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The Utilization of the Junior Red Cross as an Enrichment Program in the Schools

Ronald C. Bauer

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THE UTILIZATION OF THE JUNIOR RED CROSS
AS AN ENRICHMENT PROGRAM
IN THE SCHOOLS

A Thesis
Submitted to the Graduate Division
of the
University of North Dakota

by
Ronald C. Bauer

In Partial Fulfillment of the Requirements
for the Degree of
Master of Science in Education
July, 1943
This thesis, presented by Ronald C. Bauer in partial fulfillment of the requirements for the degree of Master of Science in Education, is hereby approved by the committee under which he carried out his work.

Chairman

Director of Graduate Division
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# TABLE OF CONTENTS

**ACKNOWLEDGEMENT**

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong> ORIGIN AND HISTORY OF THE AMERICAN JUNIOR RED CROSS</td>
<td>1</td>
</tr>
<tr>
<td>Social and Educational Origin</td>
<td>1</td>
</tr>
<tr>
<td>Movements Which Influenced the Development of the American Junior Red Cross</td>
<td>3</td>
</tr>
<tr>
<td>The Organization of the Junior Red Cross in United States</td>
<td>4</td>
</tr>
<tr>
<td>The Junior Red Cross in World War I</td>
<td>8</td>
</tr>
<tr>
<td>Activities and Growth Following World War I</td>
<td>9</td>
</tr>
<tr>
<td>The Junior Red Cross in World War II</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II</strong> THE OBJECTIVES OF JUNIOR RED CROSS IN THE PATTERN OF MODERN EDUCATION</td>
<td>17</td>
</tr>
<tr>
<td>The Objectives of Modern Education</td>
<td>19</td>
</tr>
<tr>
<td>The Objectives of the Junior Red Cross and how they aid in the Achievement of the Objectives of Modern Education</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III</strong> ORGANIZATION OF JUNIOR RED CROSS FOR SCHOOL AND COMMUNITY SERVICE</td>
<td>29</td>
</tr>
<tr>
<td>Cooperation Between School and Chapter</td>
<td>29</td>
</tr>
<tr>
<td>Junior Red Cross Chairman</td>
<td>30</td>
</tr>
<tr>
<td>Junior Red Cross Committee</td>
<td>31</td>
</tr>
<tr>
<td>Duties of the Junior Red Cross Committee</td>
<td>31</td>
</tr>
<tr>
<td>The Junior Red Cross Secretary or Director</td>
<td>32</td>
</tr>
<tr>
<td>The Teacher Sponsor</td>
<td>32</td>
</tr>
<tr>
<td>Enrollment of Schools</td>
<td>33</td>
</tr>
<tr>
<td>Requirements for the Enrollment of a School</td>
<td>34</td>
</tr>
<tr>
<td>Opportunities Through Enrollment</td>
<td>34</td>
</tr>
<tr>
<td>The Junior Red Cross Service Fund</td>
<td>35</td>
</tr>
<tr>
<td>Development of Pupil Responsibility</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV</strong> JUNIOR RED CROSS ACTIVITIES AND THE SCHOOL PROGRAM</td>
<td>37</td>
</tr>
<tr>
<td>The Junior Red Cross as an in-school Program</td>
<td>37</td>
</tr>
<tr>
<td>The Utilization of Junior Red Cross Activities</td>
<td>39</td>
</tr>
</tbody>
</table>
## V LOCAL EDUCATIONAL AND SERVICE ACTIVITIES OF THE JUNIOR RED CROSS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment for Service</td>
<td>42</td>
</tr>
<tr>
<td>Funds for Service</td>
<td>42</td>
</tr>
<tr>
<td>The Junior Red Cross Council</td>
<td>44</td>
</tr>
<tr>
<td>The Bicycle Corps</td>
<td>48</td>
</tr>
<tr>
<td>Public Information</td>
<td>51</td>
</tr>
<tr>
<td>Disaster Service</td>
<td>51</td>
</tr>
<tr>
<td>Staff Assistance Corps</td>
<td>52</td>
</tr>
<tr>
<td>Canteen Corps</td>
<td>53</td>
</tr>
<tr>
<td>First Aid Detachments</td>
<td>53</td>
</tr>
<tr>
<td>Accident Prevention</td>
<td>54</td>
</tr>
<tr>
<td>Surveys</td>
<td>55</td>
</tr>
<tr>
<td>Summer Programs</td>
<td>56</td>
</tr>
<tr>
<td>Victory Gardens</td>
<td>57</td>
</tr>
</tbody>
</table>

## VI NATIONAL EDUCATIONAL AND SERVICE ACTIVITIES OF THE JUNIOR RED CROSS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts for Blind Children</td>
<td>59</td>
</tr>
<tr>
<td>Camp and Hospital Councils</td>
<td>59</td>
</tr>
<tr>
<td>Fund Raising Activities for the Local Red Cross</td>
<td>62</td>
</tr>
<tr>
<td>Victory Book Campaign</td>
<td>64</td>
</tr>
<tr>
<td>War on Waste</td>
<td>65</td>
</tr>
<tr>
<td>Production for the Armed Forces</td>
<td>67</td>
</tr>
<tr>
<td>Service to Hospitals of the U.S. Veterans Administration and the U.S. Public Health Service</td>
<td>69</td>
</tr>
<tr>
<td>Other Production Services</td>
<td>71</td>
</tr>
<tr>
<td>Intersectional School Correspondence</td>
<td>73</td>
</tr>
</tbody>
</table>

## VII INTERNATIONAL EDUCATIONAL AND SERVICE ACTIVITIES OF THE JUNIOR RED CROSS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Correspondence</td>
<td>81</td>
</tr>
<tr>
<td>Gift Box Program</td>
<td>81</td>
</tr>
<tr>
<td>Foreign War Relief Production</td>
<td>89</td>
</tr>
<tr>
<td>The National Children's Fund</td>
<td>90</td>
</tr>
</tbody>
</table>
Chapter

VIII RED CROSS COURSES, SUBJECT MATTER, MAGAZINES, AND OTHER MATERIALS AVAILABLE TO SCHOOLS 94

Home Nursing 95
First Aid 97
Water Safety 99
Home and Farm Accident Prevention 101
Nutrition 102
Canteen 104
Staff Assistance 105
Junior Red Cross Magazines 106
Other Materials 108

IX CRITICISMS 109

X PRESENT TRENDS 114

XI CONCLUSIONS 118

APPENDIX A 121
APPENDIX B 123
APPENDIX C 126
APPENDIX D 128

BIBLIOGRAPHY 136
CHAPTER I

ORIGIN AND HISTORY OF THE AMERICAN JUNIOR RED CROSS

Social and Educational Origin

The development of any agency or institution reflects the conditions and times in which it finds its beginnings and growth. Social and educational programs are but an evidence of man's continual attempt to adjust himself in a more satisfactory manner to his environment. While this has been true since the dawn of history, the mechanical and scientific progress of the last century or two has increased the number of adjustments to be made and likewise the number of organized efforts to facilitate these adjustments.

Thus we have seen the growth of free public education as a responsibility of the state in order that its citizens may be better equipped to live as useful individuals in a democratic and highly complex society. From a simple situation in which every man knew his neighbor and his employer intimately and was highly independent, the impact of the machine age has brought on the division of labor, impersonalized employment and services, and great interdependence of individuals upon the processes of production and distribution. In the wake of unemployment, insecurity, and economic dislocations which leave the individual helpless, there have developed social welfare agencies, public employment projects, and social security programs which assist in
alleviating distress and aid in individual adjustment. Group responsi-

Man is now on the threshold of a recognition of the need for an
even greater adjustment and responsibility. For out of the tragedy of a
global war the interdependence of people and nations has been effectively
demonstrated. Thus, a permanent world association of nations is en-
visioned as an organization to facilitate and adjust world relation-
ships and to meet the pressing problems of relief, rehabilitation and
post-war cooperation.

Recognizing the constancy of change and the necessity of adjustments,
education today has enormous responsibilities. As the single greatest
influence in the environment of the child, education is in a position to
influence the course of human events to an unparalleled degree. Faced
with the necessity of developing a healthy, moral, productive, intelli-
gent, and socially minded citizen, educators are and have been con-
cerned with the type of education which would achieve these ends.
Learning situations and techniques of teaching have been studied, modi-

ified and improved. Traditional methods of teaching have been recog-
nized as insufficient and the socialization of methods and procedures
has resulted. The broadening of subject matter to include practical
community activities, the relation of subject matter to the environ-
ment, and the projection of the school into community life are accepted
educational procedures today.
It is from this new trend in education and, as a result of the growing emphasis on the development of social consciousness and social responsibility, that the Junior Red Cross finds its basis and its impetus. In searching for a medium or channel for constructive student participation in assisting to meet the needs of the last war, the educators and school children of the nation were instrumental in bringing about the organization of the Junior Red Cross.

Movements Which Influenced the Development Of The American Junior Red Cross

Prior to the organization of the Junior Red Cross in the United States during the First World War, there were a number of movements which influenced its development.

One of the earliest recognitions of the possibilities inherent in a Junior membership of the Red Cross is found in a report which was presented to the Fifth International Red Cross Conference in Rome in 1892 by the Ladies' Committee of the Province of Moravia, recommending that school children be associated with the work of the Red Cross.\(^1\)

While it met with little support and was rejected, a number of progressive Red Cross leaders felt that the idea had much merit and would later be accepted as a matter of course. In Spain, as early as 1896,

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\(^1\)The Junior Red Cross from 1918 to 1923, Paris: Secretariat, 12, rue Newton, League of Red Cross Societies, p. 1.
a plan was worked out whereby school children would be included in the membership of the Red Cross, but the Spanish-American War broke out and the plan was dropped.

While the South African War was taking place, school children in St. Mary's Ontario, Canada, did Red Cross work. Under the guidance of their teacher, they were organized into a club called "The Maple Leaves." The school and teacher sponsorship aspect of their organization was such that they might be looked upon as the fore-runners of the modern Junior group.

During the great earthquake of 1906 in San Francisco, young people assisted adults with Red Cross work to relieve suffering.

In 1914, soon after the First World War started, there was a group of children in New South Wales, Australia, which began work for the Red Cross. A similar group developed in Saskatchewan, Canada.

The Organization of the Junior Red Cross in United States

Before the United States entered the war in 1917, the American Red Cross received letters from all parts of the country urging that a Junior membership in the organization be created. Upon the entry of the United States in the war, the letters and suggestions became more numerous. In many places boys and girls had already organized locally and were assisting with the work of the local Red Cross Chapter. The possibility of

\(^2\)Ibid
creating a Junior division of the Red Cross was considered by the American Red Cross Central Committee in April, 1916. The Central Committee decided that a special Junior membership would be "unwise" at that time.3

However, the idea could not be dismissed. School boys and girls all over the country continued to insist that they should have a share in the work of the war period. Further impetus was given to the idea when Dr. John H. Finley, Commissioner of Education for the State of New York, developed a definite plan for organizing high school girls for Red Cross work. It was Dr. Finley's thought that the plan should be worked out as an experiment and confined to New York State.

Finally, from July 17-21, 1917, Red Cross leaders met in Chicago with national and state educators to confer on a Junior plan. One of the most enthusiastic proponents of Junior memberships, Dr. Henry Noble McCracken, President of Vassar College, did much to crystalize the thinking of the group in regard to plans for a Junior division. The interest manifested on the part of educational leaders resulted in the adoption of the following resolution on August 28, 1917, by the American Red Cross:

There shall be a Junior Red Cross membership--open to all children of school age and in actual attendance upon school, whether public, private, or parochial,

within the borders of the United States and its dependencies. 4

It is interesting to note that in providing for chapter association in the plan, this further provision was made:

While cooperating in all general matters with the local Red Cross Chapter, the school authorities shall have direct control of the Junior Red Cross membership and school activities. 5

The plan won immediate acceptance and support by educators and the schools. The girls who participated in Dr. Finley’s experiment in New York became the first real Junior members.

On September 3, 1917, the Junior membership became a recognized part of the American Red Cross when articles of organization were formally adopted by the War Council. President Wilson approved the plan of a national organization in a letter from the White House dated September 6, 1917. On September 15, 1917, the following proclamation was issued by President Woodrow Wilson to the children of the United States:

The American Red Cross just prepared a Junior membership with school activities in which every pupil in the United States can find a chance to serve our country. The school is the natural center of life. Through it you can best work in the great cause of freedom to which we have all pledged ourselves.

Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all

5 Ibid.
over the world and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live. It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you through the Red Cross bulletins the thrilling stories of relief and rescue. And best of all, more perfectly than through any of your other school lessons, you will learn by doing those kind things under your teacher's direction to be the future good citizens of this country which we all love.

And I recommend to all school teachers in the country the simple plan which the American Red Cross has worked out to provide for your cooperation, knowing as I do that school children will give their best service under the direct guidance and instructions of their teachers. Is not this perhaps the chance for which you have been looking to give your time and efforts in some measure to meet our national needs. 6

On January 1, 1918, membership included 361,000 pupils organized in 2,531 schools. The activities of the Junior Red Cross had already proven its value. The period between Lincoln's Birthday and Washington's birthday was selected for a national enrollment campaign. The attention of teachers and pupils throughout the country was directed toward the educational possibilities of the Junior Red Cross and the opportunities it offered for practical service. A call was issued to all teachers by Miss Mary C. C. Bradford, Educational Commissioner for Colorado, then President of the National Education Association, to lend their support to the Junior Red Cross. Sentences of her proclamation

The Junior membership of the Red Cross, through the school auxiliary, offers an unsurpassable medium through which the patriotic activities of the children can make themselves felt — Today is acting on Tomorrow, to the end that Tomorrow may see the sunrise of a world life dedicated to straight-thinking, hard work, and mighty loving.\textsuperscript{7}

Dr. Henry Noble MacCracken became the first National Director of the American Junior Red Cross. He was assisted by a Junior Red Cross section in each one of the fourteen Red Cross Division Headquarters. Each chapter was instructed to appoint a Chapter School Committee, composed of Red Cross and educational representatives, who would supervise and direct all Junior Red Cross work within the chapter's jurisdiction. By June, 1919, membership had increased to eight million boys and girls.

The Junior Red Cross in World War I

The contributions of school children through membership in the Junior Red Cross were considerable from its beginning in 1917 through February 1919. During this period the Juniors produced surgical dressings, hospital supplies, hospital garments, refugee garments, articles for soldiers, and miscellaneous items totaling 15,722,073 in number and valued at $10,152,461.96, or ten percent of the entire Red Cross production during the war. They contributed a total of $3,677,370.46

\textsuperscript{7}Press Sheets, "News Service", from January 24, 1918 to July 18, 1919, Washington, D. C.: American Red Cross, February 2, 1918, p. 3
through membership fees and other contributions.\(^3\)

Red Cross buildings at cantonments were provided with several hundred dressing tables, customers, and lamps provided by Junior boys. Junior girls fitted out the same houses with rag rugs. The boys also made large numbers of cane and comfort secretaries for the use of convalescent soldiers. Hospital story books were made by small children who cut out and bound in paper covers single stories from current magazines. Ten thousand tables and thirty thousand chairs were made by Junior members in the spring of 1919 and sent to refugees in devastated areas in France. This gift, it was estimated, assisted in making housekeeping possible for about fifteen thousand families who were in great need.

