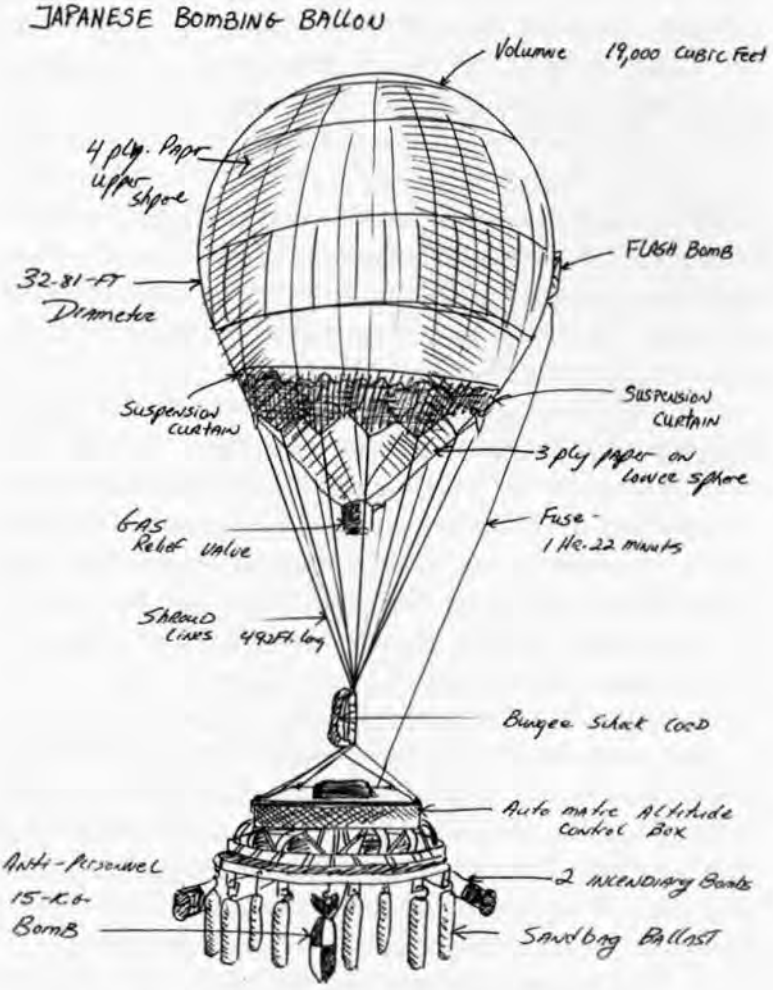
However, Japanese aggression and desperation would reach the heartland of the United States, eventually coming directly to Delta.[37]

Under the direction of General Doolittle, a United States sortie bombed Tokyo on April 18, 1942, leading to the Japanese desire for vengeance.[38] Unfortunately for the Japanese, they had no bases from which their aircraft could bomb North America and no new long-range bombers were being designed for such a task.[39] Consequently, the Japanese had to resort to unusual means, balloon bombs, to attack the untouched American continent.[40]

The Japanese idea of a balloon bomb originated in 1933, the result of research to investigate and develop new war weapons.[41] The idea was based on small—thirteen feet diameter—constant altitude balloons capable of carrying explosives. However, work on this project was stopped in 1935, and development ceased until after the Doolittle bombing campaign of 1942.[42]

In March 1943, the Japanese government resumed the research project for balloon weapons in an effort to bomb the American continent and avenge U.S. actions in Japan. So much importance was placed on this effort that it became a joint army-navy project. Navy-modified submarines were equipped to launch army-developed balloons and ordinances.[43] However, more vital submarine missions took priority over the balloon operation and led the Japanese to modify the balloon weapon used to attack the United States. The final weapon developed was a long-range balloon that would be launched from Japanese soil.[44]

Prewar research in Japan revealed the existence of a jet stream, strong currents of air that move at high altitudes.



Japanese Bombing Balloon by G. Roger Hutchinson

This research indicated that this jet stream could carry an explosive-laden balloon 6,200 miles from Japan to the Pacific Coast of North America.[45] Optimum winds existed at an altitude between 30,000 and 38,000 feet, and the months from November to April produced the overall strongest winds.[46] The specific name of the balloon weapon designed to take advantage of Japanese knowledge of jet streams was "FU-GO." "FU" is the thirty-second character in the Japanese alphabet and "GO" was the Japanese equivalent for "number." "FU-GO" was weapon number thirty-two of the Japanese Military Scientific Laboratory.[47]

After two years of testing and refinement the Japanese perfected their floating weapon. The FU-GO was a thirty-three-foot-in-diameter hydrogen-filled paper balloon that was engineered to drop fragmentation (anti-personnel) and incendiary (fire-creating) bombs on American forests, farms, and cities.[48] The craft would take fifty to sixty hours to travel over the Pacific Ocean and reach North America. A barometer triggered the ejection of sandbags to keep the balloon within the optimum jet stream altitude. After releasing thirty-two sandbags, the altitude control mechanism would drop its load of bombs. The same action that ejected the bombs also activated slow burning fuses that would set off explosives on both the balloon (envelope) and altitude control mechanism (gondola). When the self-destruct devises ignited the highly flammable hydrogen, a blinding flash would appear in the sky.[49]

The Japanese launched over 9,000 FU-GO weapons during the five months from November 1944 to April 1945. While they estimated that only 1,000 balloons would successfully cross the Pacific, they felt that this number would successfully accomplish their goals.[50] The physical destination of the balloons would be forests, farms, and cities, but their

actual target was the morale of American civilians. The Japanese hoped that random attacks would cause fear, apprehension and widespread panic.[51] American news organizations were supposed to supply the feedback that would provide FU-GO directors with detailed coverage of their weapon's success.[52]

A Japanese FU-GO attack first hit Delta on the afternoon of March 11, 1945. Charles and Mae Burch were southwest of town, on California Mesa, hunting for arrowheads when they heard a loud explosion above them. When the Burches looked up they were surprised to see a white balloon falling from the sky near a large blue-white cloud of smoke.[53] The couple thought that it was a weather balloon, and rushed to the spot they believed it had landed, about a mile from the present day site of the Pea Green store. They found hundreds of feet of rope, waxy paper pieces and a black box that was blown apart. Mr. Burch contacted the county undersheriff who told him to retrieve the fragments and store them until further notice.[54] About a week later Neil and Guy Hocker were rounding up stray cattle, also on California Mesa, when they found part of a "ring" (gondola) that had numbers and "foreign" printing on it. This "ring" also had several fuses attached to the outside of it, like wheel spokes. They left everything as they found it and reported it to the sheriff's office.[55]

The Delta incidents were typical of the majority of the Western United State's brushes with this kind of Japanese attack. From November of 1944 to April of 1945, 285 incidents were officially recorded in the Western United States.[56] A balloon incident was recognized, recorded, and responded to when there was a recovery of some part of the balloon: the envelope, gondola, or bombs. The military and the Federal

Bureau of Investigation recognized four incidents in Colorado, three confirmed and one unconfirmed, of this nature.[57]

The Army's Security and Intelligence Division and the FBI were responsible for the coordination of civilian agency activity. The FBI's Denver office routed the Burch and Hocker findings through the Army's District Six office of the Seventh Service Command, also located in Denver.[58] Bad weather slowed response to the bomb incidents because the flight of a military intelligence agent in Denver had to be delayed. This delay forced the Denver office to contact its counterpart at the Manhattan Engineering District in Grand Junction, asking them to perform a preliminary investigation and retrieve the balloon fragments.[59] Special Agent Paul W. Wilson, of the Manhattan Engineering District, interviewed the Burches and then retrieved the fragments, taking them to the Grand Junction office. He told Mr. and Mrs. Burch to keep silent about their finding. Several days later, agents from the Denver office flew to Grand Junction, met with Wilson, and took both his report and the balloon fragments back to Denver. They then shipped the fragments to Washington D.C., for further examination.[60] The Hocker incident was responded to in a similar manner. Two U.S. Army Intelligence officers retrieved the fragments found, performed an interview of Neil and Guy Hocker, and told the men to keep silent.[61]

Silence was the key in countering the Japanese attack. The disciplined actions of the media and individuals thwarted the Japanese goal of creating panic. The editors of the two Delta newspapers, the weekly *Free Press* and the daily *Delta County Independent*, cooperated with the request for censorship regarding these occurrences.[62] The Grand Junction *Daily Sentinel* also cooperated by not printing these local stories.[63] The silence of the Western Slope, and the nation as a whole,

left the Japanese with considerable doubt about the effectiveness of the FU-GO weapon. The Burches and Hockers maintained their secretiveness despite the excitement and uncertainty of what they had found.[64] The attitude of the people on the home front, and their cooperation with government officials for the good of the nation, was a major contribution toward ending these attacks.[65]

American officials, unaware of the jet stream's existence and the fact that it flows generally through the northwest, put all western states on alert.[66] Multiple counter measures were devised to protect against the possible threats that the balloons brought. Officials concluded that the greatest danger was not the 32-pound anti-personnel bombs, but the incendiaries that posed a serious threat to West Coast forest regions during the dry months. As a result, the military joined in a plan for special assistance in fighting forest and grass fires.[67] This plan, named "Firefly Project," stationed aircraft, troops, and paratroopers at critical points in areas deemed susceptible to fires, but only in the Pacific Northwest.[68] Efforts in Colorado were less formal, but, nevertheless, the military, the FBI, and forest agencies kept in close contact.[69] Fear of the possibility of germ-carrying balloons led to the development of the "Lightning Project." Military officials advised the Department of Agriculture of the possible threat to livestock and crops. Word then quietly spread to agriculture officials, veterinarians, 4-H clubs, and agricultural colleges to watch for the sign of any strange disease in livestock and crops.[70]

FU-GO attacks had little success in the U.S. No forests burned, property damage was minimal, and there were no known biological or germ-carrying balloons launched.[71] Reasons for these poor incendiary results can be attributed to the winter months in which the balloons were launched and the

fact that a low fire threat is recognized during this time.[72] In addition, faulty altitude control devises caused many of the FU-GO weapons to go down in the Pacific Ocean.[73]

The balloon offensive did claim the lives of six people in Bly, Oregon in May of 1945, when an adult and five children found a balloon lying in the woods and attempted to move it. This resulted in the detonation of one of the bombs. This incident led to the official public announcement of the balloon threat and the hazards that it presented. By the time of this announcement, however, the Japanese had already abandoned the attack campaign.[74] After information about the balloon attacks was made public, the Burches had second thoughts about how they handled their find months earlier. They recognized the foolishness of "running right up to the fragments and handling them like they did."[75]

The fact that a Japanese attack came to Delta was sobering and unexpected. The community experienced a unique attack considered to be a serious threat by the United States military authorities. Countering the attacks by maintaining silence required massive cooperation. The disciplined and supportive nature of the Delta community concerning the balloon incidents played a significant part in neutralizing the Japanese FU-GO attack campaign.

The people of Delta supported World War II in many ways. The local men and women who served in the military recognized the contributions of those who stayed in Delta. Veterans, such as Norman Shetley (Army–Fourteenth Armored Division) and Ray Meyer (Navy–Pacific Forth, Seventh, and Ninth Fleet), both acknowledged the job Delta farmers did to "keep us boys fat while we were over there."[76] The farmers that gathered at Holland's Department Store throughout the war and men like John Sidebottom and August Bussy

must have beamed with pride when their efforts were so thankfully recognized.

Delta, like the rest of the United States, strongly supported war efforts from the home front. But, this Western Slope community was touched directly by the war in a unique and surprising way, that most of the rest of the nation was not, when Japanese balloon bombs hit. The people of Delta helped to counter the Japanese FU-GO balloon bomb attacks, with the actions of the Burches, Hockers, and others involved representing the supportive character of the community throughout the balloon bomb incidents. The manner in which Delta supported the war effort was a source of pride for those involved and will continue to be a source of pride for future generations of community members.

Notes

[1]Polly Cooper, interview by author, 5 November 1999, Delta, Colorado, tape recording in possession of author; Ray Meyer, interview by author, 27 October 1999, Delta, Colorado, tape recording in possession of author.
[2]Ibid.
[3]Norman Shetley, interview by author, 15 October 1999, Delta, Colorado, tape recording in possession of author.
[4]Ibid.
[5]Cooper, interview.
[6]*The Men and Women in the Armed Forces from Delta County* (Oklahoma City: Western Publishing Company, 1946); *The Grand Junction Daily Sentinel*, (Grand Junction, CO), 7 May 1945, 6. Hereafter cited as *The Daily Sentinel.*
[7]Shetley, interview; *Delta County Independent* (Delta, CO), 17 May 1945.
[8]*Delta Count Independent*, 4 March 1944, 2 September 1943, 17 May 1945.
[9]*The Daily Sentinel*, 5 January 1945; Cooper, interview.
[10]Cooper, interview.
[11]*Delta County Independent*, 2 September 1943; John Blum, *V was for Victory* (New York: HBJ, publishers, 1976), 140-146.
[12]Ibid.
[13]Cooper, interview
[14]Meyer, interview.
[15]Kristi Mease, "The Labor Shortage and its Solution During World War II in the Grand Valley of Western Colorado," *Journal of the Western Slope* 7.3 (Summer 1993), 1.
[16]"Farmers: Delta's 22," *Time*, 5 April 1943, 17.
[17]Shetley, interview.