**Activities and Growth Following World War I**

Immediately after the Armistice, the American Red Cross began an extensive program of relief, and rehabilitation in Europe. Junior Red Cross workers accompanied workers representing the adult organization to Europe, where they used the children’s money and gifts for the benefit of needy children. Some of these same workers later helped Red Cross Societies in various countries of Europe set up Junior Divisions.

On September 1, 1919, the Junior Red Cross News, first Junior Red Cross magazine in the United States, was published for elementary grade

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\(^3\) *The Red Cross Courier, Vol. VI, No. 19, Washington, D.C., The American National Red Cross, October 1, 1927, p. 9*
school children. Its circulation has grown steadily and at the present time 352,000 copies are published each month.

The individual membership fee for children was discarded and all existing surpluses of money were set up in a "National Children's Fund" to be spent for the benefit of children. With this large amount of money, the relief and rehabilitation program for European children was financed. Work was carried on in practically all of the countries of Europe.

French children from the poor sections of Paris were sent to the country for convalescence. Apprenticeships were granted to subsidize the education of war orphans in French farm schools. Two hundred children were enabled to complete their education when scholarships were made available to them.

The American idea of free public playgrounds and supervised play was introduced. Playgrounds were established in France, Belgium, Italy, Austria, Poland, and Jugoslovakia. Playground equipment was purchased and installed for children at a Greek refugee camp.

The Junior Red Cross established a whole chain of children's libraries, the first free public libraries for children in France. Such a library in many devastated villages was the only warm, bright, and clean place where the children might go to be quiet and to read books that would interest them and take their minds off the devastation around them.

There were numerous projects to improve the health of children.
Undernourished children in Czechoslovakia were sent to summer camps. Canteens were provided to supplement the inadequate diet of children. Clothing was also made available where most needed. Child Welfare demonstration centers in Greece were given grants. Hospitals for Hungarian children and health courses in Vienna were subsidized.

Direct assistance was given to education by providing books and equipment or by establishing and staffing schools. Polish schools were furnished with seeds, tools, books and other supplies. Homeless street boys at Naples and Venice were sent to ship schools established for them.

In Albania, a vocational school for boys was provided. This institution had a profound effect upon the pattern of education in Albania. When that country was taken over by the Italians in 1939, a large proportion of the technical positions in Tirana were being filled by graduates of this school. The American Embassy in Tirana was built by its students.9

Christmas boxes, containing small toys and useful articles, made or collected in the schools, were sent to one hundred thousand children in Austria, Hungary, Rumania, and Montenegro during 1921. Letters of thanks and appreciation poured back across the sea to the United States. Later gifts for American children, representing the best in native craftsmanship, found their way into American schools. This activity developed into the Annual Gift Box Program of the Junior Red Cross.

After extensive rehabilitation work abroad, the National Children's Fund was used to a much greater degree in the United States. Teachers of Indian Crafts were provided through grants which helped to keep Indian Art and culture alive. Victims of floods, tornadoes, and other calamities received relief. School libraries were replaced by gifts from the National Children's Fund. Plastic surgery was provided for children who were victims of a school bus accident in South Dakota. The Florida hurricane of 1928, one of the worst disasters since the San Francisco earthquake, left great destruction in its wake. An appropriation helped to provide for the emergency needs of children as well as the restoration of school libraries, pictures, and athletic equipment. In addition, an appropriation of one thousand dollars was made to help children who were victims of the great earthquake in Chile in 1939. Assistance was given to young Mexican victims of the earthquake at Colima in 1941.

In an effort to link together Junior Red Cross members throughout the world and to develop international friendship and understanding, some practical plan for international correspondence was sought. While letters of appreciation which flowed back from Europe during the early rehabilitation years were conducive to friendship and understanding, they lacked permanent educational values. Dr. Rosic of Columbia University and the Chicago public school system was appointed by Dr. Rule, then National Director, to develop a working plan for international school correspondence. Dr. Rosic toured Europe and conferred with leading
educators. As a result of his experience and observations, a handbook on correspondence was written and it was agreed that the exchange of objects of handwork, portfolios of letters, pictures and descriptions, involved in the plan, would motivate school subjects and stimulate international understanding and good will. The program of international correspondence has grown steadily since that time.

Later the high school branch of the Junior Red Cross was organized. This provided an opportunity for students in secondary schools to participate in the activities of the Junior Red Cross and to contribute to its program. The Junior Red Cross Journal, first published under the name of High School Service, was begun in January, 1925. It was developed for secondary school students enrolled in the Junior Red Cross. In 1927, high school Juniors for the first time participated in the National Convention of the American Red Cross. The Junior Red Cross continued to grow steadily in activities and numbers until, in 1942, membership had reached sixteen million pupils or a little over half of all the pupils in elementary and secondary schools in United States.

The Junior Red Cross in World War II

The experience and activities of the Junior Red Cross during the last war and through the peace years following the war prepared the organization for active and effective services in World War II. Even before

America's entry into the war, Junior Red Cross members were producing comfort and recreational articles for the armed forces. Since war was declared, more than three million articles have been furnished to service men at home and abroad.

Over one hundred thousand holiday menu covers, made in art classes, were sent to the Navy for Christmas in 1941 and again in 1942. Holiday decorations for mess halls in Iceland, Greenland, New Foundlancl, and other places were furnished the armed forces by Juniors. Junior Red Cross members participated in the Victory Book Campaign sponsored by the American Red Cross, the American Library Association, and the United Service Organizations. Books were collected for USO Reading Rooms, Army "day-rooms", ships and naval bases, and Red Cross recreation rooms. Seventy thousand books were collected in one chapter.

The total number of garments produced for war refugees exceeds five hundred thousand. It is impossible to secure a complete record of materials salvaged in the war on waste campaign but a spot check of thirty-nine chapters showed nearly a million pounds of paper, metal, and rubber collected and sold. These thirty-nine chapters represent only a small portion of the total number of chapters in which the Junior Red Cross is operative.

One thousand Junior Red Cross First Aid detachments were organized in the first three months after they were authorized. There are Junior Disaster Relief Corps in one hundred chapters. Emergency medical items numbering one hundred fifty-thousand were produced for civilian defense
in coastal cities.\textsuperscript{11}

Since the beginning of the war, approximately $300,000 given through the National Children's Fund has been expanded for the relief of children in Finland, Poland, Spain, Greece, China, Great Britain, Russia, and Iceland.

In Great Britain thirty-five war nurseries and four convalescent homes were established for children under five, living in bombed areas. A convalescent home for English children with special disabilities was provided. Approximately $103,000 was appropriated from the National Children's Fund to pay for the cost of the nurseries and homes.

Regarding help given to children in other countries the following statement is made:

Clothing and bedding were sent to child refugees in Finland. Relief shipments were carried to the port of Petsamo in Finnish ships. From there they were hauled over the Arctic Highway for about 270 miles to the nearest railroad. Clothing, bedding and medications were also sent to the Polish children. Before the collapse of France, child refugees from Holland, Belgium and France were sent clothing and food. Later another Red Cross ship took foods, vitamin concentrates, specialized medications and clothing to children in Spain and Unoccupied France. Materials for clothing were given the Greek children, and a ship sailing around the Cape of Good Hope and through the Suez brought a $10,000 shipment of cocoa as the gift of the American Junior Red Cross to the children of Greece whose fathers had been killed in the war. Vitamin B-1 tablets to combat beriberi were sent to Chinese children. These concentrates were sent in free space provided by the Pan American Airways. A million quinine tablets were purchased in Java and shipped through Rangoon and Chungking. Toys and gardening

\textsuperscript{11}Suggestions for the Observance of the Twenty-Fifty Anniversary of the American Junior Red Cross. Washington, D. C.; The American Junior Red Cross, 1942, p. 6.
tools were sent to Icelandic children, evacuated from Reykjavik to safer country districts for the summer months. Ten thousand dollars was spent for shoes for Russian children whose fathers had died in the defense of their country.12

The full story of the contributions of the school children of America through the Junior Red Cross in World War II will not be told until the war is over. Experience gained during the last war is providing a sound basis for present activities. This experience, coupled with the growth in membership and understanding of the program, should enable the organization to render even greater service in the present war.

12 Ibid
CHAPTER II
THE OBJECTIVES OF JUNIOR RED CROSS
IN THE PATTERN OF MODERN EDUCATION

Since the development of formal education, the school has been given major responsibilities for the training of the young. The type of training given, the objectives of this training, and the methods used have, of course, varied greatly. However, it is only in the last two or three centuries that an organized body of knowledge on the science of education has developed. This development, coming as the result of the Renaissance, the Reformation, and changed economic, political, and social conditions, has been rapid and progressive.

Beginning in the eighteenth century the strong reaction against authoritarianism led to a greater emphasis upon the development of personality and the individual. In order that each individual might benefit, church and philanthropic support for education gave way to the public support of education for all children. It was natural that in the beginning the emphasis upon individual development should find ready acceptance in America.

Conditions in our early history favored a belief in individualism. Population was sparse, land was plentiful, and economic opportunities were available to all those possessing the energy to exploit them. Under conditions like these, individual effort and success went hand in hand with what seemed to be the greatest satisfaction of the needs of society. Exploring the wilderness, settling new lands, and developing commercial enterprises served the society of the time. Educating the child for
personal improvement and success in life, even though this education contained no study of social needs, contributed to the advancement of society and gave the individual a feeling of service to society.

Regardless of how successful the education for individualism was, it has now been recognized by most educators as inadequate. Rugged individualism as such has usually led to great selfishness and a lack of regard for social welfare. Even before World War I, this was evident and since the war it has been more in evidence. In fact, a curbing of excessive individualism was begun by the government towards the latter part of the nineteenth century. The trend in education for some time has been away from individual social action to emphasis on group social action.

This trend in no way attempts to curb the development of the individual but, rather, to direct his development to the full employment of his abilities toward socially constructive ends. While education for social achievement and group cooperation is not new, its purposes and values have been enhanced by changes in conditions and new knowledge concerning the nature of social organization and how education can best serve society. Educators today are concerned with the influence social, economic, and political factors have upon the development of the individual in a democratic society.

The school curriculum has broadened to include knowledge and activities which relate to and give experience in the environmental conditions surrounding the child. It is no longer believed that the
disciplines acquired by formal and rote learning, regardless of how thorough and complete, educate the individual for satisfactory and efficient participation in the world in which he lives. Information as such does not result in satisfactory patterns of living unless that information is made meaningful by experience and practice in real life situations. Ideals must be reinforced by purposeful social action and skills by frequent and well directed use. Thus education is recognized as a continuous process to which all of the experiences of life contribute.

The Objectives of Modern Education

In the educational philosophy of today may be found the following three general objectives:

1. The passing on of the social and cultural heritage.
2. The development of satisfactory knowledge, skills, and attitudes.
3. The directing and controlling of knowledge, skills, and attitudes to socially useful and progressive ends in a democratic society. This includes the civic, cultural, moral, health, vocational and social goals.

Present day society recognizes the school as the most efficient and economical instrument for the attainment of these objectives. In fact no other agency, not even the home, is so well adapted to the realization of these aims.

Granting the acceptance of this philosophy of education, however,
the translation into effective learning patterns is not easy of accomplishment. Not only must centuries of tradition and a certain amount of inertia be overcome, but there is also the problem of suitable methods, devices, and facilities to be found or developed.

The community school is as yet largely an ideal and, even if its existence were a fact, it would still embrace only that area immediately surrounding the child. In a world in which a global war is possible and in which problems of production, distribution, and consumption have a direct bearing on the individual, narrow community concepts are antiquated. It follows, therefore, that the school must project the thinking and experience of the student beyond the confines of the community to the state, nation, and world. Only as students achieve understanding, appreciation, and skills which fit them for intelligent and useful living, may they expect to meet the problems thrust upon them.

The Objectives of the Junior Red Cross and How They Aid in the Achievement of the Objectives of Modern Education

In any consideration of agencies through which the school program may be made more effective as an instrument for social training, the American Junior Red Cross exists as one of the most practical. Developed by educators for the schools, its growth has been consistent with good educational principles. From the beginning it has been conceived as an in-school program. Membership is confined to school
children and the Junior Red Cross functions only through the schools. School authorities may accept, approve, and control the program within the limits of Red Cross policies. Through such fundamental organizational principles, the program is available for all schools wishing to enrich, augment, and project the curricular program.

The Junior Red Cross does not exist as an independent educational organization which might duplicate or compete with school programs or other agencies but, rather, as an agency which linked with the schools, provides materials and activities which enrich learning situations and which may be correlated with practical activities in the school, the community and the outside world. This is possible because of the extensive, worldwide organization and program of the Red Cross. In availing itself of the Junior Red Cross program, the average school joins its facilities with a powerful set of motives, devices, and channels for more effective education.

The five formal objectives adopted when the Junior Red Cross was organized are consistent with the general objectives of progressive education. These objectives are:¹

1. To develop social consciousness.
2. To guide humanitarian tendencies.
3. To give practice in assuming social and civic responsibility.
4. To teach and stress the social aspects of positive

¹Suggestions for Observance of the Twenty-Fifth Anniversary of the American Junior Red Cross in the Schools, Washington, D. C.: The American Junior Red Cross, 1942, p. 3.
health-physical, mental, and emotional fitness.

5. To promote world understanding.

The Development of Social Consciousness

The development of social consciousness today is considered of paramount importance by all educators. In the relatively simple life of a generation or two ago, individuals were intimately acquainted with their neighbors, employers, and community. While each man was economically more independent, he was socially very dependent upon his fellowmen. This resulted in a sympathy, understanding, and a spirit of cooperation which modern society does not induce.

Today the social influences of the church, the home and the community have been lessened to such a degree that adequate social consciousness and understanding on the part of the individual are no longer attained by these agencies. Falling upon the school is the problem of the development of an adequate social consciousness. Since this particular quality has always been secured largely through contact, experience, and cooperation with other individuals, its learning is not possible through the ordinary classroom situation. Its inculcation is the result of development through social experience and social activities. Such experiences and activities must spring from life situations which impress and influence the child.

Therefore, the school, in cooperation with the Junior Red Cross, may provide regular classroom activities which will influence the social attitudes of the child. For example, some of the work of an art class
may be planned to carry cheer to hospital patients in the form of greeting cards or some other appropriate art projects. Manual arts classes may produce toys for neglected children or recreational items for soldiers. Primary grades, through paper cutting activities, may furnish decorations or scrapbooks for children's homes. The whole school through some simple fund raising program may provide money for the less fortunate children of the United States and foreign lands. The number and variety of projects is limited only by the ingenuity and resources of the teacher, pupils, and the school. All of such activities should go hand in hand with the subject matter in each class but directed towards the objective of developing fine social attitudes and a greater social consciousness.

The Guidance of Humanitarian Tendencies

In spite of the present war, the world of today is characterized by great humanitarian concepts and programs. Education and rehabilitation programs, social security and relief programs, preventive medicine and public health—all of these and many others testify to the humanitarian trends in the present world today. Therefore, the importance of the development of humanitarian tendencies follows closely the development of social consciousness in the child. Such tendencies can be developed only through activities in which pupils learn to ascertain and to meet real community needs effectively. Projects previously discussed in the development of social consciousness may be extended.

Social studies classes may make a survey of local welfare insti-
tations and their needs to be used as a basis for the Junior Red Cross service program; compile statistics of accidents occurring in the community and discuss methods of accident prevention; learn about relief operations carried on by the Red Cross in various major disasters; make a survey of nationality groups and plan international pageants and plays. Health classes may study community health programs and work out means by which schools may assist the health department. Only a few activities have been suggested here. The number of activities which schools with Junior Red Cross programs have developed is unlimited.