[18]"Farmers: Delta's 22," 17.
[19]Ibid.
[20]Ibid.
[21]Mease, *Journal of the Western Slope*, 2.
[22]Cooper, interview.
[23]Mease, *Journal of the Western Slope*, 2; Shetley, interview.
[24]Shetley, interview; Cooper, interview.
[25]Ibid.
[26]Cooper, interview.
[27]Meyer, interview.
[28]*Delta County Independent*, 9 March 1944.
[29]Meyer, interview.
[30]Ibid.
[31]Blum, *V was for Victory*, 16-17; Cooper, interview.
[32]Blum, *V was for Victory*, 18.
[33]See war-time newspaper editions of *Delta County Independent* and *The Daily Sentinel.*
[34]*The Daily Sentinel*, 7 May 1945.
[35]Shetly, interview.
[36]Cooper, interview.
[37]Robert C. Mikesh, *Japan's World War II Balloon Bomb Attacks on North America*, Smithsonian Annals of Flight, no. 9 (Washington D.C.: Smithsonian Institution Press, 1973), 2-3.
[38]W.H. Wilbur, "Those Japanese Balloons," *Readers Digest*, (August, 1950), 23.
[39]Michael E. Unsworth, "Floating Vengeance: The Japanese Balloon Bomb Campaign in Colorado," presented to the Delta County Historical Society, 3 September 1991, paper in possession of Delta County Historical Society Museum (Delta, CO), 2.
[40]Unsworth, *Floating Vengence*, 2; Mikesh, *Japan's World War II Balloon Bomb Attacks*, 6.

[41]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 3.
[42]Ibid.
[43]Ibid., 6.
[44]Unsworth, *Floating Vengence*, 2-3; Mikesh, *Japan's World War II Balloon Bomb Attacks*, 6.
[45]Unsworth, *Floating Vengence*, 3.
[46]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 7.
[47]Unsworth, *Floating Vengence*, 3.
[48]Wilbur, "Those Japanese Balloons," 23.
[49]Mikesh, *Japan's World War II Balloon Bomb Attacks* 9; Unsworth, *Floating Vengence*, 4.
[50]Yasushi Hidagi, "Attack Against the U.S. Heartland," *Aerospace Historian* 28 (Summer 1981), 93; Unsworth, *Floating Vengence*, 5.
[51]Unsworth, *Floating Vengence*, 3.
[52]Wilbur, "Those Japanese Balloons," 26.
[53]*Delta County Independent*, 28 August 1991, 12 April 1995; *The Daily Sentinel*, 26 March 1995.
[54]R.P. Kramer to Director, FBI, 16 March 1945, FBI HQ Serial 65-54413-792; Unsworth, *Floating Vengence*, 22.
[55]*The Daily Sentinel*, 26 March 1995; *Delta County Independent*, 28 August 1991.
[56]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 38.
[57]Ibid., 8,18.
[58]"Japanese Balloon Exploded in Air and Fragments Grounded Near Delta, Colorado on 11 March 1945, DVR," 26 March 1945, Western Defense Command, Records of the United States Army Commands, Record Group 338, *Balloon Sightings and Related Incidents*,Vol. 1 "C and D", 2; Unsworth, *Floating Vengence*, 21.
[59]Ibid.
[60]Ibid.

[61]*Delta County Independent*, 28 August 1991.
[62]Unsworth, *Floating Vengence*, 22.
[63]*The Daily Sentinel*, 26 March 1995.
[64]Ibid.
[65]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 38.
[66]Unsworth, *Floating Vengence*, 8.
[67]Ibid., 9-16.
[68]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 29.
[69]Unsworth, *Floating Vengence* ,11.
[70]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 29.
[71]Unsworth, *Floating Vengence*, 14.
[72]Ibid., 11.
[73]Ibid., 8.
[74]Mikesh, *Japan's World War II Balloon Bomb Attacks*, 67.
[75]*The Daily Sentinel*, 26 March 1995.
[76]Shetley, interview; Meyer interview.

Grand Junction High School in the 1940s
(Photo courtesy of the Museum of Western Colorado)

Annuals of a War Era High School: Grand Junction, Colorado's High School During World War II

By Ryan Whitenack*

The era of World War II marked one of the most turbulent times in American history, and the dislocation impacted Grand Junction and its high school. However, the school and its students maintained the daily functions of an educational institution, while being both the norm and exception to American trends. The students of Grand Junction High School, then located at the intersection of 10th Street and Gunnison Avenue, reflected the democracy in which they lived. From the time Adolph Hitler's troops began rolling across Europe, until the dust had settled in Hiroshima and Nagasaki, students at Grand Junction High School continually promoted the war efforts through patriotism, war-bond-and-stamp sales, and scrap drives initiated at the national level and trickled down to all segments of society. Every segment of the school (faculty, students, clubs, and organizations) dedicated themselves to war efforts from 7 December 1941 onwards. Grand Junction High School in this period serves as a case study of the social history of young people during World War II.

*Ryan grew up in Littleton, Colorado. He graduated with a B.A. in History/Secondary education from Mesa State College in the Fall of 2001.

Grand Junction High School typified American high schools of the 1940s. The student body averaged 820 students.[1] These students were the youthful representation of Grand Junction, which had a population of 12,500 in 1940.[2] Vince Lewis, a student at Grand Junction High School, has vivid memories of the war years. According to Lewis, support for the athletic teams, clubs, and organizations flourished. As in every high school, students squabbled with one another, but disputes rarely centered on ethnicity, and seldom erupted into violence. In an echo of contemporary society, the school had an area where smokers could congregate. During their spare time, students fished, hiked, and went on dates that often cost less than a dollar.[3] Students in the Grand Valley carried on these activities, trying to ignore the fear Nazi troops spread across the globe.

Phyllis Brownson, a 1947 graduate, recalls that students, and all others in the Grand Valley, received a first-hand look at the troops headed for war as military trains pulled through the city of Grand Junction on their way to California. Students saw the soldiers as they mingled at local night-spots, and noted their seemingly normal behavior, despite occasional fist-fights that broke out among the men. Perhaps these bouts of aggression were a release from the mental anguish they were experiencing. Observing the troops gave Grand Junction High School students a picture of what their futures might entail following high school.[4]

However, while students were in school, it was business as usual. Grand Junction High School during World War II had leaders, such as administrators R.E. Tope and Basil T. Knight, to keep the school focused on education, rather than planning for the service or in aiding the war. Such instructors shaped the student's ideas and emotions about war, peace,

democracy, equal rights, racism, occupation, and the world in general. Nowhere were the thoughts, actions, and feelings of students better encapsulated than in the yearbooks published by the graduating classes of this era. These manuscripts brimmed with patriotic messages, goodwill, and an emphasis on rationing efforts. Created by the students, these yearbooks serve as the focal point of this article for understanding how students conceptualized the war, as well as their reactions to it.

In 1940 World War II had not yet officially come to America, but the American public watched Europe and Hitler intently. The war started in 1939 with Germany's invasion of Poland, and with use of the Blitzkrieg, Germany over-ran much of Europe. Germany controlled (among others) Poland, Norway and two-thirds of France by the end of 1940, and was threatening Great Britain with violent air-strikes.[5] The 1940 Grand Junction High School yearbook reflected the fear that Grand Junction and America had for Germany. The yearbook's introduction was dedicated "to a lasting peace," showing that the students were aware of the war in Europe and the possibility of it infecting America. The dedication used phrases to stir up grim images of war such as "battlefield," "lumbering tanks," and "diving bombers wiping out people and their homes." The dedication called America's peace and democracy "priceless" and urged that this be protected "selfishly." The dedication also stated that conflict forces people to take peace seriously. Perhaps the oddest piece of the dedication was a prayer by author Rudyard Kipling: "Lord God of Hosts be with us yet, lest we forget, lest we forget." The inclusion of a prayer showed a distinct, yet well deserved, fear among Grand Junction High School students and America in general toward the future. The students who compiled this annual

spoke for the student body of 1940; they hoped America could remain neutral and that all civilians could stay safe.[6]

During the period prior to America entering the war, President Franklin D. Roosevelt declared neutrality as the official stance of America.[7] R. T. Mantlo, who later became fire chief and mayor of Grand Junction, said that students fully expected this stance to be upheld, and mostly concerned themselves with issues such as employment after high school.[8]

Not much changed between the release of the 1940 and 1941 Grand Junction High School annuals. America had not yet entered the war when the 1941 yearbook appeared in the spring, yet the ever-present threat loomed on the horizon. When German U-boats sank cargo ships, Americans became more partisan. The increasingly offensive actions of the Germans brought war closer to America, but it would be the strained relations with Germany's Axis partner, Japan, that eventually brought America into the war.[9]

Since situations, threats, and feelings remained the same, the 1941 yearbook dedication resembled that of the previous year. Once again, the dedication compared the ideals of American democracy to those of the Axis enemy countries. Comparing the two sides ideologically seems ironic considering that in a few short months following the release of the 1941 annual, America was at war with these opposing countries. The dedication's prevailing theme was that America's foundations were made of courage and determination, and now it was the World War II generation's turn to uphold what their forefathers had fought for. The youth of World War II fought to protect America's freedoms of speech, press, religion, and assembly.[10]

The 1941 yearbook staff used concepts of freedom to divide the yearbook. The student pictures began with the say-

ing "We the People," accompanied by a picture of the Statue of Liberty, both symbols for America's freedom. The publications section fittingly received the theme "Freedom of the Press." The section dedicated to music began with the opening words of the *Star Spangled Banner*, "O say can you see by the dawns early light," complete with a picture of the American Flag waving in the background. The clubs section emphasized the right of "Freedom of Assembly," while athletics received the theme of "Pursuit of Happiness and Health." The yearbook staff had identified the liberties that characterized America.[11]

Pursuing happiness and health, as the sports section of the 1941 yearbook suggested, was an ongoing mission at Grand Junction High. There were high levels of participation in the schools' clubs, organizations, and athletics in particular. In the late 1930s, a state-championship football squad kept their opponents scoreless throughout the entire season. Although this level of success did not completely carry over into the 1940s, the teams were competitive each year. With the quality of the players and the intensity of the fans, it is no wonder that the Tigers could field a competitive team year after year. Likewise, basketball and wrestling also enjoyed popularity. Despite facing war-time restrictions, such as depleted funds, the wrestling team produced a state champion nearly every year, and a team comparable to the best schools in the state.[12]

A club called the "Boys League" augmented the physical education classes by bringing military drill, marches, and training to many students. Following World War I, it became illegal for American schools to include military drill in physical education classes because of allegations that the drill caused physical faults in the bodies of students, thus rendering them

ineligible for military service.[13] Grand Junction High School found a loophole in the law by making the Boys League an organization rather than a physical education class. The league, formed in 1943, hosted a father and son get-together where the members displayed their skills in wrestling and military drill. This group taught the boys sportsmanship and loyalty, and promoted patriotism, national loyalty, and respect for the flag.[14] Such sentiments characterized all of America when the war came.

By the release of the 1942 yearbook, America was embroiled in war. The United States entered the war on 8 December 1941, one day after the bombing of Pearl Harbor, with President Roosevelt calling for a declaration of war from the House of Representatives. The declaration passed 388-1.[15]

The 1942 yearbook reported these international events, and reflected what happened in America, in Grand Junction, and in the high school. By the end of 1942, the school had acquired fluorescent lights, bulletin boards, and updated educational materials. The students' willingness to help with the war received considerable attention. News in the annual about the Grand Valley focused on defense measures and war aid. National news focused on the bombing of Pearl Harbor on 7 December 1941 and America's entry into World War II. The military draft and rationing had now become facts of life.[16] Americans complied with these measures, believing they were necessary to defeat the Axis forces.

Following the attack on Pearl Harbor, people around the nation and at Grand Junction High School experienced a variety of emotions. Barbara Wetherell, a Grand Junction High School student, believed that while the sense of togetherness and community increased, feelings of anxiety and fear also

increased proportionately.[17] Phyllis Brownson termed the school's reaction as "an all-consuming kind of feeling," while Paul Bonnel recalled a "major attitude adjustment" in response to the nation's dilemma.[18] Following the attack, *The Daily Sentinel* described the first reactions of Grand Junction citizens. Initial concerns focused on local safety and Grand Valley boys stationed in Pearl Harbor.[19] Several Grand Junction residents took to the streets in a state of panic, while others got in their cars to visit friends and keep up on the latest news.[20] Former student Phyllis Brownson remembered that Sunday being peculiarly dreary and cold, making it "the perfect day for a war to start, because it was so depressing." The weather symbolized America's mood that day.[21] Students also remembered particular details about that day. One student recalled hearing the news on the radio at a crowded pool hall on Main Street. The pool hall emptied quickly as everyone went home to be with their families.[22]

All Americans learned to live with rationing. At the national level, authorities dictated rationing plans and declared that women would make rationing work. Students at Grand Junction High during the rationing era said that supplies were never drastically low, but things "were never wasted."[23] Paul Bonnel, a student who helped decorate the school for dances, claimed that Grand Junction High School saw the effects of rationing when paper rations prevented the students from decorating their gym.[24] Teachers with cars, and the few students that owned an automobile, faced a speed limit of 35 miles-per-hour to save gasoline. Tires were also rationed because of a rubber shortage.[25] Some people saw rationing as a hindrance to their lifestyle, but most believed that rationing was necessary for America to prevail in World War II.