Practice in Assuming Social and Civic Responsibility

In any democracy, the continuance of that form of government is dependent upon the assumption of the responsibilities of citizenship by intelligent and well-trained citizens. The acceptance of social and civic responsibilities on the part of the individual is the result of understanding, training, and experience in those responsibilities.

Thus it is necessary for the school to provide situations through which youth may assume social and civic duties in the school, community and outside world. Learning situations and activities in social studies and citizenship classes may be directly related to life within the school. Current life situations of local, national and international character, made available through the Junior Red Cross, may be the channel through which social and civic activities are experienced and given practical outlets.
In addition to classroom activities, there is the Junior Red Cross Council and various Junior Red Cross programs. Victory Gardens, Victory Book Campaigns, First Aid Training, War on Waste and Salvage, Nutrition, Production for the Armed Forces and for War Refugees, Accident Prevention and many other contribute to the development of social and civic responsibility in war or peace.

The Teaching of the Social Aspects of Positive Health

Since its origin, the Junior Red Cross has stressed the social aspects of positive health. Every member of the Junior Red Cross is expected to give attention to and observe the commonly accepted rules of health. The cultivation of the mind and body as a pre-requisite for effective development and participation of the individual in life is encouraged as an ideal for all Junior Red Cross groups.

Social responsibility is encouraged through the recognition of the dangers of spreading disease to others. Art classes make health posters, English classes may write themes on health topics or develop health plays and pageants. The part that social studies classes may play has already been mentioned. The production of suitable playground equipment is a project for the manual arts classes. Red Cross courses in First Aid, Accident Prevention, Home Nursing, and Nutrition are available. The wholesome effect of doing something for others aids in the development of sound mental and emotional balance. Practical, meaningful and worthwhile projects of the school and the Junior Red Cross, working together,
provide service outlets which result in healthy attitudes of the mind
and fine emotional development.

The Promotion of World Understanding

The promotion of world understanding was one of the earliest
objectives of the Junior Red Cross. Sentimentality, wishful thinking,
and over-ambitious presumptions have no part in this program. The
world wide organization of the Red Cross and the Junior Red Cross, with
the enormous facilities available, are at the service of the schools.

In recognition of the values of the Junior Red Cross program in
promoting world understanding, J. W. Crabtree, for many years Secretary
of the National Education Association and later with the World Federation
of Education made the following statement:

The World Federation of Education with which I
am connected at present spends its time in promoting
peace and goodwill. It finds that it can reach leaders
where Junior Red Cross groups have been organized much
more easily than in places where such organizations have
not been formed. It has decided that the most effective
work for peace and good will is being done by the Red
Cross, and particularly through its Junior Division. 2

One practical step towards world understanding was made during
the last war when the Junior Red Cross members of schools throughout
the nation contributed several million dollars and millions of articles
for the relief and rehabilitation of children abroad. Gift boxes con-

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2 Crabtree, J. W., The Junior Red Cross, The Journal of the National
Education Association, March, 1937, p. 38.
taining toys and useful articles were also sent to children of war torn lands by the thousands. Letters of appreciation from children abroad flowed back and the program of International School Correspondence was begun. Since that time, albums and portfolios from schools of foreign lands have been sent to American children who have, in turn, sent back similar correspondence. Today, the international activities of the Junior Red Cross, such as International Correspondence, Gift Boxes, and War Relief Production, made possible through the contribution of American children to the National Children's Fund exist as outstanding examples of efforts to promote world understanding.

Thus it may be seen that the objectives of the Junior Red Cross are consistent with the objectives of modern education. Through the utilization of the Junior Red Cross program the resources of the school are increased and enriched, making the attainment of these objectives more certain. The words of James T. Nicholson, Vice-Chairman in charge of Junior Red Cross well summarize the objectives and possibilities of the Junior Red Cross:

No activity of the American Red Cross or its Junior Red Cross has been hastily and breathlessly conceived. Each Junior Red Cross activity has been offered to the schools as a resource for the developing of social consciousness, for the guiding of altruistic tendencies, for the practicing of civic and social responsibilities. Our intent has been that all such activities should be emotionally, socially, and educationally sound. In them, the extensive and worldwide resources of the Red Cross, including governmental and inter-governmental relation-
ships have been made available for the enrichment of learning experiences.\(^3\)

CHAPTER III

ORGANIZATION OF JUNIOR RED CROSS FOR SCHOOL
AND COMMUNITY SERVICE

Cooperation Between School and Chapter

The organization and development of Junior Red Cross in the schools follows a pattern which is natural, considering its origin, purposes, and functions. Since the program is a joint responsibility of the schools and the community through the local Red Cross Chapter, the interest, approval, and effort of both groups are essential to its success.

From the schools the Junior Red Cross derives its membership, purposes and functions. From the community, through the local Red Cross Chapter, the Junior Red Cross membership derives its organization tie-up, its channels for service, and its basis for a comprehensive, effective, and permanent program. Thus the school and community working together provide the organizational basis and the field of activity for the Junior Red Cross program. This is natural from the point of view of sound, functional organization and from the utilization of the community as a resource for the development of social ideals and social activities.

As previously indicated the organization of the Junior Red Cross program in any one school is dependent upon the understanding and approval of school officials. Granting the interest of the school or school system it should seek the cooperation of the local Red Cross Chapter through its Chairman, Executive Secretary, or other responsible representatives. Should no local Red Cross Chapter exist, school authorities
may apply to the appropriate area office.¹

In many cases where the possibilities of the Junior Red Cross program have not been brought to the attention of school authorities, the local chapter may take the initiative in contacting the school authorities, explaining the program, and securing the approval and cooperation of school officials.

Junior Red Cross Chairman

After school and chapter officials have agreed upon the desirability of organizing the Junior Red Cross program, the first step is the appointment of a person who will be responsible for the program in the area covered by the local Red Cross Chapter. This official is known as the Junior Red Cross Chairman and should be appointed by the Chapter Chairman or Executive Committee in consultation with the School Superintendent. It goes without say that he must have the confidence of school authorities, an understanding of the requirements of the school system, and, if possible, actual experience and training in the field of education. In addition, the person must be familiar with the Red Cross principles and program. Experience in community organization and service is an important asset. The Junior Red Cross Chairman acts as liaison between the chapter, the school and the community. He should also keep the Executive Committee of the chapter informed concerning Junior Red Cross activities and arrange

¹The Jurisdiction and addresses of the National and Area Headquarters Offices are listed in Appendix A.
Junior Red Cross participation in appropriate chapter activities.

Junior Red Cross Committee

In order to properly and efficiently carry out the organization and program of Junior Red Cross in all schools in the chapter, it is essential that the chairman appoint an efficient Junior Red Cross Committee. Representatives of various types of schools such as the city, rural, parochial, private, elementary, and secondary should be included on the committee. It is also advisable for representatives of the Parent Teachers Association, the Public Health Department, and other educational agencies to be made a part of this committee.

Through the Junior Red Cross Committee, the permanent medium of relationship between the schools and the chapter is established as well as the channel for active cooperation between them. All Red Cross activities are introduced in the school by the committee.

Duties of the Junior Red Cross Committee

Since the committee is composed of representatives from each school or school system, it is the logical group to be charged with the following responsibilities:

1. The enrollment or re-enrollment of all schools in the Junior Red Cross annually.

2. Planning, developing and supervising all Junior Red Cross activities.

3. Approval of all Junior Red Cross expenditures.

4. Coordination and expansion of Junior Red Cross activities from year to year.
The Junior Red Cross Secretary or Director

The Junior Red Cross Chairman may need assistance in the larger communities or where the Junior Red Cross program involves considerable records, reports, and correspondence. In such cases a Secretary of the Committee may be appointed. Should the volume of work require it, a full-time Secretary or Director may be employed. This person should be paid from the chapter funds and is responsible to the Junior Red Cross Committee.

The Teacher Sponsor

Since each school is a working unit of the Junior Red Cross organization in each community, there is need for a responsible individual in each school to guide and coordinate activities. This is usually a teacher selected by the appropriate school official and the Junior Red Cross Committee. Such an individual is known as the Teacher Sponsor. The teacher-sponsor should be a socially-minded teacher in each school whose duties are:

1. To interpret methods of using Junior Red Cross and its possibilities to the faculty of his school.
2. To meet with the Junior Red Cross Council and to guide its activities.
3. To call upon the Chairman or Director of Junior Red Cross for suggestions and information.
4. To direct the best use of Junior Red Cross magazines in his school.
5. To appoint a faculty committee to assist him with the various projects.

Enrollment of Schools

As the result of an agreement between Red Cross Societies throughout the world, membership in the Junior Red Cross is restricted to school pupils. This results in a uniform basis for membership and gives educational leaders an opportunity to participate in the program. Since many of the young people regularly enrolled in schools are members of other youth organizations, it prevents duplication. Youth in public, parochial, and private schools are eligible for membership. Young people, enrolled in schools in social welfare and correctional institutions, may also become members.

Enrollment comprises the school group, not the individual pupil. An individual membership fee is not required of school children enrolling in the Junior Red Cross. The individual pupil becomes a member and is entitled to wear the Junior Red Cross button or insignia when:

1. He has made a voluntary contribution which should be earned, or saved by personal effort and sacrifice on the part of the member.

2. He has performed a service which gives evidence of interest in the Junior Red Cross program.

Individual membership is not required because it is felt that member-

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2 What We Can Do to Serve, Kansas City, Missouri: American Junior Red Cross, Yearbook, 1942-43, p. 7.
ship will gain meaning if pupils work together to provide the group fee. Group cooperation and a broader ideal of the privilege and possibilities of service are secured through group enrollment.

Requirements for the Enrollment of a School

The requirements for the enrollment of a school are:

1. A group fee of fifty cents for each schoolroom in the case of elementary schools or one dollar for each one hundred pupils or fraction thereof in the case of high schools.

2. Participation by the school in some phase or phases of the Junior Red Cross program.

Opportunities Through Enrollment

Through enrollment in the Junior Red Cross the following opportunities are open to a school:

1. To develop and carry on a local service program in the school and community with the approval, encouragement and support, of school authorities and the local Red Cross Chapter.

2. To participate in the National and International program of the American Junior Red Cross. This includes the National Children's Fund, War Relief Production, Production for the Armed Forces, Intersectional and International Correspondence, and the Gift Box program.

3. To use the Junior Red Cross News or the Junior Red Cross
Journal. Each elementary school enrolled receives one copy of the Junior Red Cross News and each one hundred pupils or fraction thereof enrolled receives one copy of the Junior Red Cross Journal.

The Junior Red Cross Service Fund

Money contributed or raised by pupils in the name of the American Red Cross becomes a part of the Junior Red Cross Service Fund and must be deposited as a special account with the Chapter Treasurer. The Service Fund may be drawn upon:

1. To pay for the school enrollment.
2. To finance local service projects requiring money.
3. For such contributions to the National Children's Fund (for National and Foreign projects) as the school group may desire to make with the approval of the Junior Red Cross Committee. 3

It is intended that the Service Fund should be voluntary in nature. It should be raised by contributions from members from their own earnings or savings; or it may be raised by group projects that have educational or service values. Thus Junior Red Cross Funds are not only expended in service, but are earned by service and sacrifice.

Money raised by Junior Red Cross members and placed in the Service Fund may be expended only for projects in which the Junior members are

interested and which have educational value for them. Junior members should have a voice in all plans involving the expenditure of Junior Red Cross Service Funds. Funds should not be spent for purposes that are definitely the responsibility of other groups, agencies, or the public authorities.

Development of Pupil Responsibility

The Junior Red Cross is an organization of pupils, by pupils, for pupils. Responsibility for the organization, development, and continuance of the program should be encouraged in the pupils. They should have a voice in the determination of policies to be followed, activities to be developed, and in the raising and expenditure of funds. However, all activities must be approved first, by their teachers and, secondly, by the Junior Red Cross Committee.

Each elementary room should be encouraged to elect its own Junior Red Cross officers and committees and to have representation on the Junior Red Cross Council for the whole school. In turn each school may have representation on the Junior Red Cross Council for the town, city, or county. Each organization helps to develop pupil responsibility.

Frequently High School Juniors may be represented on various chapter committees such as First Aid, Disaster Service, Volunteer Service Committee and others. Many chapters have appointed a capable Junior Red Cross member as a member of the Chapter Board of Executive Committee.
CHAPTER IV

JUNIOR RED CROSS ACTIVITIES AND THE SCHOOL PROGRAM

Evidence of the importance of the modern school and its influence is well demonstrated by the fact that there are always numerous agencies and organizations seeking to gain entrance to the school and through it to reach the children. School administrators, supervisors, and teachers must constantly choose between agencies which seek to exploit the school for propagandistic or commercial reasons and those agencies whose influence and activities are educational in purpose and which provide a valuable adjunct to the facilities and resources of the school.

The Junior Red Cross as an in-School Program

Since the American Junior Red Cross is an outgrowth of the enthusiasm and activities of school children and educators during the First World War, it began with a unique advantage. Its very inception was the school. In seeking to increase the usefulness and effectiveness of the activities of the school in meeting the needs of the last war, pupils and educators were, consciously or unconsciously, laying the foundations for an organization which would provide channels and outlets for school activities. It was only natural, therefore, that the organizational development of Junior Red Cross should be consistent with the best principles of education and should adapt itself to the school program.

In United States and throughout the world, membership in the
Junior Red Cross was and is restricted to school children. Not only does this provide a uniform basis for membership and prevent duplication of effort, but it insures the continuance of a program whose purposes and activities conform to sound educational practice and organization.

The Junior Red Cross was conceived largely as an in-school program. While its activities may be and are correlated with extra-curricular school activities, its strength is basically found in its correlation with the regular curricular program. Nor is this a displacement process wherein Junior Red Cross activities are substituted for course content. Rather, the Junior Red Cross program provides activities, devices, and channels through which school courses and regular school activities may be broadened, enriched, and made more meaningful in terms of practical and well directed service to the school, community, nation, and world.

Referring to the curricular possibilities of the Junior Red Cross program, J.W. Crabtree, for many years Secretary of the National Educational Association, makes the following statement:

I am impressed with the development of its various lines of activity. It has gone into the schools as an extra curricular activity, but I find that more and more it is handled as if it were an integral part of the school program. The teacher has no difficulty in making the work mean much to the school as a whole, no trouble at all in making it appeal to the boys and girls belonging to the society.

The pupils acquire from this work increments of mental growth fully equal to that which comes from the backbone studies in the regular course of study. The more attention given to these Junior activities, the greater the desire to make it a real part of the course of study.

However, it is and must be recognized that other agencies and programs may provide similar possibilities. Educators have long used other activities and facilities existent in the school and community to further the school program. The Junior Red Cross seeks no competition with or displacement of other programs. All sound educational organizations should be encouraged and developed. Nevertheless, it is felt that the Red Cross, because of its humanitarian ideals and its long record of service based upon a worldwide organization, is in a unique and logical position to provide schools, through the Junior Red Cross, effective resources for motivation and enrichment.

The Utilization of Junior Red Cross Activities

The effective utilization of Junior Red Cross activities and resources in the school is based on how well they are correlated with the school program and how completely their development is used as a factor in strengthening and enriching the learning process. While the making of an album to be sent abroad may be a routine educational device, it approaches the totality of its possibilities only when the decision to make the album, by whom it is to be made, and what it is to include, are matters to be decided through the combined effort and study of teachers and pupils. Every step in the preparation of the album may be used as a means for the enlargement and strengthening of the learning situation. The gathering of waste paper, worthy though the project is, loses its inherent possibilities when every phase of its development is not projected into and correlated with as many subject matter fields as possible. The Junior Red Cross Council may adopt it, after discussion, as an entire school
project. Every room may study ways of economizing on paper. English classes may use as a subject for themes, "The Importance of Paper in the War Effort". Geography classes may study the sources and production of paper. Mathematics classes may compute the amount collected and its value. While there is no end to the curricular possibilities of the project, it is not expected that the whole program of the school will suddenly be centered around one activity. This illustration is merely intended to show the possibilities of curricular integration in making such projects meaningful, practical, and conducive to the fullest use of the educational potentialities inherent in activity situations.

In line with this conception, the Junior Red Cross program contains activities which lend themselves to the greatest possible educational and curricular integration. The extent, method, and manner in which the program will be utilized depends upon the school situation and will vary from school to school. It is intended that such should be the case, for the Junior Red Cross adapts itself to the widest approaches and variations in the utilization of its program by the public schools.

In the development of Junior Red Cross activities in the school, the part which the community, through the Red Cross Chapter, is to play must be constantly recognized. Junior Red Cross is the Junior Membership of the Red Cross in the schools and unusual possibilities are open to the Juniors through contact and cooperation with the local Red Cross Chapter. The Red Cross as an organization exists not only on a local but also on a national and international basis. It is semi-governmental and receives its authority through congressional charter. Therefore, it
has a number of governmental affiliations and performs a number of services for the government.

When plans are being made for Junior Red Cross work, it is advisable to find out what activities the Local Red Cross Chapter is carrying on and how the Juniors may effectively participate. Ordinarily the Junior Red Cross Committee should have this responsibility, but if no committee exists the Junior Red Cross Chairman, Chapter Chairman, or Executive Secretary should work with the school superintendent, or with principals or teachers designated by the superintendent. All chapters vary in the amount and variety of work carried on and the opportunities for Junior Red Cross participation in chapter activities will vary accordingly.

Local, national, and international activities are available to all schools with membership in the Junior Red Cross. Schools utilizing the Junior Red Cross have additional resources and channels which augment and enrich the school program. The number of activities and the extent to which they are used varies with the type of school and community.
CHAPTER V
LOCAL EDUCATIONAL AND SERVICE ACTIVITIES
OF THE JUNIOR RED CROSS

On the local level, the Junior Red Cross program includes those activities which have little influence outside of the school or the immediate community. Activities of this type are a part of the regular program of the Junior Red Cross and may exist in every Red Cross Chapter. Enrollment, Victory Gardens, and Accident Prevention are examples.

Besides the well known local activities there is still another group. Many schools and chapters have Junior Red Cross projects which are unique to that particular community. Variations in the types of schools, the presence of an unusual welfare institution, and racial or geographical influences in the community often provide opportunities for the development of new and different activities.

Junior Red Cross members should be encouraged to develop those local activities which are a part of the total Junior Red Cross program and, in addition, service activities which are adapted particularly to local needs. It is expected that there will be a great deal of variation in the number and type of activities in different communities.

The most common local activities are listed and described in this chapter.

Enrollment for Service

The enrollment of a school in the American Junior Red Cross should be an educational experience and activity. While it is possible for
school superintendents, principals, or teachers to carry out the process of enrollment in a routine and uninteresting manner, such a procedure does not take full advantage of its inherent educational possibilities. If the program is to develop pupil interest and responsibility, potentialities for the realization of these objectives should not be circumvented or overlooked. If education is the sum total of life's experiences, then every activity contributes towards education. Accordingly, the process of enrollment gives opportunity for experiences which have practical educational value.

Generally, the interest of children in any program or activity depends on the extent to which children feel that it is theirs. The program of the Junior Red Cross should be presented to the children by the principal or teacher or suitable chapter representative. This presentation will naturally be brief and should be followed by study and free discussion of the potential members.

After thorough study and discussion of the program in each classroom or homeroom, children are to make their own decision as to whether or not they wish to enroll. Upon deciding to enroll, elementary pupils may sign the membership roll and high school students may be issued a membership card. Following the decision to enroll, a classroom or assembly program centered around the Junior Red Cross will give additional understanding and purpose to the program. Such a classroom or assembly program may include:

1. A story of the Red Cross, giving the history and signi-
ficance of the Red Cross flag and sketching the
work of the Red Cross.

2. A story of the Junior Red Cross with a statement of
the worldwide extent of its membership and the ideals
for which the organization works.

3. Reports on the extensive national and international
services of the Junior Red Cross.

4. Reports on services of Junior Red Cross Members to
school, community, and nation in local and other schools.

5. Opportunities for service by each room and the school.

6. Announcements of, or suggestions for, plans for service
on the part of the school.

7. A Junior Red Cross song.

Funds For Service

After pupils have decided to enroll in the Junior Red Cross and
have been informed of the program, the next step is the securing of
funds with which to pay for their enrollment and to carry on the service
activities they decide to sponsor. While the enrollment fee of fifty
cents for each elementary schoolroom and one dollar for each one hundred
high school students or fraction thereof, is insufficient to cover the
cost of the magazines, materials, and services provided by the national
office or to finance the program of service on a local level, its

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1 How to Enroll Your School in the American Junior Red Cross.
Washington, D.C.: The American Junior Red Cross, No. 616, Revised
payment does give a sense of partnership and responsibility.

Over and above the need for funds for enrollment, the Junior Red Cross group soon sees the need for a service fund with which to carry on more effective work. Emphasis should be placed on the voluntary character of this fund and the fact that it is to be saved by personal sacrifice or raised by individual or group effort. It is through such emphasis boys and girls learn that money is meant for service.

The educational values, experiences, and stimulus to be secured from practical experience in providing funds with which to carry on the Junior Red Cross program are unlimited. Some of the inherent values and potentialities are set forth in the following paragraphs:

First, it is essential that children gain a basic recognition of the idea of voluntary contribution. Such appreciation will temper the child’s self-centered interests, and cause him to regard the needs of others. His contribution is a donation rather than an investment. Or it should be considered by him as an investment in humanitarian service, from which the donor expects no financial return. It is part of his social education to learn that in life there is a vast field of service in which voluntary contributions form the mobilizing agent for satisfying social needs. Children should learn that unselfish services are maintained by generous support. Hence they need to learn the relative importance of such financial items as living costs, taxes, insurance, investment, and contributions. The last item, that of voluntary contributions, is one of the major means by which we bring about a better world for those who need our help. Children should be assisted to view their contributions to worthy social enterprises as their own dedication to the faith that a better world is possible.

Sound emotional satisfaction can be derived from the efforts and intelligent management necessary to earn or to save the money required for the local Junior Red Cross budget. It is a stimulus to morale for members to know
that their efforts are going directly into making real action possible—action in the form of gifts, services, or production. Likewise, it will produce more educational satisfaction if Junior Red Cross members earn or save the requisite budget money themselves rather than solicit their parents for it. Also in this critical period, it is quite possible for older Junior Red Cross boys and girls, who are employed in part-time work, to win a double satisfaction. By helping to do that part of the nation's work which is appropriate to their years, and by giving a small part of their earnings to the Red Cross, they are serving in two ways.\(^2\)

In the process of learning to translate good intentions, idealistic plans, and humanitarian impulses into effective patterns and channels for service, the record of progress might logically take the following steps:

1. Inspect the practical outlets of service through which the desire to fulfill one's social responsibilities can be satisfied.

2. Decide which outlets to utilize through council meetings.

3. Organize workers for the program.

4. Determine estimates for production materials, for services, and for contributions to the adult Red Cross and Junior Red Cross national funds.

5. Draw up a total minimum budget to reflect the above divisions of expenditures.

6. Plan ways and means in detail to realize the budget.

7. Check monthly to see if the goals are being attained.

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6. Close the books at the end of the year with the enthusiasm that success produces and get ready for the next year.  

Some of the ways in which Junior Red Cross members have raised money are listed below:

**Group Earning**
1. Moving picture show  
2. Minstrel show  
3. Collecting and selling salvage materials  
4. National Children’s Fund  
5. Pageants  
6. Sales of:
   - refreshments at athletic contests  
   - Christmas cards  
   - rummage  
   - candy, cookies, popcorn balls, doughnuts, pots of soft drinks, jam, jellies  
   - vegetables from Junior Red Cross school garden  
7. Collecting and selling wire clothes hangers and old phonograph records  
8. Formation of "Penny-a-Week" groups.

**Individual Earning**
1. Raising animals  
2. Cutting grass  
3. Shoveling snow  
4. Caring for smaller children  
5. Preserving local surplus products  
6. Working in neighbors' gardens  
7. Hoeing weeds  
8. Working in stores

Thus the development of social interest and consciousness, the ideal of social service, the experience of raising funds to translate such

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3 Ibid. p. 9.  
ideals into action along with practice in budgeting, and careful spending, all excellent learning experiences, are possible through effective use of the raising of service funds for the Junior Red Cross. It is recognized that for members:

The maintenance of adequate funds for service programs is an important lesson in learning to serve. For them participation in Junior Red Cross programs is serving to learn—serving to learn the important lesson that citizens in a modern democratic society must want to and learn how to make money and skills care for each other good. These important relationships between learning and saving dictate the funding policy of the American Junior Red Cross.  

The Junior Red Cross Council

As with all other programs and activities possible of development as a result of the Junior Red Cross, the Council should be an outgrowth of the interest and needs of youth. It should serve the educational and training pattern of the school and has no justification for its existence otherwise.

Because the home, the church, and the community have increasingly tended to offer less influence, training, and experience as a supplement to the school program, the school has been faced with the problem of providing learning situations which take their place. The assumption of such responsibilities by the school is not easy because the influences of the home, church, and community were direct, real, and impressive. Further, since it is generally assumed that attitudes and experiences of this type cannot be developed to any great degree by formal study or

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Ibid., p. 6
artificial methods, the school is challenged to offer possibilities for learning in real situations which have their roots in school and community life. The growth of student government, school councils, and the ideal of the "Community School" are the result of the attempts of educators to meet the problems thrust upon the school.

As a resource through which the school may more adequately provide opportunities for the development of social and civic responsibilities as well as practice in those responsibilities, the Junior Red Cross Council offers real possibilities.

In the beginning the Junior Red Cross Council should be developed only as the need for it is felt. At first, it may only have committees appointed as needed. Later representation from grades, rooms, or classes should be added and eventually from all important school interests such as journalistic, musical, dramatic, civic, and other clubs. The latter is particularly true in high schools and departmentalized schools. By-laws should be developed to serve as a guide for the council.²

Briefly the council should be given as much responsibility as possible in planning the program, raising funds, approving projects and carrying out the plans made. The election of appropriate officers and the conducting of business in regular meetings are essential. Always, of course, the total program must be approved by the school authorities and the Junior Red Cross Committee.

²By-Laws of the all-city High School Council of Kansas City, Missouri, are listed in Appendix B.
That young people in the grades and in high school are able to carry on an active service program is demonstrated by the existence and successful functioning of thousands of Junior Red Cross Councils throughout the country. Whether it be in a one room rural school or in a large departmentalized high school, pupils have proven their ability to conduct the Junior Red Cross program satisfactorily.

The organization of Junior Red Cross Councils may exist on the following varying plans:

1. Organization within a single room.
2. Organization within a school with representatives from each room, class, or homeroom and from clubs.
3. Organization within a city school system with representatives on a city council from each school. Meetings are usually held monthly or quarterly.
4. Organization within a county with representatives from each school or school system in a county. Meetings are usually held quarterly, semi-annually, or annually.

While the value of Junior Red Cross Councils and the procedures utilized in their successful development might be covered at much greater length, the educational purposes which councils serve vary in type and scope within each school. However, in the final analysis, the council stands high as a resource for the development of social and civic attitudes and the translation of these attitudes into learning and experience patterns.
The Bicycle Corps

The Bicycle Corps is a comparatively new activity of the Junior Red Cross. The organization of such a corps will depend upon the local need for such service. Proper development and supervision of suitable activities are essential. Junior Red Cross members in Junior and Senior High Schools are eligible for membership. There are no hard and fast rules for the organization of the corps. Plans for the establishment, eligibility standards, approved activities, and proper supervision should be worked out jointly by school authorities and the Junior Red Cross Committee. Messenger and light delivery service to the local Red Cross Chapter, the Civilian Defense Council, and other government agencies, offer possibilities for service.

Public Information

The organization and development of a well-rounded Junior Red Cross program in a school, offer stimulus and materials for practical experience in publicity work. Where the school offers journalism as a course, Junior Red Cross activities may be reported by a member of the class who may be a representative on the Junior Red Cross Council. Since many small schools do not have courses in journalism or do not publish school papers, items of interest about Junior Red Cross activities can be supplied regularly to local newspapers.

Students in public speaking classes may get valuable experience in presenting the work of the Junior Red Cross to groups in the community. Junior members often assist the local Red Cross Chapter in presenting
Information and programs concerning the work of the Red Cross.

Insofar as possible, the Junior Red Cross publicity work should be tied up with the public information activities of the chapter. Appointment of a Public Information Committee of the Junior Red Cross Council will coordinate publicity efforts and systematize the publicity program. As a result of an effective public information program, the learning resources of the school are more fully utilized, pupils secure practical experience, and the school–Junior Red Cross program is strengthened.

Disaster Service

Since nearly every Red Cross Chapter in the country is organized for effective service in time of disaster, there are excellent possibilities for Junior members to assist the chapter. The program of cooperation between the Junior membership and the local chapter should be carefully worked out by the Junior Red Cross Committee and the school or schools. It is important that those working out approved activities for Junior members recognize that the activity to be undertaken should have educational value and that it should provide practical opportunities for service. Following are a few suggestive activities which Junior Red Cross groups have engaged in:

1. Junior Red Cross members prepare and maintain a report on available facilities for transportation, feeding, and temporary shelters in case of disaster.

2. Members trained in such things as First Aid, Red Cross Nutrition, Canteen Work, and Home Nursing have been valuable volunteers in time of disaster.
3. In the reconstruction period following a disaster, an active Junior Red Cross program has again and again proved a great help in restoring children to a normal state of mind.  

Staff Assistance Corps

As one of the Volunteer Special Services, the Red Cross maintains a Staff Assistance Corps. The primary purpose of the Staff Assistance Corps is to provide a staff trained to do the clerical, secretarial, and administrative work that is a necessary part of regular chapter activity. Many chapters provide for Junior Red Cross enrollment in the Staff Assistance Corps. Girls thus secure practical experience in office work while the school utilizes the resources of the community in projecting the learning situation and in providing experiences in serving.

When the chapter provides for Junior Red Cross enrollment in the Staff Assistance Corps, selected girls in the eleventh and twelfth grades in high school may become eligible if they satisfactorily complete one of the courses offered by the commercial departments of high school in either typing, shorthand, office practice, or business machine practice. In addition they must also satisfactorily complete a ten-hour course on the history and organization of the Red Cross.