Cohesiveness, which contributed to America's success in World War II, could also be found at Grand Junction High School. Segregation was the norm on the national stage, but there was little of it in Grand Junction High. With the onset of war between Japan and the United States, American discrimination against the Japanese living in this country grew.[26] In the hysteria of war, America interned 112,000 Japanese civilians.[27] America's leading magazines and newspapers regularly used "Jap" as the common nomenclature for Japanese people. The term appeared in works ranging from the nationally recognized *Time, Life,* and *Newsweek* to the local *Daily Sentinel.*[28]

Despite such sentiments, Grand Junction students exhibited tolerance for the Japanese students at the high school. Japanese students said that they were treated well in classes, sports, and clubs. One such student was Oliver Hayashi, a state-champion wrestler for the Tigers. Following graduation, Hayashi joined the famed 442nd Infantry Combat Team which was an all Japanese unit that fought for America.[29]

Judging from the annuals, there was not much ethnic diversity at Grand Junction High School from 1940-1945. Perhaps students like Hayashi were treated well because minority students were rare and therefore appeared to pose no threat to the rest of the student body. Minority students tended to associate with each other, but no gangs existed within the school because teachers and students alike opposed them. When disputes did arise they were settled with fists at Washington Park, but weapons were never brandished. Students from the 1940s agreed that fights normally occurred over a girl or other matters; fights never centered around ethnic conflicts.[30] The dedication of the 1942 yearbook reinforced the school's ideas of ethnic equality.

The dedication of the 1942 yearbook focused on representative government, liberty, education, and other rights of United States citizens. In fact, the words "thank God" were used to express appreciation for individual freedoms, and "the United States of America—one nation indivisible, with liberty and justice for all." The students accepted the fact that it was their turn to fight for America. "We, America's youth, are engaged for our first time in war" is a quote that provides evidence that the students of Grand Junction High School understood their responsibility to fight and win the war.[31] Many students were uncertain if they would live another year, much less attend college or start a family. However, the faculty at Grand Junction High School eased worries by helping students focus on learning, rather than preparing for war.[32]

The aspect of the 1942 yearbook that stands out above all else is the overall theme. On the first pages there are pictures of a hero and a heroine. The man is Abraham Lincoln: an icon for democracy, equality, and patriotism. His ideals were desperately needed during this period. However, the significance of the second picture is less clear. The picture of the female is Joan D'Arc. Perhaps she was included because of her hardened demeanor and focus on equality. Possibly D'Arc was selected simply to provide female students with a heroine they could relate to. Another possible reason could be that D'Arc provided inspiration to overcome adversity in wartime.[33]

As the war continued, the advantage in the Pacific shifted in 1942 with the battle at Midway and the Coral Sea. At Midway, Japan lost four carriers and 253 planes, permanently shifting the balance to the Allies.[34] Germany also faced failure in 1942 they could not correct. Campaigns in Russia

R.E. Tope (Courtesy of the Museum of Western Colorado)

and North Africa consumed huge amounts of Germany's resources.[35] In 1942, the power of the Axis began to slip.

The Grand Junction High School yearbook in 1943 is laced with patriotism and propaganda from the front cover through the advertisements in the back.

An image of the Statue of Liberty adorned the cover, while the next page consisted almost entirely of an American Flag. A few pages into the volume, individual portraits of Seniors appeared in the shape of a "V," the "Victory" symbol. The clubs section, which began with a picture of the Liberty Bell, summarized the year's happenings by using patriotic statements and indicated how each aided the war effort that year. Patriotic symbols introduced the sections of athletics and classes: a bald eagle for the former, and a rebel dressed in uniform from the Revolutionary War for the latter. Even the passages from administrators were patriotic statements designed to bolster the students' national identity. With patriotism in every section, everyone could see that the main theme of the 1943 yearbook was the ideals of Americanism.[36]

The school's clubs also played a vital role in developing a sense of Americanism at the school by initiating bond sales, promoting scrap drives, and fostering democratic beliefs in all the students. The school had a weekly "Defense Day" which consisted of meetings in school-wide assemblies or in homeroom classes to promote patriotism by offering open forums where students could express concerns they had for the school and the nation.[37] These meetings were pep-rallies that encouraged democracy through participation. The Student Defense Council, whose purpose was to educate students about defense in the school and at home by practicing first aid and fire drills, promoted "Defense Day." The council also helped the adult City Defense Council.[38] The Stu-

dent Defense Council prmoted the sales of stamps and bonds at the school to aid the war effort. Stamps sold for ten and twenty-five cents, with sales in a day at the high school normally raising fifteen dollars. The big payoff came when students had purchased enough stamps to trade in for bonds, benefitting both themselves and America. Such activities indicated that nearly everyone was supporting America's war effort.[39]

Another organization that existed in the nation's high schools was the Victory Corps. The corps promoted youth participation in their community, and prepared students for enlistment after graduation, thus targeting a majority male population. This group emphasized physical fitness and subjects that had a bearing on the war, such as math, science, and social studies.[40] Grand Junction's Victory Corps focused on marching, scrap drives, first aid, canning, teaching aeronautics, and victory assemblies. Although this prepared students for life following high school, it (much like the Boys League) painted a picture of war service after graduation.[41]

The Victory Corps demonstrated democratic participation, but the Student Council of Grand Junction High School prided itself on replicating the American system of democracy by modeling the actions of the United States. Members of the Student Council wanted for the student body what America wanted for the nations of Europe—equality. Equality meant that every student received the same treatment, regardless of if they were rich, poor, black, white, Mexican, or Asian. The council pushed for equality by staging regular patriotic assemblies.[42] Former student Phyllis Brownson remembered these gatherings as being successful due to the tightly knit student body.[43] As the students gathered, their pride in the school and the nation increased.