Canteen Corps

If the local chapter provides for Junior Red Cross enrollment in the

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chapter Canteen Corps, another learning experience and service activity is open to selected girls. However, the ways in which the young girls are to be used should be considered before the training is provided. Unless the Junior members, who are trained in Canteen Corps work, are organized to assist the adult Canteen Corps in case of disaster, epidemic, or when called on by the armed forces, there is little real point in giving the training.

Selected girls in the eleventh or twelfth grades may become eligible for enrollment in the Canteen Corps, providing they first complete, in a satisfactory manner, the twenty-hour course in Red Cross Nutrition and the twenty-hour course in Red Cross Canteen.

First Aid Detachments

Training in First Aid opens up a splendid possibility of service for Junior Red Cross members through the organization of First Aid Detachments. This is a recent development and carries appeal for older boys and girls. Thousands of young people with first aid certificates have qualified for this activity in recent years. While it is impossible to measure the number of lives saved and the suffering prevented by members with first aid training, the increase in injuries and fatalities as well as the possibility of mass hazards, increases the potentialities for effective service. First Aid Detachments are being developed to meet the danger of mass hazards wherever people congregate.

Thus detachments are being organized in high schools where a sufficient number of Junior Red Cross members have first aid training. Pupils who wish to qualify for membership in a First Aid Detachment must be
juniors or seniors in high school, or at least 17 years of age, and must have satisfactorily completed both the Standard and Advance First Aid Course. Detachments must have a minimum of fifteen members and may have a maximum of fifty members. Each detachment is assigned to cover either a large school building or several smaller ones. Members should be assigned to specific rooms, corridors, or other parts of the school building. Each detachment must be divided into squads of not less than five persons, including the leader. Through the maintenance of squads, efficient training, practice, and service in time of emergency becomes possible. Leaders of each squad are appointed by the first aid instructor or instructors assigned to the detachment.

Organization in a First Aid Detachment is accomplished by the Junior Red Cross Committee in cooperation with school authorities. After the proper arrangements for the organization of a detachment have been made, a survey of members qualified to serve in the detachment and those who wish to qualify is the next step. Proper training in First Aid is then provided and when training is completed the chapter provides the forms necessary for the enrollment of members in the detachment. Approved members of a detachment are given Red Cross First Aid Detachment insignia.

Accident Prevention

Considering the appalling number of people killed and injured in accidents in United States, the education of young people in the cause of accidents and their prevention is essential. The Red Cross has prepared pamphlets and materials on accident prevention for the use of schools.
Check lists of accident hazards may be secured and distributed to all children. Children may take the check lists home, fill them out, and study means of preventing accidents in their own homes. In many schools, after the check lists have been filled out, they have been returned to the school to be used in compiling information on the most common causes of accidents in the community. Since the distribution of check lists is part of a nationwide campaign, Junior members may prepare and present talks on accident prevention, art classes may make posters, English classes may prepare compositions, and other classes sponsor suitable activities. Accident prevention has often been a schoolwide program sponsored by the Junior Red Cross Council.

Using the check list campaign results, Junior members may work with the chapter Accident Prevention Committee in presenting talks, demonstrations, displays, posters, plays, and group discussions.

Surveys

In approaching the possibilities of community service, surveys are excellent learning and activity devices for Junior Red Cross Councils. Usually such surveys are conducted by the Junior Red Cross Council through the appointment of a survey committee. The survey may be sponsored by a single school but more often it is the result of the combined efforts of a city or county Junior Red Cross Council. A list of services which the Junior Red Cross may provide, a list of the institutions that are to be surveyed, and the survey form to be used are prepared.8

8 Appendix C contains a survey form used by the Junior Red Cross of Westchester County, New York Chapter.
After the survey is completed and the information tabulated, the basis for a well-rounded program for service by the Junior Red Cross has been developed. The significance of basing service on community needs, the practice in making a survey, and the development of suitable service activities based on the survey, provide effective and practical training devices for the school.

Summer Programs

While the Junior Red Cross is an in-school organization which functions most actively during the regular school year, in recent years many schools and chapters have carried on summer programs. The tendency to sponsor Junior Red Cross activities during the summer months springs from the interest developed during the school year and the desire of Junior members to continue their program of service. Wherever activities will be carefully developed and supervised by school people or the Junior Red Cross Committee, this trend should be encouraged.

In addition to continuing certain activities begun during the school year, Junior Red Cross groups often develop definite summer activity programs. Classes in First Aid, Water Safety, Home Nursing and Nutrition may be offered. Juniors, who are members of the Canteen or Staff Assistance Corps, should continue to assist the local Red Cross Chapter. In one chapter, the Junior Red Cross Committee prepared a list of possible summer activities and pupils were asked to indicate what activities they would like to participate in during the summer months. Activities were then developed and carried on in line with the interests indicated by the Junior members.
Junior Red Cross Units, or "Jeeps", as they are popularly called, are groups of members organized to carry on an active summer program. Under competent supervision units of five to twenty youngsters are available to do anything that needs to be done. Members of such units study First Aid, Accident Prevention, Home Nursing and Water Safety. Some tend Victory Gardens, help in day camps, or collect scrap materials. Others act as playground supervisors and give care to the children of employed mothers.

Occasionally groups such as Camp Fire Girls, Girl Scouts, Boy Scouts, and other similar organizations wish to utilize Junior Red Cross activities in the summer program of a camp. This is permissible if the supervision of the Junior Red Cross phases of the program is provided by school authorities or the Junior Red Cross Committee.

Victory Gardens

During the First World War millions of Junior Red Cross members grew Victory Gardens. Along with many other organizations, the Junior Red Cross is sponsoring Victory Gardens in the Second World War. While the contributions of such gardens to the war effort are well known, the educational values inherent in the Victory Garden program are frequently overlooked or not sufficiently exploited. The Victory Garden provides motivation, subject matter resources, and real work experience possibilities for the school.
NATIONAL EDUCATIONAL AND SERVICE ACTIVITIES OF THE JUNIOR RED CROSS

National activities of the Junior Red Cross provide possibilities wherein the school may project learning situations beyond the immediate community. Service to the nation may include production for the armed forces or for Veterans' Hospitals, service to blind children in various parts of the country, correspondence with children in other states and a number of other activities.

Such projects provide youngsters with an opportunity for service on a national level. All pupils may have a part in meeting the needs of the armed forces, in assisting those adults and children who are less fortunate, and in learning to understand more about the country in which they live. Practically all of the following national activities may be carried on by any school.

Gifts for Blind Children

After the First World War the American Red Cross began certain services for blinded veterans which developed into the American Red Cross Braille Service. The possibilities of extending this service to blind children were recognized and the project was taken over by the Junior Red Cross. For years senior Red Cross volunteers have given their time and skill in printing thousands of brailled short stories for Junior Red Cross members to cover. Selected parts of each issue of the American Junior Red Cross News are transcribed by these same volunteers and sent to blind children in schools enrolled in the Junior Red Cross.
Junior Red Cross activities include the making of art covers for the stories, the magazines, and the cards. Wooden and stuffed toys, little models of buildings, doll houses, and games are also made by the Juniors. Materials such as paper for the stories and the metal plates from which they are printed are paid for from the National Children's Fund of the American Junior Red Cross. Thus all members who contribute to the Children's Fund have a share in service to blind children.

Most of the activities involved in the making of gifts for blind children may be easily integrated with art classes. The making of covers for stories and Master cards relates to such problems as choice of materials, decoration, arrangement, neatness, and color combinations. Because of the specialized needs of blind children, special incentives for the development of high standards of skill are provided. Whenever children choose the stories and read them, language learnings are added. Opportunities for the discussion of the interest and value of the story to the age reader for which it is intended will develop literary appreciation.

Other activities include the making of playthings that run and that blind children can manipulate, such as, toy trucks, boats, airplanes, automobiles, trains, alphabet discs, wooden bead counting racks, colored spools, clock faces with raised figures and movable hands, nest blocks, wooden beads, cardboard paper dolls, doll furniture, sachet bags,
simple jigsaw puzzles, stuffed cloth toys, small models of farms and miniature animals, and card games with raised pictures of birds or animals. There is a limited demand also for covers for copies of the Brailled Junior Red Cross News.

Schools interested in participation in services to blind children should contact the local Junior Red Cross Chairman for assignment of a School for the Blind. This information will be sent to the local Junior Red Cross Chairman by the appropriate area office upon request. Directions on how to make all articles will be included. Should there be a State School for the Blind enrolled in the Junior Red Cross in the community representatives should be invited to participate in the meetings and work of the Junior Red Cross Council.

In regard to the learning possibilities of its services to blind children the American Junior Red Cross states that:

In addition to improvement of skills in fine or manual arts, pupils should find other educational benefits in the activities outlined above. Notes to accompany the gifts written in language classes will furnish training not only in letter form but in respect, tact, and friendliness of tone.

As part of health education, care of the eyes, adequate lighting, good reading position, the importance of right nutrition, and other means of conserving sight can be studied.

Social studies problems include provisions of the state or city for equalizing educational opportunities for the blind and others with special handicaps, federal Social Security provisions, and private enterprises in
behalf of the blind including the American Red Cross Braille Service that developed from service to blinded veterans of the first World War. In one chapter pamphlet written by Junior Red Cross members were condensed and mimeographed for distribution by the Junior Red Cross chairman to all schools in the county. The information included developments in education, publications available, the way writing has been made easier through the braille typewriter, methods of teaching blind children geography, nature, and other subjects. Such understanding improved the quality of gifts made for the schools for the blind and broadened understanding of the social problem involved.

Of the many "learnings" available through some share in Junior Red Cross service to blind children, the most important one, for both blind and the sighted, will be learning to do things together.1

**Camp and Hospital Councils**

As one of its services to the armed forces, the American Red Cross has developed the program of Camp and Hospital Councils. Councils are organized in localities having military or naval units and are composed of representatives from each Red Cross Chapter in that area. The Camp and Hospital Council acts as liaison between the community organization on the chapter level and the camp. In each chapter the local Junior Red Cross chairman should be a member of the chapter committee for the Camp and Hospital Council. Frequently a high school boy or girl is invited to serve as an active member of this committee.

Since the Junior Red Cross furnishes articles for camps throughout the United States, the local Junior group should furnish those items

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which are ordinarily not sent to other parts of the country. However, this policy is different in some areas and the Junior members should follow the policy outlined by the area office serving the region in which their chapter is located.

Illustrations of the manner in which the Junior Red Cross membership may participate in the camp and hospital program through the local chapter committee follow:

Entertainment

Orchestra Concerts
Glee Clubs
Dramatic Club performances
Tap and Esthetic dances
Christmas Caroling

Collections

Radios, pianos, victrolas, victrola records, sheet music
Occupational therapy materials, such as, silk hose, bits of leather, beads, moulding clay
Wire coat hangers

Plaques to indicate donors of items furnished to camps
Fresh supplies of cookies and candies
Growing bulbs delivered to hospitals when in bloom

Activities involved in services to the camp and Hospital Council give children a direct part in serving the war effort. In considering activities which Junior Red Cross groups sponsor, the Junior members should
Fund Raising Activities for the Local Red Cross Chapter

The Roll Call and enrollment of membership was a yearly activity of the American Red Cross prior to the war. Since the beginning of the war, the Red Cross has combined its Roll Call with the War Fund Campaign to enable the organization to raise sufficient money to finance its increased responsibilities. The enrollment of school children in the Junior Red Cross is also a yearly occurrence and has taken place in November for many years. Junior members are not expected to contribute to the War Fund Campaign.

However, young people have been so interested in doing their part that they regularly do contribute to the Red Cross fund raising campaigns. In the 1943 campaign, children in United States contributed over five hundred thousand dollars. Nevertheless, the Red Cross has not encouraged children to raise money unless the money is to be used for their enrollment and "funds for service" activities. This attitude is based on the belief that the raising of money is a learning experience when it is translated into services and activities which children are interested in and have a part in providing.

There are many other ways in which Junior Red Cross Members can contribute to fund raising campaigns outside of raising and contributing money. Posters and displays may be made by art classes, Junior members may present talks about Red Cross services, and the Bicycle Corps may do
errands for chapter officials. Any activity which contributes to learning to serve may be encouraged.

Victory Book Campaign

The Victory Book Campaign is sponsored jointly by the American Red Cross, the American Library Association, and the United Service Organizations. Local committees representing each one of these organizations should be appointed in each community and the Junior Red Cross Committee acts as liaison between the chapter representative on the Victory Book Committee and the Junior Red Cross.

Within each school the sponsorship of the Victory Book Campaign may logically be a responsibility of the Junior Red Cross Council. The activity should be carried out by a committee representing various rooms or departments in the school. Emphasis should be placed on thorough planning, effective organization, and efficient execution of the project. The fact that the books go to service men and aid in the war effort provides the stimulus for the development of enthusiasm among young people. One of the slogans of the campaign "any book you really want to keep is a good one to give" provides the basis for unselfish sacrifice and service.

Among the types of books recommended for collection are:

2. Adventure and western, detective and mystery.
3. Technical books published since 1935 in the fields of architecture, aeronautics, chemistry, drawing, machine, mechanics and design, mathematics, mechanical drawing,
meteorology, military science, navigation, photography, physics, radio, and ship mechanics.


5. Pocket-books and other small sized editions of popular titles.

Activities in which the Junior members may engage in carrying the campaign over are:

1. A study of the needs and aims of the campaign.

2. Distribution of leaflets describing aims and needs of campaign.

3. The Junior Red Cross Council may organise the students as collecting agents for a house-to-house campaign. Residential blocks or neighborhoods should be divided up; the areas canvassed, and the books taken to libraries.

4. Plays are presented. Parents may then be invited to the performance of the play with the admission to be an acceptable book. Better books may be assured for the collection if English classes carry on a study and discussion of the best books to be donated.

5. Manual Training Department students often make Victory Book Campaign Collection Containers to be placed in strategic places in the community.

6. An essay contest on the subject, "What Ten Books Would I Want to Have with me on a Desert Island". Each
participant might join in a Treasure Book Hunt in
attempting to locate the ten books.

7. Art classes may make posters, displays, and develop
an attractive bulletin board during the campaign.²

War On Waste

In its program "War on Waste" the American Junior Red Cross is
contributing to the government's program of "salvage for victory". Local
salvage committees of Civil Defense Councils, and the County Defense
Boards of the U. S. Department of Agriculture coordinate the entire program
in United States. Efforts of the Junior Red Cross are directed towards
serving the salvage program through the local committees existing in
every community.

The experience of other countries at war has demonstrated that the
most effective results have been attained through the organized efforts
of school children. With a membership of over sixteen million the Junior
Red Cross is in an excellent position to carry out a worthwhile program.
The activities of school children are important also because it is just
as important to prevent waste as it is to salvage waste. Thus the war
on waste has two important phases: first, the salvage of convertible
waste and, secondly, the prevention of the causes of waste.

In sponsoring the war on waste program the Junior Red Cross does

²Victory Book Campaign, New York, N. Y. : Victory Book Campaign
not envision activities wherein children collect scrap from other homes, from streets, and from strange property. Junior members are to collect only from their own homes. Further, the school and parents should work together to help children develop habits of good housekeeping, thrift, economy, systematic saving, and good housekeeping. In the school the emphasis on preventing and salvaging waste can and should make educationally significant classroom assignments.

Geography classes may study the origin and productive processes concerning materials to be saved or salvaged. English classes may prepare themes on salvaged materials, the prevention of waste, and the importance of certain materials to the war effort. The making of posters and displays by art classes is another activity. The planning, organization, and execution of an effective war on waste program provide educational and service activities which contribute to the social and civic education of youth.