Perhaps the most sentimental piece of all the World War II Grand Junction High School yearbooks is the 1943 dedication. The dedication is simple, brief, and sincere. It reads: "To 'OUR' boys in service we dedicate the 1943 Tiger." The 'OUR' demonstrates that the dedication is for all the troops, but there is a particular focus on the troops from Grand Junction High School. On the page opposite the dedication is a list of the thirteen seniors in service.[44] Phyllis Brownson recalled the town's reaction to troops leaving as "it was all people talked about. It was an awful stress."[45]

After graduation many students left the Grand Valley to join the military effort, consequently costing the valley potential community leaders. R. E. Tope, a leading educator in 1940s Grand Junction, realized the danger of the situation and led the charge to fill the educational void. In an article in the *Daily Sentinel*, Tope stressed the importance of purchasing war bonds and war stamps, because "every stamp purchased is a quick and ready blow against our enemies."[46] In another article, Tope urged all citizens of Grand Junction to give generously of their time, money, and effort to the United Servicemen's Organization (U.S.O.), so troops could be entertained and provided with simple luxuries while away. How, Tope asked, could one look a returned soldier in the face if they had not given to the U.S.O?[47]

Tope's impact on the school is evident in the administration passages of the 1943 yearbook. Until 1943, the administration passages were predominantly short biographies about the administrators' careers. However, in 1943 the passages became inspirational messages. R. E. Tope's message challenged students to use the war to better their lives by sacrificing for the nation. He based his passage on religion, say-

ing that the challenge for the students of 1943 was to recognize that religion often necessitated sacrifice. Tope explained:

> The symbol of the Cross challenges us to do worthwhile things at tremendous cost. What a challenge! How enlightening! In study, in preparing for responsibility, in serving our fellow men and our country, the cross is part of the warp and woof of life. Rejoice that you live in a time when victories are won by sacrifice and when it is the practice to take up your Cross and bear it.[48]

Other than Tope's passage there are four administrators in the 1943 yearbook. The first passage, from J. F. Beattie, stressed the importance of youth in the war, and Grand Junction students making a contribution and outstanding effort towards the war. In the second passage, J. Fred Essig urged students to complete high school in order to be prepared for any world that they would encounter following graduation. G. F. Soelberg, the third administrator, said that everyone receives a fair chance in life, and despite the troubles of the 1940s, Grand Junction High School students would receive a fair shake after the time of peril had passed. These three men realized that students would soon participate in the war, and whether they liked it or not, their lives would have to be put on hold until the conflicts in Europe and Asia ended.

During the war years of 1943 and 1944 Americans were making great sacrifices for their men and women in uniform because fighting raged throughout Europe and the Pacific.[49] In 1944, Hitler took a gamble with his last major offensive, the Battle of the Bulge, in a last-ditch effort that was either going to make or break Germany. To the relief of Americans, Allied forces prevailed.[50] America had secured victory.

Because the Allies were winning, the 1944 Grand Junction High School yearbook became more lighthearted. The yearbook staff had a cartoon gremlin named "Gus" from the Royal Air Force Landing Fields guide the reader through the 1944 Grand Junction High School annual. Though this yearbook still recognized war, the use of a cartoon character lightened the mood of the volume. Most likely the use of Gus indicated that students wanted to think about war in a less serious way. A cartoon character talking about the war represented a best-of-both-worlds scenario.[51]

In the early 1940s education did not reach all segments of American society. During this era only two-thirds of American youth entered high school, and only half of those graduated.[52] In the first two years of the war, high school enrollment plunged 17 percent.[53] These numbers were problematic for classroom teachers. The fact that wartime added stress to the lives of many students made a challenging job even more difficult. Added to the difficulties of teaching during an emotionally charged era, financial consideration caused some teachers to leave the profession.

With the outbreak of war in 1941, many teachers around the nation entered the service or joined a war industry. Industry offered teachers the satisfaction of helping the war effort and receiving better pay. Often, when professionals left the classroom, unqualified and uncredentialed individuals replaced them. Several teachers left Grand Junction High School. Charles Griffith, a former Grand Junction student, recalled that he, his wrestling coach, and chemistry teacher were drafted on the same day. These two instructors continued to monitor former students; they were in charge of the busload of young men that left town that day.[54] *The Daily Sentinel* noted the teacher shortage by saying that some teachers had left and more were preparing to do the same. Stereotypically assum-

ing that all women were good at teaching children, the article stressed that women would easily fill the empty positions.[55] By accepting women solely on the basis of their gender, the school brought individuals without the proper credentials into classrooms.

Wars are a time of change, and in times of transition young minds are impressionable, which can cause rebellion. During the war, juvenile delinquency increased, especially in 1942 and 1943. Some authorities suggested delinquency rose because the males that had gone away to war were not available to provide role model leadership for America's youth. Similarly, mothers were busy aiding the war effort instead of staying at home and looking after the children. In Grand Junction, the high school faculty did a great deal to provide guidance and emotional support for students during the war. Students from Grand Junction High School respected faculty members, and most youngsters saw the need for unity and focusing on the war effort. Grand Junction students were proud of the sense of community that existed at their school. Phyllis Brownson remembered that one "could almost feel the patriotism."[56] The school's feelings of well being were reflected in the World War II era yearbooks. The sense of camaraderie allowed students to produce quality works like their annuals, including the 1944 yearbook. With its less-than-serious and more-than-drab theme, the 1944 yearbook reflected the prevailing good spirits within the halls of Grand Junction High School.

The dedication is the only section of the 1944 yearbook that is fully serious. As in 1940, the 1944 annual also included a prayer: "with a prayer on our lips we bid these fellow crewmen Godspeed. In our hearts is the hope that their sacrifice will help to bring the lasting peace of tomorrow's world." With this, the yearbook was dedicated to the men

and women who had lent and wanted to lend, their services to America. As the schoolyear wound down, students were drafted and enlisted; it was the student body's hope that their generation would bring an end to the war.[57]

In 1945, the yearbook returned to serious messages. The dedication for this book went to the men and women who had the job of providing an everlasting peace. The word "peace" has a certain significance. Obviously the annual staff considered the end of the war imminent. Students at Grand Junction High School must have assumed that since the major threat (Germany) was eliminated, the war was over. However, Japan proved to be a tenacious foe. To end the conflict America had to level two of Japan's prominent cities, Hiroshima and Nagasaki. Grand Junction's annual staff, and America in general, had underestimated Japanese resolve.[58]