The basic principles of the War on Waste program of the Junior Red Cross are:

1. The War on Waste program is so vital to the winning of the war that the collection of salvageable materials is a war duty for children in schools and particularly so when teachers utilize the learning experiences it provides.
2. Both the schools and the American Junior Red Cross want conservation and salvage to be an education as well as a duty.
3. The American Junior Red Cross prefers to emphasize the duty and education factors rather than the monetary in all of its activities.
4. Putting children to work in disciplined groups in the
schools, therefore, should not mean putting them into the junk business; rather, it should forestall their entrance into the junk business as undisciplined and cash seeking zealots.  

Production for the Armed Forces

From the time the American Junior Red Cross was organized in September, 1917, through February 1919, the Juniors produced surgical dressings, hospital supplies and garments, refugee garments and miscellaneous comfort and recreational articles for soldiers and sailors totaling 15,722,073 and valued at $10,152,461.96, or ten per cent of the total Red Cross production during the war period.

The practical as well as the morale building values of this contribution by school children have been fully recognized by military authorities. During the peace years, following the war, Junior Red Cross members continued to remember the disabled soldiers by sending sewn and knitted articles, comfort and recreational items, and holiday favors to them at veterans hospitals throughout the United States. When World War II broke out, the Junior Red Cross expanded its production in line with the wishes of military authorities to provide articles for American men in uniform in the country and throughout the world. The Junior Red Cross position was stated in this manner:

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Education has mobilized for total war. Fortunately, American boys and girls have not yet experienced the more grueling and destructive aspects of war. Their participation in the war effort may still be such as to provide vital learning experiences. These very experiences serve to build youth morale, to help them understand the reality of citizenship in a democracy. The Junior Red Cross occupies a significant place in the defense activities of our nation. Junior Red Cross members have been given responsibility for a gigantic and important task. They are asked to serve our men in blue and khaki directly, realistically.5

Schools with membership in the Junior Red Cross may cooperate in the production program by securing a list of the articles needed and furnishing them to the appropriate camp. Each year this list is revised and copies sent to each Junior Red Cross Chairman. The Junior Red Cross Committee allocates production to schools on the basis of interest, size and ability to make the items called for. Patterns and directions for each article to be made are furnished by the Junior Red Cross. Within the school production may be assigned to classes by the Junior Red Cross Council or the Teacher-Sponsor. Funds for the purchases of materials should come from the Junior Red Cross Service Fund. When the articles assigned have been completed the schools request information from the Junior Red Cross Chairman as to what military or naval camp the shipment is to be sent.

The American Junior Red Cross List of Articles for Production, for

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the 1942-43 school year, contained seventy-two separate production items. Sewn and knitted articles included afghans, bed jackets, bedroom slippers, card table covers, cushion covers, laprobes, utility bags. The convenience articles and accessories included ash stands, ash trays, bed occupation tables, bedside tables, bookmarks, book wagons, canes, floor lamps, folding chairs, lamp stands, lapboards, smoking tables, table lamps, wall hangings, writing boards, writing portfolios. Articles of a recreational nature listed were, eassy duccey boards, bean bags, bridge score pads, checker boards and checkers, cribbage boards, dominoes, jigsaw puzzles, ping pong tables and accessories, and scrapbooks. The list of holiday articles comprised such items as carnival cape, holiday posters and decorations, menu covers, nut and candy cups, table and tray favors, tray covers, mother's day cards, and christmas cards.

Service to Hospitals of the U. S. Veterans Administration and the U. S. Public Health Service

The sending of gifts to disabled soldiers of World War I was one of the most popular of Junior Red Cross projects during the peace years and has carried over into World War II. This service includes providing articles for comfort, recreation, and convenience purposes for the service and ex-service men who are patients in the hospitals.

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6 See appendix D for complete list and pattern numbers.
for veterans, merchant seamen, and for patients in St. Elizabeth's Hospital Washington, D.C., and in leprosaria.

Suggested favors for gifts for patients include the following:

1. Games
   
   Cribbage boards, checker boards and checkers, chess sets, wooden jigsaw puzzles, aucy ducey boards, chinese checkers, puzzles, and dominoes.

2. Favors
   
   Table and tray favors, decorated paper napkins, paper favors for dances, nut and candy cups, menu covers, and place cards.

3. Seasonal Greeting cards
   
   Cards for the patient, for relatives and friends, and individual art folders with christmas carols.

4. Miscellaneous
   
   Score pads, bridge tellies, tray covers, ash trays, writing boards, lap boards, writing portfolios, desk sets, flower containers, christmas tree decorations, flowering bulbs, window wreathes, and clipping books of short stories found in monthly magazines.

5. Entertainment
   
   Concerts, plays, and musical numbers where the Junior Red Cross membership is located close to a hospital and
and satisfactory arrangements for their appearing at the hospital may be made.\textsuperscript{7}

Where a school wishes to take part in this activity, it should request the assignment of a hospital from the Junior Red Cross Chairman who secures this information from the appropriate area office. The type of hospital to be served should be taken into consideration in making plans for the service to be rendered. For instance, in preparing gifts for psychiatric hospital all gifts which are sharp, pointed, or which contain sharp metal, glass, matches, or wire should be eliminated. All articles should involve the least possible expenditure of money, yet should be of such type and workmanship as will appeal to and be appreciated by adults. Generally, the work of the upper elementary and secondary grades is most acceptable. From the educational standpoint the outlets for making functional use of existing curricula are numerous. At the same time youth gains experience in assuming responsibilities of a national scope.

Other Production Services

Junior Red Cross members often take part in production for various groups other than the armed forces or hospitals. In the preceding chapter, services to local hospitals and welfare institutions was approached through the medium of a survey of local institutional needs.

\textsuperscript{7}American Junior Red Cross Service in Hospitals of the U. S. Veterans Administration and the U.S. Public Health Service, Washington, D.C.; The American Junior Red Cross, No. 650, Revised November, 1942, N.D.
Frequently Juniors wish to contribute their services to children's homes, hospitals, and other welfare institutions outside of the community. Upon request, assignments to such institutions are made by the Red Cross area office serving the chapter in which the school is located. When large disasters occur, Junior frequently contribute clothing, comfort articles, and recreational items to the victims. Since the beginning of World War II, Japanese children in relocation centers approved by the proper federal authorities have been the recipients of gifts and various other types of articles from Junior Red Cross members who wished to provide such services.

Intersectional School Correspondence

The Intersectional School Correspondence program of the American Junior Red Cross has been in existence for over fifteen years. During that time thousands of schools have exchanged albums in various parts of the country. These albums, which contain written and illustrated material in letter form, are developed in one class, several classes, or in a whole school. Information concerning the history, geography, industries, life and culture of a community or state furnishes the basic theme for all of them.

The preparation of an album should be closely correlated with the school curriculum. It may be used as a device to motivate, strengthen, and functionalize certain aspects of subject matter. As an educational activity the exchange of albums should aid in the achievement of the
following two objectives:

1. The increasing of knowledge and information on the part of pupils concerning the various sections of the United States.

2. The development of understanding, tolerance, and appreciation between children in all parts of the nation.

The values and objectives of International Correspondences are summarized in the following paragraphs:

Intersectional correspondence through the Junior Red Cross has for more than 15 years made it possible for pupils in all grades to know and appreciate America as a nation of many peoples, each with a contribution to make to our country, each with a common purpose—that of strengthening our democracy. Although there are no oceans to span between our states, the distance in understanding between people in various sections can be great. People do not have to live as far away as India or South Africa for others to have a distorted picture of them. If we are to have national unity in America, it is essential that we know and understand the people and their problems regardless of race, creed, or occupation, of whether they live east or west of the Mississippi, on the slope of the Alleghenies or of the Rockies.

In addition to being an excellent way in which to help build a better understanding between the peoples in our country, intersectional correspondence increases general knowledge. Through an exchange of albums girls and boys in the West Virginia coal mining districts learn of the life in California fruit districts, youth living in the Massachusetts factory areas learn of the farm lands of the midwest, while girls and boys of the south's cottonlands make new discoveries about the northwest's lumber and fish industries. The names of rivers, mountains, and cities that heretofore were of little
interest to students become significant when linked with albums from these places.

Whenever intersectional correspondence is sponsored by a school group, high standards of courtesy, spelling, legibility, neatness, interest, and originality should be encouraged. Subjects should be presented in letter form concerning one unified topic or two or three related topics. Illustrations, small samples, and photographs contribute to the interest and appearance of an album if artistically placed. When wrapped the album must not exceed eighteen inches in size or weigh more than four pounds.

The preparation of an intersectional correspondence album lends itself to subject matter correlation in all grades of the elementary school. One class may prepare an album or several classes covering different topics may unite in gathering, preparing, and assembling material. The topics given below are listed under various subject matter fields.

Agriculture,

1. Types of farming in the community.

2. Local agricultural contributions to the food for victory program.

3. Scientific improvements which are increasing local agricultural production.

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Health Education

1. Public health organization and facilities in the community or state.
2. Preventive health measures in the state.
3. School health activities.
4. Playground activities contributing to health.
5. Accident prevention and safety, first aid, water safety, and home nursing classes and programs.

Literature, music, and art

1. Short stories, novels, drama, essays and poetry that interpret the region.
2. Spirituals, mountain ballads, cowboy or shanty songs that have sprung from the locality.
3. Native musicians, writers, state anthologies or magazines.
4. Local artists or artists who have interpreted the section in their pictures.
5. Illustrative drawings, paintings, snapshots.

Home Arts

Food

1. Locally produced foods that contribute to an adequate diet.
2. Organized food programs such as school lunch or penny milk program.
3. Nutrition and food courses offered locally.

**Clothing**

1. Class projects in clothing.
2. Ways in which class helps with consumer problems.
3. Community and school clothing production for foreign war relief and production of comfort articles for the armed forces.

**Industrial Arts**

1. Description of war production in the city or community.
2. How plants have converted from peacetime to wartime production.
3. Description of special local industries such as rubber, cotton, textile, mining, shoe manufacturing, dairying, fishing, and lumbering.
4. Sample of local industrial or agricultural projects.
5. Equipment of school workshop and laboratories.

**Science**

1. Information on flowers and birds observed.
2. Preservation of special flowers, birds, trees and animals.
3. Samples of flowers, seeds, leaves.
4. Forest or game preserves, local and state parks.
5. Rock and soil formations of local region.
6. Natural beauty of mountains, hills, valleys and plains.
7. Streams, lakes, forests and deserts
8. Geologists or scientists who have written about the region.

Social Studies

History
1. Early Indian Occupation and famous Indians.
2. Settlement of territory by early pioneers.
3. Famous or picturesque characters among early settlers.
4. Landmarks in state history.

Community Social Work
1. Effect of war on industry and life in the community.
2. Problems of housing, nutrition, child care, sanitation, education, recreation, traffic, hospitalization.
3. Information based on surveys of social conditions included in letter form.
4. Junior Red Cross social service activities.
5. Community organization for civilian defense.

Conservation and Salvage
1. Problems of conservation in the state.
2. Local salvage drives.
3. Repair and mending centers
4. Local Junior Red Cross War on Waste program including materials collected, amount earned and purposes for which money was spent.
Civics

1. Description of local elections
2. Description of local units such as town, township, county and parish.
3. Local meetings such as New England town meetings.
4. Welfare organizations
5. Safety laws.
6. Early schools in community and present schools.
7. Laws that effect children.

Geography

1. Location, size, and appearance of community and state.
2. Soil and natural products
3. Local and state parks
4. State holidays
5. Early explorers
6. Climate
7. Transportation and markets.9

9Ibid
CHAPTER VII

INTERNATIONAL EDUCATIONAL AND SERVICE ACTIVITIES OF THE JUNIOR RED CROSS

International Correspondence, the Gift Box program, Foreign War Relief Production, and the National Children's Fund comprise the four main activities of the Junior Red Cross on an international level. Schools with Junior Red Cross membership may participate in all of these activities. Through participation in such activities, school children not only learn a great deal about other nations but they have a vital part in creating international good will and understanding. The National Children's Fund provides opportunities for service projects which meet the needs of suffering children at home and abroad. Possibilities for learning and serving on an international level are made available through the international program of the Junior Red Cross.

International Correspondence

Origin

The program of International Correspondence carried on by American Junior Red Cross members and Junior Red Cross members of other nations began during and shortly after World War I. As a result of the various forms of relief and gifts which were sent by American children, the children of war ravaged European nations sent postcards and letters of appreciation to American children. In 1920 the formal program of International School Correspondence was organized by the American Junior Red Cross. In 1923 the Junior Red Cross division of the League of Red Cross Societies assumed responsibility for the program on an international basis. Before World War II Junior Red Cross members in more
than forty countries were participating in the exchange of correspondence albums.

**Letter-Booklets**

Recently there has been an increasing demand for school correspondence with United States schools on the part of members of the British Junior Red Cross. Since war time restrictions limit the size and number of albums which may be exchanged, an alternative possibility, that of "Letter-Booklets", has been set up. Booklets measure $8\frac{1}{2} \times 5\frac{1}{2}$ in size and contain approximately ten pages. Well written and carefully arranged letters, illustrated drawings, pen and ink sketches, snapshots, and a post card or two may be included to each booklet. Groups rather than individuals prepare the booklets, and the general principles which apply to the preparation of albums should be followed.

**Educational Values of International Correspondence**

Teachers have utilized the preparation and exchange of albums by children as an additional resource in enriching the learning situation. By careful correlation with subject matter and school activities a number of values are secured. Chief among these are the following:

1. The stimulation of interest on the part of pupils in the foreign lands and children.

2. The development of international understanding and good will.

3. The motivation, enrichment and broadening of subject
matter.

In regard to the values of International Correspondence,
the following statement is made by the American Junior Red Cross:

It fosters understanding and good will, by reason
of its origin in services rendered by American youth;
and by reason of the fact that all engaged in it
belong to the same world-wide organization with a common
purpose and program of service and good will.

The Red Cross organizations in the several countries
insure satisfactory pairings between schools, transla-
tions in all languages, and a reasonable control over
standards of excellence and over prompt distribution.

The correspondence supplements, enriches, and gives
purposes to the curriculum work of the schools. It
includes an exchange not only of illustrated letters but
of a wide variety of materials which add interest to the
various subjects of study. The best correspondence in-
cludes the exchange of materials produced in the normal
course of regular school work for the particular purpose
of building international friendship.

The preparation of materials for exchange affords
opportunity and purpose for projects in every subject
and every grade. The quality of the materials received
from abroad commands the respect of American children
and stimulates the best possible work in return.¹

Everett Baxter Sackett, as a result of a study made in 1929
of the International School Correspondence program of the Junior Red
Cross, found the establishment of interest, the promotion of inter-
national understanding, and the motivation of school work to be the
three leading values as judged by teachers in reply to a questionnaire.
Other values in order of their importance were, namely: interests children,
trains in group activity, teaches idea of service, and integrates school

¹The American Junior Red Cross, Washington, D. C.; The American
Junior Red Cross, No. 618, Rev. Aug. 1942, pp. 16-17
The Preparation of Albums for International Correspondence

Albums prepared by a class or group of classes, to have the greatest educational value, should be integrated closely with subject matter. Through such integration subject matter fields are utilized and made more meaningful. Emphasis upon originality, artistic arrangement, neatness, and accuracy serves to give practical experience in these important habits. Exhibits of flowers, leaves, butterflies, seeds, materials, and other items, when carefully mounted, provide additional interest and value. Albums for international exchange should weigh about one pound and measure 8x10 or 10x12 inches. As the size of acceptable albums varies due to shipping conditions, schools should secure information frequently concerning this matter from the local Junior Red Cross chairman. When correspondence is begun, the school should also get an up-to-date list of countries open at that time to United States correspondence.