Just as students' work on the annual reflected the progress of the war, the administrators reflected the mood of the nation in their remarks. With an Allied victory imminent, the 1945 administration passages stressed the importance of setting goals for the school, students, teachers, and the world. I. K. Boltz, superintendent at the time, said that teachers needed to focus on citizenship as well as subject matter. Principal S. Clay Coy told students that America's educational system would determine America's position in the post-war world, and that education at Grand Junction High School would adapt to meet the needs of the modern world. Assistant Principal Robert C. James placed Coy's goal squarely on the shoulders of students, by stressing that peace would provide the students with the opportunity to shape the future. Just as he had done in 1943, R. E. Tope sent an inspirational message to Grand Junction High School students. In essence, he said that it was up to the students to plan their lives, and carry

through with their plans to the best of their ability. He admonished the students to not make "education a mere pastime."[59]

The yearbook of 1945 listed all the Grand Junction High School students who were drafted or enlisted in the armed forces of the United States of America. This list included the name, year of graduation, and the branch of service in which they served. In 1940, 89 students (most of any of the World War II years) entered (44 into the Navy and 45 in the Army); in 1942, 81 joined (40 into the Navy and 41 in the Army), In 1943, 75 students entered (36 in the Navy, 38 in the Army, and one Marine); in 1944, 50 entered (32 in the Navy and 18 in the Army); and in the final year of the war, 1945, 28 students entered (24 in the Navy and 4 in the Army).[60] The larger numbers in the Navy reflected the shift in the war from the lands of Europe to the waters of the Pacific Ocean. One might notice that there is no mention of the Air Force. The reason for this is that the Army and Air Force were undifferentiated, meaning that the Air Force was a subdivision of the Army. It is interesting to note that only one Grand Junction student was identified as entering the Marines.[61]

For many students, involvement in the war was likely, and the decision about how to serve one's country required some contemplation. Some farm hands received a deferment, but other draft-age men had decisions to make. Some students hoped that their numbers were not selected in the draft, while others took the initiative and enlisted. As a female student, Phyllis Brownson remembered the boys' emotions being "so patriotic they would just go and sign up."[62] There were several benefits of enlistment. First, one could choose which branch of the military to join, so if one preferred the ocean instead of the mud in Europe, it was best to sign up

preemptively in the Navy. Second, enlistment allowed for more preparation time before entering combat. And, thirdly, if one was a big eater and enjoyed sleeping in beds, the Navy was the place to be. Former student and veteran Vince Lewis reported that "being in the Navy we ate good. That is why I joined the Navy."[63] However, the Army offered the chance to enter the Army Air Force and fly planes that were hot off the assembly lines. The prospect of flying had became more attractive as improvements in technology made flying safer and more effective. In addition, it paid $245.50 each month, with the stipulations being that enlistees had to be single and between 20-26 years of age.[64] Some who chose flying had joined the Civil Aeronautics Training Program that began in 1938. It trained high school students around the nation in aviation mechanics. For the families of those in the service, no alternative seemed safe; plane crashes worried the parents of men in the Army Air Force, torpedoes threatened those in the Navy, families worried about the brutality of ground warfare for students who joined the Army.[65] When asked how families responded, Grand Junction High School and World War II veterans said a common feeling was that "they figured we were all going to get killed."[66]

Some women suffered the anguish of waiting for loved ones to return, but others assisted directly in the war effort. Women, if not serving in the military themselves, worked as riveters, welders, blast furnace workers, teachers, and nearly everything else imaginable.[67] In the Grand Valley, women became deeply involved in keeping farms, dairies, and orchards productive. Girls of Grand Junction High School contributed to the war effort by working in the local peach orchards, which often paid $.75 an hour.[68] Phyllis Brownson, Oliver Hayashi, Vince Lewis, and other former Grand Junction students agree

that the sacrifices women made in warfare, war industries, work, and family life helped to "start the ball rolling towards women's rights" in the succeeding decades.[69] For Phyllis Brownson, the war gave women "a taste of what independence was like."[70]

With the end of the war, the annuals at Grand Junction High School became less serious in tone. The war was a watershed in America which significantly changed the world view of America and the local youth who had served in the war. The Servicemen's Readjustment Act (G.I. Bill of Rights) guaranteed World War II veterans the funds to cover tuition, books, supplies, and equipment for those desiring to further their education or job training. The bill served eight million veterans by 1951 at the cost of fourteen billion dollars, and helped them re-adjust to society.[71] Grand Junction High School students who returned from the war used the G. I. Bill to become firemen, machinists, college students, farmers, and high school graduates. The best part of the bill was that none of the money had to be paid back.[72]

In the post-war period America became a consumer-oriented society. When rationing ended, factories once again turned out cars, refrigerators, and radios instead of tanks, weapons, and airplanes. Throughout America, income had been redistributed, with the income of the bottom fifth of America's population increasing 70 percent, while the top fifth only increased 23 percent. All this buying power and the hunger for goods that had not been available in wartime resulted in a frenzy of production and purchasing.[73]

Grand Junction city directories, published during World War II, document conditions in the Grand Valley. In 1939, there were four dealerships for both new and used cars in the Grand Valley; by 1949 there were fifteen dealerships for new

cars, and sixteen for used vehicles.[74] These numbers are astounding, considering the fact that automobile factories closed for four years during the war to produce equipment for the war effort. Students from the high school remember the increase in car dealerships, supermarkets, shoe stores, hardware stores, and chain stores, such as J. C. Penney, that opened in town following the war. Grand Junction as a school received new equipment, and more students rode to school in automobiles instead of walking.[75]

With the increase in income during and after the war, families and entire communities became more mobile. War industries caused some to leave the Grand Valley and work elsewhere. After the war, many of the young people who had been in the war chose to leave the valley and explore other places.[76] Eventually, Grand Junction called them back.

Grand Junction and the high school provided residents with feelings of unity, equality, and friendship. These traits kept many former students in the Valley, and brought many back. Those from the World War II era look back at Grand Junction High and remark how it has influenced their life in the Valley. One can witness the spirit of World War II at a local donut shop every Friday at ten a.m., or at the Far East Restaurant on the second Tuesday of every month. At these times, former students of Grand Junction High school gather to discuss old times, new times, and memories. After nearly sixty-years, these students are still friends. Regardless of race, nationality, age, color, height, weight, or gender, the students of World War II show up and celebrate. Despite former students moving away and coming back, and that more than a half-century has elapsed since they graduated, students still remain friends. To listen to the conversations of these people is to realize the camaraderie and respect that Grand Junction High School students had for one another, the faculty, Grand

Junction, and America, the same attributes that are so apparent in their high school annuals.