Subject Matter Correlation

Art and Handwork

1. Description of school, appearance and surroundings, by illustrative drawings, sketches, and snapshots.

2. The making of covers and cover designs, illustrations

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2 Sackett, Everett Baxter, The Administration of the International School Correspondence of the Junior Red Cross, Published Doctor's Thesis Columbia University, New York, N. Y., 1931, p. 29.
for letters, marginal decorations, lettering, pen and pencil sketches and water colors for albums.

3. Letters concerning paintings of American artists including pictures of their famous paintings.

4. Letters about artists who have interpreted history, geography and life in America.

Civics


2. Change and progress in government.

3. Description of national, county, city, town, and school government.


5. Description of community projects: salvaging of waste materials, safety and clean up campaigns, school gardens, fire prevention, forest protection, parks and public buildings.

6. Letters about conservation

7. Banking and postal systems.

Commercial Studies

1. Typing letters for albums.

English

1. The writing and revising of letters for the album by the English class in cooperation with other classes.

2. Famous American authors.
3. Reviews of favorite books.
4. Reviews of biographies of Americans.
5. Famous American legends.
6. American literature.

Foreign Language
1. Translation of letters received from correspondents.
2. Letters written in the language of correspondents telling about the school, city, or the United States.
3. Questions and comments on literature read in class.
4. Explanations of the content and objectives of foreign language courses and the method by which the language is studied.

Geography
1. Location, size, appearance, and life of community including description of soil, natural products and local industries, including samples.
2. National parks and natural scenery.
3. Early explorers and explorations.
5. Nationality groups in U. S. with customs, songs, costumes and contributions.
6. Transportation and communication.

History
1. The American Indian
2. Early explorers and pioneers.
3. Traditions and myths.
4. Famous Americans, including pictures.
7. Stamps illustrating American History.
8. Contributions of nationalities and minority groups in the United States.

Home Arts

1. American dress of different periods, including the present.
2. Textiles.
3. Interior of homes.
4. The school cafeteria, school lunch program, and school health.
5. School nutrition classes and projects.

Mathematics

1. School enrollment, classification by grades, and cost per pupil.
2. Population and taxation figures.
3. Graphs showing facts about child welfare and public health.
4. Cost of school gardens, bird houses, and school projects.
5. Home budget, interest and life insurance.
Music

1. School song and state song.
2. Music activities of school.
3. Folksongs of American, copies of words and music.
5. Manufacture of musical instruments in America.

Science

1. Local museums and natural wonders.
2. Rock formations, soil, rivers, trees, birds, and flowers, including mounted specimens and pictures.
3. Contributions of United States to science in fields of health, industry, etc.

Physical Training and Health

1. School playground activities, and equipment.
2. Indoor and outdoor games.
3. Public playgrounds and parks.
4. Favorite national sports.
5. Folk games and dances
6. Camping and hiking.
7. Health clinics
8. Visiting nurses.
9. Nutrition and health
11. Health heroes.
13. Pure food laws.

**Gift Box Program**

The sending of gifts by American school children to European children in need during World War I has been continued since that time by the annual gift box program. For many years approximately fifty thousand gift boxes were sent to foreign children. In 1942 and 1943 one hundred thousand boxes were sent abroad each year.

**Values of Gift Box Program**

For several weeks each autumn American children are interested in the process of deciding what is to be placed in the boxes, the selection of items, and in careful packing for shipment. The activity provides opportunities for planning, good judgment in selection of articles, practice in making certain items, cleanliness, and neatness. However, such experiences are secondary to the interest, sympathy, and desire for service instilled in young people. The willingness to give to others and to share with others is a virtue which is developed only by actual experience. Further, the way in which this project develops good will abroad is demonstrated to the children themselves in the letters of appreciation which flow back to schools participating in the program in this country.

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Suggestive Items for Boxes

Boxes of toys for girls may include dolls, doll dishes, miniature furniture, sewing materials for doll dresses, cloth animals, embroidery designs, embroidery threads, etc. Boxes containing toys for boys and may include simple games, whistles, harmonicas, toy tools, mechanical toys with the exception of miniature war implements, knives, marbles in bags, and similar items. Boxes containing toilet articles such as soap, toothpaste, toothbrushes, wash cloths, new combs, and handkerchiefs, are welcome. Articles such as school supplies and inexpensive but artistic jewelry are frequently included in boxes.

Foreign War Relief Production

During and after World War I, Junior Red Cross members in schools in the United States produced millions of pieces of clothing, comfort items, and recreational articles for the relief of children and adults in European nations. In World War II, Juniors in American schools have made and are making children's clothing to be sent abroad for the relief of foreign children. It is expected that as the war ends and peace comes, the needs of the children of war ravaged nations will provide an even greater opportunity for American Junior Red Cross members to be of service.

The National Children's Fund

It is through the National Children's Fund of the American Junior Red Cross that Junior members play such a great and effective part in
the relief and help of young victims of World War II in foreign lands. Established in 1919, the National Children's Fund aided in rehabilitation work after World War I. The lives of thousands of children were saved as the result of the assistance given. Some of the activities included the sending of French children from poor sections of Paris to convalescent homes, two hundred scholarships were given to French war orphans with which to complete their education, free public playgrounds were introduced in many European nations, canteens were operated to supplement the inadequate food of children, medical supplies and clothing were furnished needy children, hospitals, and child welfare demonstration centers were subsidized. After the reconstruction period following the First World War, children who were victims of disasters in the United States and other lands were given relief and assistance.

Since the beginning of World War II approximately $300,000 has been spent from money given to the National Children's Fund for the relief of children in the war zones of Great Britain, Russia, China, Greece, France, Iceland, Poland, and Finland. In Great Britain approximately $91,000 was appropriated to establish and equip thirty-five war nurseries. Ten thousand dollars has been spent for shoes, clothing, surgical, medical, and hospital supplies for Russian children. Chinese children have received vitamin B-1 concentrates and quinine tablets. Milk, food, clothing, surgical, and medical supplies, have gone to children in many
other lands ravaged by war. 4

The National Children's Fund as an Opportunity for Service

Through the National Children's Fund, Junior Red Cross members may have a vital part in providing service for others. Children are urged to study the services which their money provides and to make a voluntary contribution out of their own Junior Red Cross Service Fund. Thus children in any school in the United States may contribute to this fund as one of their activities. Appropriations from the fund are made by the Vice-Chairman in charge of Junior Red Cross and the world wide channels and organization of the Red Cross are utilized in dispensing the relief where it is most needed.

The educational value of the National Children's Fund was recognized by S. D. Shankland, Executive Secretary of the American Association of School Administrators, Washington, D. C., in a letter to Norman H. Davis, chairman of the American Red Cross, dated May 27, 1940:

Your program for the National Children's Fund is especially opportune. As events are now shaping up, it will be important for all of us--young and old--to join forces and promote the various activities of the American Red Cross.

I was a participant in the recent conference at Washington of your educational Advisory Committee. The program and plan outlined at that conference for the participation of youth, through the National Children's Fund, in assisting boys and girls who were the victims of war abroad is

a program generally acceptable to good standards of school administration. It contains many elements of educational value.

In addition to providing relief and assistance for needy children abroad, the cost of the Intersectional and International School Correspondence program, the Gift Box program, and Gifts for the Blind program are financed from money from the National Children's Fund. Thus the National Children's Fund not only provides relief for children in need but also provides motivation, channels, and resources for the development and expression of the ideals of service on the part of school children.
CHAPTER VIII

RED CROSS COURSES, SUBJECT MATTER, MAGAZINES, AND
OTHER MATERIALS AVAILABLE TO SCHOOLS

The Red Cross as an organization devotes its efforts to the improvement of health, the prevention of disease, and the mitigation of suffering. First, it attempts through educational programs to prevent the causes of disease, accidents, and human suffering. Secondly, wherever there is human misery due to disease, hunger, or natural disturbances, the Red Cross provides a program of relief and rehabilitation for those people adversely affected.

Since education plays such an important part in the prevention of human distress, it is natural that the Red Cross should provide certain courses and materials which may be correlated with regular classes within the school. Course materials are available to all schools irrespective of their membership in the Junior Red Cross. There are three general ways in which such materials may be utilized:

1. As reference reading for established courses within the school.

2. As special courses which may be or may not be a part of the curriculum, depending upon the wishes of the school authorities. Schools need not have membership in the Junior Red Cross, but must meet Red Cross standards regarding teacher training, teacher certification, equipment of classroom, and course content, if Red Cross certificates are to be granted.
3. As part of the Junior Red Cross program in the school, courses are then used to motivate pupils, to give them training, and to promote the Junior Red Cross program of service.

Schools wishing to utilize any of the Red Cross courses or materials should get in touch with the local Junior Red Cross chairman or the chapter chairman in the community in which the school is located. While the local Red Cross chapter will sometimes furnish course materials, generally, the school system bears the expense of texts if the courses are to be a part of the regular curriculum.

The Red Cross has developed courses in Home Nursing, Nutrition, Canteen, First Aid, Accident Prevention, Water Safety, and Staff Assistance. The following pages provide information concerning these courses, the Junior Red Cross magazines, and other materials which are available to schools.

Home Nursing

There are two Red Cross Home Nursing courses available to the schools, the Standard Home Nursing course for senior high school students and the Junior Home Nursing course for youngsters in the Junior high school. Both courses are based upon the textbook, "Red Cross Home Nursing", 1942 edition, but for pupils taking the Junior course, certain material is eliminated and greater emphasis given to activities which will be immediately useful in their personal development and home life. Instructors must be graduate nurses and authorized to teach Home Nursing by the Red Cross. In-
The major objective of the course is to provide students with knowledge and experience which will enable them "to put into practice their scientific and health knowledge, to live and work harmoniously with other people, and to meet emergencies of illness and accident with appropriate and intelligent action". Through the study of Home Nursing the student has an opportunity to see the information he has acquired in physiology, biology, and chemistry put into use in a life situation. Courses in health, physical education, homemaking, child care, and family life become more meaningful to the student who takes a Home Nursing course.

The relationship of Home Nursing to the Junior Red Cross is expressed in the following statement:

The course in Red Cross Home Nursing may well be the channel through which many features of the Fitness-for-Service program of the Juniors are brought into reality. The teachings of the course are naturally in harmony with the ideals of the Junior Red Cross, and will furnish motivation for many of its activities as well as contribute to many classroom discussions. For example, learning to take care of the chronically sick or aged person may lead to the adoption by the Juniors of a service for such persons in the community. Instructions in the care of the baby may lead to greater interest and more reliable activity of the Juniors in this type of service in the home and community. The sharing of home responsibilities, taught in the Red Cross Home Nursing course, may inspire the Juniors to more creative effort in making their homes attractive and satisfying to their personal lives.  

1 A Handbook of Information on Red Cross Home Nursing, Washington, D.C.; The American Red Cross, No. 769, Revised September, 1942, p. 30.

2 Ibid., p.p. 31-32.
Course Content and Teaching Procedure

The Home Nursing course is divided into the following units:

2. How the community protects the health of the home and family.
3. How to take care of mother and baby.
4. What to do when illness invades the home.

The home economics teacher may teach the unit "Health and Happiness in the Home", in its entirety, or she may share the teaching of this unit with the health education or science teacher. All of the other units must be taught by an authorized nurse.

Pupil Eligibility and Pre-requisites

Pupils between twelve and sixteen years of age and in grades seven to ten are eligible for the Junior Home Nursing course. A minimum of thirty hours of instruction is required and there are no pre-requisites.

Students who are seventeen years of age and over and in the eleventh or twelfth grades are eligible for the Standard Home Nursing course. A minimum of thirty hours of instruction is required and there are no pre-requisites.

First Aid

Three First Aid courses are provided by the Red Cross, consisting of Junior First Aid, Standard First Aid, and Advanced First Aid. The "Red Cross First Aid Textbook" is used in all three courses with certain adaptations and modifications. Teachers must be authorized Red Cross First Aid
instructors.

Objectives and Values

The relief of suffering and the conservation of human life are primary objectives of First Aid training. Through such training the student is equipped to give immediate emergency care to the victim of an accident in the absence of a physician. Further, it is well established that an individual trained in First Aid is a safer person than is otherwise the case. Thus the value of First Aid training extends beyond the providing of emergency care after an accident has taken place and exercises a positive influence in the prevention of accidents.

Course Content

First Aid includes the study of anatomy and physiology of the body, dressings and bandages, wounds, shock, artificial respiration, injuries, poisons, unconsciousness, and transportation of the injured. It may be readily seen that physiology, biology, health, and physical education courses provide valuable supplementary information for First Aid courses.

Pupil Eligibility and Pre-requisites

Junior First Aid

The Junior First Aid course is a fifteen hour course, usually eighteen lessons of fifty minutes each. Pupils between the ages of twelve and sixteen years or in the seventh to the tenth grades are eligible. There are no pre-requisites.

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3 First Aid Program Planning for Chapters, Washington, D.C.; The American Red Cross, No. 1052, Revised, November, 1941, p. 3.
Standard First Aid

Students who are seventeen years of age or who have completed the tenth grade are eligible for the course. A minimum of twenty hours of class instruction is required. There are no pre-requisites.

Advanced First Aid

Age and grade requirements for advanced First Aid are the same as for the Standard Course. A minimum of ten hours of instruction is required. The Standard course is the only pre-requisite.

Water Safety

There are two phases to the Water Safety program of the Red Cross. First, four progressive courses, namely: Beginners, Intermediate, Swimmer, and Advance Swimmer courses are provided. All instruction is based upon the "Red Cross Swimming and Diving Textbook". Secondly, two Life Saving courses, namely: Junior and Senior Life Saving are provided. Instruction in these courses is based upon the "Red Cross Life Saving and Water Safety Textbook". Teachers' manuals are available for all courses. All Water Safety instructors must be authorized by the Red Cross.

Objectives and Values

The major objective of all Red Cross Water Safety courses is the conservation of human life through the reduction of the number of unnecessary drownings. Education which stresses the prevention of water accidents as well as training in swimming and rescue skills is the only means of reaching this objective. In many public schools the facilities and opportunities for training in Water Safety are excellent.
Eligibility and Pre-requisites for Swimming Courses

School pupils of all ages are eligible for the four swimming courses. Each pupil must demonstrate certain skills before he is permitted to enter a higher class.

Eligibility and Pre-requisites for Life Saving Courses

Junior Life Saving

Pupils who are between twelve and sixteen years of age and in the seventh to the tenth grade are eligible for the Junior course. A minimum of fifteen hours of instruction is required. There are no pre-requisites.

Senior Life Saving

Students who are seventeen years of age and in grades eleven and twelve are eligible for the Senior course. A minimum of fifteen hours of instruction is required. There are no pre-requisites, but the Junior Life Saving course is helpful.