Notes

[1]Number attained by hand-counting the students in the Grand Junction High School Yearbooks from 1940-1945. The average number does not take into account students not in the pictures, students that moved away, or students that left for military service.
[2]The Mesa County Economic Development Council, *The Data Book For Mesa County* (Grand Junction, CO.: Mesa County Economic Development Council, 1986), 9.
[3]Vince Lewis, interview by author, tape recording, Grand Junction, CO, 24 March 2000.
[4]Phyllis Brownson, interview by author, tape recording, Grand Junction, CO, 9 March 2000.
[5]Michael J. Lyons, *World War II: A Short History* (Englewood Cliffs, New Jersey: Prentice Hall,1989), 72 and 102.
[6]*The Tiger: 1940*, Grand Junction High School Yearbook (Grand Junction, CO: Students of Grand Junction High School, 1940)(hereafter: GJHS Yearbook, 1940). The GJHS Yearbooks can be found at the Mesa County Public Library.
[7]James A. Henretta, *America's History: Since 1865*, vol. 2 (New York: Worth Publishers Inc., 1997), 830.
[8]R.T. Mantlo, interview by author, tape recording, Grand Junction, CO, 22 March 2000.
[9]Lyons, *World War II*, 149.
[10]*The Tiger: 1941*, Grand Junction High School Yearbook (Grand Junction, CO: Students of Grand Junction High School, 1941)(hereafter: GJHS Yearbook, 1941). The GJHS Yearbooks can be found at the Mesa County Public Library.
[11]Ibid.

[12]*The Tiger: 1943*, Grand Junction High School Yearbook (Grand Junction, CO: Students of Grand Junction High School, 1943)(hereafter: GJHS Yearbook, 1943). The GJHS Yearbooks can be found at the Mesa County Public Library.
[13]H.G. Good, *A History of American Education* (New York: The Macmillan Co., 1956) 506.
[14]Ibid.
[15]Lyons, *World War II*, 155.
[16]*The Tiger: 1942*, Grand Junction High School Yearbook (Grand Junction, CO: Students of Grand Junction High School, 1942)(hereafter: GJHS Yearbook, 1942). The GJHS Yearbooks can be found at the Mesa County Public Library.
[17]Barbara Wetherell, interview by author, tape recording, Grand Junction, CO, 7 March 2000.
[18]Brownson, interview.; Paul Bonnel, interview by author, tape recording, Grand Junction, CO, 24 March 2000.
[19]"Western Slope Prepared To Do Part in War Plan," *The Daily Sentinel* (Grand Junction, CO), 8 December 1941.
[20]"City Geared For Any Type of Emergency," *The Daily Sentinel*, 7 December 1941.
[21]Brownson, interview.
[22]Mantlo, interview.
[23]Brownson, interview.
[24]Bonnel, interview.
[25]Henretta, *America's History*, 843.
[26]Lyons, *World War II*, 180.
[27]Neil A. Wynn, "The 'Good War': the Second World War and Postwar American Society," *Journal of Contemporary History* 31, no. 3 (1996): 470-1.
[28]Henretta, *America's History*, 843.; Associated Press, "3

Nations In Category of Aliens," *The Daily Sentinel*, 9 December 1941.
[29]Oliver Hayashi, interview by author, tape recording, Grand Junction, CO, 24 March 2000.
[30]Lewis, interview; Hayashi, interview; Jesse Summers, interview by author, tape recording, Grand Junction, CO, 24 March 2000.
[31]GJHS Yearbook, 1942.
[32]Charles Griffith, interview by author, tape recording, Grand Junction, CO, 16 March 2000.
[33]GJHS Yearbook, 1942.
[34]Lyons, *World War II*, 175.
[35]Ibid., 182.
[36]GJHS Yearbook, 1943.
[37]"Defense Keeps Students Busy," *The Daily Sentinel*, 2 February 1942.
[38]"High School is Active in War Efforts," *The Daily Sentinel*, 16 January 1942.
[39]Ibid.
[40]Good, *History of American Education*, 507-8.
[41]GJHS Yearbook, 1943.
[42]Ibid.
[43]Brownson, interview.
[44]GJHS Yearbook, 1943.
[45]Brownson, interview.
[46]"Buying Defense Stamps is Easy," *The Daily Sentinel*, 9 December 1941.
[47]"USO Becomes Great Project in Time of War," *The Daily Sentinel*, 8 December 1941.
[48]GJHS Yearbook, 1943.
[49]Lyons, *World War II*, 284.
[50]Ibid., 262.

[51]*The Tiger: 1944*, Grand Junction High School Yearbook (Grand Junction, CO: Students of Grand Junction High School, 1944)(hereafter: GJHS Yearbook, 1944). The GJHS Yearbooks can be found at the Mesa County Public Library.
[52]Good, *American History of Education*, 508.
[53]Ibid., 507. It should be noted that this could be on account of the fact that students at 17 years of age—with parental permission—could voluntarily enter the draft, instead of waiting until they were 18 when, most likely, they would be drafted.
[54]Griffith, interview.
[55]"Schools Lose Men Teachers," *The Daily Sentinel*, 9 December 1941.
[56]Brownson, interview.
[57]GJHS Yearbook, 1944.
[58]*The Tiger: 1945*, Grand Junction High School Yearbook (Grand Junction, CO: Students of Grand Junction High School, 1945)(hereafter: GJHS Yearbook, 1945). The GJHS Yearbooks can be found at the Mesa County Public Library.
[59]Ibid.
[60]Ibid.
[61]"Be a U.S. Army Aviation Cadet," *The Daily Sentinel*, 7 December 1941.
[62]Brownson, Interview.
[63]Lewis, interview.
[64]"Be a U.S. Army Aviation Cadet," *The Daily Sentinel*, 7 December 1941.
[65]Wetherell, interview.
[66]Lewis, interview; Summers, interview; Hayashi, interview.
[67]Wynn, "The 'Good War'," 475.
[68]Brownson, interview.

[69]Wetherell, interview; Brownson, interview; Griffith, interview; Mantlo, interview; Lewis, interview; Summers, interview; Hayashi, interview; Bonnel, interview.
[70]Brownson, interview.
[71]R. Freeman Butts and Lawrence A. Cremin, *A History of Education in American Culture* (New York: Henry Holt and Co., 1953), 582.
[72]Mantlo, interview; Griffith, interview; Brownson, interview; Wetherell, interview; Bonnel, interview.
[73]Wynn, "The 'Good War'," 469.
[74]"Automobiles," *Grand Junction City Directory: 1939*, (R.L. Polk and Co.: Salt Lake City, 1939).
[75]Wetherell, interview; Brownson, interview; Lewis, interview; Bonnel, interview.
[76]Wetherell, interview.

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