Functional Swimming and Water Safety

In order to provide young people who expect to enter the armed forces with swimming skills necessary to survival in the water, the Red Cross has inaugurated the Functional Swimming and Water Safety program. The program has been established to provide:

1. An opportunity for every physically fit young person of seventeen years of age or over to learn to swim.

2. An opportunity for every young person who can swim a little to learn to swim well.

3. An opportunity for all youths who are good swimmers to
participate in the special Functional Swimming and Water Safety course to fit them for the watermanship they will need when they enter the Service.

This new program will supplement the regular Red Cross course in Water Safety. It follows the Beginner Swimming course and supplements the Intermediate and Swimmer courses.

Home and Farm Accident Prevention

The Accident Prevention course of the American Red Cross may be divided into two parts, namely: Home Accident Prevention and Home and Farm Accident Prevention. The pamphlet "Home and Farm Accident Prevention" is used as a basic course material. Another pamphlet, "Preventing Accidents", is available especially for schools and may be used either as basic or supplementary material. Instructors must be authorized by the Red Cross.

Objectives and Values

The Red Cross has two major objectives in sponsoring Home and Farm Accident Prevention courses in the schools. These objectives are:

1. The education of youth concerning the number, types, and causes of accidents.
2. The encouragement of active programs to prevent accidents.

Accidents in the home and on the farm reach appalling numbers at the present time. Only an effective program of education in Accident Prevention

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will be able to reduce materially the loss of life due to preventable accidents.

Course Content

The Home and Farm Accident courses are divided into the five following units:

1. Our national accident tragedy.
2. Falls, fractures, and concussions.
3. Fires, burns, scalds, shock, asphyxiation.
5. Poisons, animals, and firearms.

A check list of common hazards is available to school groups to use in making a study of accident hazards in each home and for the compiling of information concerning the most common accidents in the community.

Pupil Eligibility and Pre-requisites

School pupils of all ages are eligible for the course in Home and Farm Accident Prevention. A minimum of nine hours of classwork is required for the course in Home Accident Prevention and a minimum of twelve hours for the course in Home and Farm Accident Prevention. There are no pre-requisites.

Nutrition

The Red Cross Standard Nutrition course is available for students in the senior high school. "Food and Nutrition" is the basic text used in the course. Teachers must have a B.S. or B.A. in home economics with a major in foods and nutrition or home economics education with basic courses.
in foods and nutrition. In addition, the instructor must have had one year's experience in some phase of food and nutrition work and must be authorized by the Red Cross.

Objectives and Values

The Red Cross Nutrition has the following two main objectives:

1. The providing of information concerning food needs and food values for interested individuals and groups.
2. The basic training of groups of lay volunteers in the elements of nutrition prior to their enrollment in the Canteen course.

Course Content

The course in Nutrition includes the following topics:

1. Meeting the requirements for good nutrition.
2. The values of different foods.
3. The kinds of food to eat regularly.
5. Converting food habits and practices to meet changing food situations.

Pupil Eligibility and Pre-requisites

Students who are seventeen years of age and in the eleventh or twelfth grades are eligible for the nutrition course. A minimum of twenty hours of instruction is required and there are no pre-requisites.
Canteen

The Red Cross Canteen course is made available for schools where there is an opportunity for young people trained in canteen work to utilize this training. "Suggestions for Feeding in a Disaster" is the title of the basic text used. Instructors, in addition to home economics training, must have had one year's experience in dietetics, cafeteria management, or some similar experience.

Objectives and Values

The objectives of the course are:

1. To provide training for volunteers for service in community mass feeding projects.
2. To promote a high standard of efficiency, economy, and sanitation in mass feeding operations.
3. To insure the serving of nourishing and palatable food wherever volunteer groups are participating in mass feeding operations.

Course Content

Five sections covering the following topics make up the course.

1. General duties of the Canteen Corps in a disaster.
2. Setting up a Canteen.
3. Organization procedure for the work of the Canteen Unit.
4. The food supply.
5. Housekeeping procedures.

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In addition, the Canteen course has been broadened to include training in mass feeding in order to meet community problems relating to school lunches, lunches for industrial workers, lunches for children in child care centers, and community meals.

Pupil Eligibility and Pre-requisites

Students who are seventeen years of age and in the eleventh or twelfth grades are eligible for the Canteen course. A minimum of twenty hours of instruction is required. The Red Cross Nutrition course is a pre-requisite.

Staff Assistance

In order to provide administrative and clerical assistance in connection with chapter work, the Red Cross has developed the Staff Assistance Corps. This corps is composed of a group of trained volunteers who are capable of doing various types of clerical and administrative work. Recently, the Staff Assistance Corps has been opened to senior high school girls who have had some clerical training. Instruction is provided by some qualified person who understands Red Cross procedures and is approved by chapter officials and school authorities.

Objectives and Values

The major objective of the course is to provide trained personnel to handle certain phases of Red Cross chapter activities. As a secondary objective, the course provides practical learning activities and outlets for service for senior high school girls. Commercial departments may utilize this course and the work which youth do as a resource for providing practical training in Commercial studies.
Course Content

Ten hours of lectures on the history, organization and services of the Red Cross are required. This information concerning the Red Cross coupled with the skills which a high school commercial student has, provides an excellent background for Red Cross work in the chapter.

Student Eligibility and Pre-requisites

Students who are seventeen years of age and in the eleventh or twelfth grades are eligible for this course. A minimum of ten hours of instruction is required. The only pre-requisite is the completion of a high school course in typing, shorthand, bookkeeping, office practice or business machine practice.

Junior Red Cross Magazines

The American Junior Red Cross publishes two magazines monthly during the school year, one for elementary schools and one for secondary schools. The two magazines provide direct contact between the Junior Red Cross and its members. Through the magazines each member is linked with over sixteen million other members in the United States. Since the magazines are published by people trained in the field of education, they interest youth and further the Junior Red Cross program. Their proper use is in itself an educational activity. Wholesome social attitudes, creative activities, and international good will are fostered through stories, articles, and illustrations of life and customs in other lands. Local, national, and international programs of the Junior Red Cross are interpreted. Many well known educators and authors supply material for the magazines.

The Junior Red Cross News is edited for elementary children. Stories
and articles of interest to children in all of the elementary grades appear in each issue. Each issue contains an illustrated activities calendar, and a guide for the use of teachers.

The Guide for Teachers is intended to help teachers to use the magazines and activities program to the best advantage. Articles and stories are indexed according to classes or grades and suggestions for correlation with subject matter are made.

The Activities Calendar contains suggestions for appropriate activities for the month. Illustrations and suggestions as to how these activities may be carried out are included. The activities Calendar and material included in the Junior Red Cross News for that month go hand in hand.

The Junior Red Cross Journal is edited to appeal to the interests of high school students and to meet the ideas and needs of secondary school classrooms. The development of a deeper sense of social responsibility, the greater realization of the meaning of good citizenship, and the widening of the international outlook are among its purposes. Activities which may be correlated with the high school program are suggested.

There are many ways in which Junior Red Cross magazines are used. Copies are placed in the school library, study halls, and in classrooms for leisure reading or in connection with studies. Copies are frequently taken home for other members of the family to read. Clippings are often taken from the magazines to be used on the school bulletin board, for scrapbooks for children's hospitals, and for albums to be sent abroad. Many schools keep at least one copy each month for the School's permanent file.
One of the committees of the Junior Red Cross Council may be responsible for the pooling of the magazines and the routing to each room, for keeping the files of the magazines in order, and for clipping selected illustrations and items to be placed on the bulletin board or otherwise used. This same committee may send suggestions and criticisms of the magazines to the national office at Washington.

Other Materials

In addition to course material and magazines, the Junior Red Cross publishes other materials for the use of schools in developing the Junior Red Cross program. Stories, plays, pageants, and reports concerning Junior Red Cross work and activities are available without charge. The Service program and activities of the Junior Red Cross, World friendship, health, and safety are among the topics covered.
CHAPTER IX

CRITICISMS

There are a number of criticisms of the Junior Red Cross program. Some are valid and some are based upon misunderstanding. The Junior Red Cross, like any other organization, has certain strengths and weaknesses. A few of the most common criticisms are listed and discussed in the following pages.

One of the most frequent criticisms is that the Junior Red Cross program competes with the public school program. In general, this criticism does not infer that the Junior Red Cross maintains educational institutions or staffs that complete with the public school, but rather that it sponsors educational activities which are already a part of the school program or which may displace regular school activities. This criticism is partially valid.

The position of the Junior Red Cross is that its program offers resources and channels for broadening and enriching regular school activities. Arthur W. Dunn, former National Junior Red Cross Director, summarizes very well the Junior Red Cross point of view:

The best Junior Red Cross program is not one which adds many new activities to the school life, but one which gives new educational and social values to activities, which already form a part of the regular school work.¹

Thus, the Junior Red Cross does sponsor activities which are already existent in the school. Its program is based to a large extent on school

activities which may be utilized for additional learnings and services through Junior Red Cross facilities and channels.

In urging teachers to utilize Junior Red Cross activities, J.W. Crabtree makes the following statement:

I promise that you can actually see results. Should there be even one school where this improvement is not easily seen, I wish you would be kind enough to let me know. I have talked with many and I have seen statements from hundreds in different nations and I have not yet had one adverse report. That being true, I do not hesitate to urge teachers to organize for this important service.

Regarding the displacement of regular school activities, it can only be stated that no Junior Red Cross activity should be allowed to displace a regular school activity. School authorities may reject any or all of the Junior Red Cross program. Where displacement has occurred it has probably been the result of an attempt to utilize a Junior Red Cross activity which was not adapted to that particular school.

The Junior Red Cross program in instances has competed with school activities and even displaced them. While this is contrary to Junior Red Cross policy, it will continue to a certain extent until the objectives and program of the Junior Red Cross are more completely integrated with the school program.

That the Junior Red Cross competes with other youth organizations and agencies is a criticism that is occasionally heard. In considering this criticism, it should be remembered that the Junior Red Cross is an in-

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school organization which functions in and through the school. Practically all other youth organizations function outside the school and are extra-curricular. This fact removes many of the possibilities for competition.

While the Junior Red Cross is an in-school organization and largely curricular, it can and does compete to a certain extent with other youth organizations. The competition which exists between several out-of-school youth organizations in the U.S. is well known and it would be unnatural if the Junior Red Cross could exist without having parts of its program compete with other organizations.

Such competition can only be controlled by the school wherein organizations come in conflict. Some organizations are better developed in certain localities than others. An activity sponsored by one organization in a community may be non-existent in another. There is little justification for having two organizations carry on the same program in one school. When such competition occurs, school authorities should request adjustments which will remove overlapping of effort or conflict.

The remark that the Junior Red Cross is mainly a membership organization without an adequate program of activities is sometimes made. It is based upon the fact that in some schools enrolling for membership in the Junior Red Cross and reading the Junior Red Cross magazines are the only two activities entered into by the school. It disregards, however, the large number of schools which carry on many different Junior Red Cross activities. It further disregards the many activities which are available for all schools. The activities and accomplishments of the Junior Red Cross, discussed in previous chapters, serve to make this criticism only
Some critics say that Junior Red Cross activities are chiefly "busy work" and have little educational purpose or service value. The background for this statement is found in the early history and activities of the Junior Red Cross. It began during the First World War and experienced a "mushroom growth". Consequently some activities were improperly conceived and poorly planned. At the same time millions of comfort and recreational articles for American soldiers were well made and satisfied a real need. Numerous improvements have been made in the program since that time.

One activity which is most commonly labeled as "busy work" is the making of decorated candy and nut cups, menu folders, napkins, and holiday cards for the Navy and for Veterans' Hospitals. This was one of the first activities Junior Red Cross sponsored and has continued to the present time. That it has filled a need is demonstrated by the fact that the Secretary of the Navy and Veterans' Officials continue each year to send a personal request for these articles to the Junior Red Cross. The justification for their request is apparently based in the morale building values such articles provide for sailors and men away from home and in abnormal surroundings. The making of holiday favors is only one phase of a many sided program which utilizes school activities to provide social experiences and to meet social needs.

Another criticism is that the Junior Red Cross is maintained by the American Red Cross to collect money from school children for the support of its program. This statement is based on misunderstanding and lack of information. That the Junior Red Cross is a financial liability to the
American Red Cross is proven by this statement:

The American Red Cross provides the major portion of financial support for the Junior Red Cross as a division of membership. All administrative expenses of the National American Junior Red Cross are defrayed:
(1) by the American National Red Cross, and
(2) by Junior Red Cross national enrollment fees.
The national enrollment fees, fifty cents per year for each elementary classroom enrolled and a dollar per year for each one hundred high school pupils enrolled, provides funds for approximately 48 per cent of the cost of the national Junior Red Cross program. The American National Red Cross provides the funds for the remainder of the costs of administration.

While the Red Cross has encouraged school children to contribute only to their own Junior Red Cross program, many schools have wished to contribute to the Roll Call and War Fund campaigns of the Red Cross. In the 1943 campaign the school children of America contributed over $500,000 to the American Red Cross. Total contributions to the Red Cross were over $140,000,000. Though the contributions of school children in this campaign are significant, they represent but a small fraction of the total amount the Red Cross received.

In general, the criticisms of the Junior Red Cross reflect either a lack of understanding of the program or areas where it should be improved. It would appear, from the consistent growth of the organization, that understanding is increasing gradually. On the other hand, improvements are being made constantly. The Junior Red Cross, like any other educational and social agency, is experiencing modifications and changes which should make it a more efficient instrument for educational service in the schools.

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CHAPTER X
PRESENT TRENDS

Since the Junior Red Cross began as a war time agency to coordinate the efforts of schools during the First World War, it was necessary that certain changes and improvements be made after the war in order to insure an effective peace time program in the schools. That the Junior Red Cross has continued to make adjustments which improve its program of service for the schools, is demonstrated by its steady growth in membership and activities. There are a number of trends which indicate the continuing development of the organization.

When the Junior Red Cross was organized in 1917, the senior Red Cross did not have as thorough a chapter coverage as it now possesses. The war placed great responsibilities upon the Red Cross over a very short period of time and there was not as complete coordination between all divisions of the Red Cross as exists today. Thus the Junior Red Cross developed a rather independent status. This was both a strength and a weakness. From the point of view of immediate functioning, it probably made remarkable accomplishments possible without delay but it did not insure close cooperation between Junior members in the school, the local Red Cross chapter, and the community. Overlapping of effort and poorly planned activities resulted in some instances.

Consequently, when the war was over, inter-relationships between the school membership and the local chapter membership were not sufficiently strong in many cases to guarantee a continuing program of activities. This
condition was not nearly as true in the city and metropolitan areas as in the town and rural areas. Rural communities, with a smaller population and a rapid turnover in teachers, sometimes lost contact with the Junior Red Cross. It was recognized that this situation could be remedied only by a closer tie-up between the Junior membership and the local Red Cross chapter.

Closer relationships between the Junior Red Cross and adult Red Cross chapters are being attained in several ways. Junior Red Cross committees are developed and strengthened by the addition of community and educational leaders. Outstanding Junior members are often placed on chapter executive boards or on various chapter committees. Many chapter programs such as Staff Assistance and Canteen Corps work, Disaster, and Public Information, have been opened to Junior members. Not only is the Junior Red Cross program strengthened by these developments, but the school secures additional enrichment resources for the school program. There is a definite trend towards greater coordination and cooperation between the Junior Red Cross membership in the schools and the local Red Cross chapter in the community.

Red Cross courses in First Aid, Water Safety, and Home Hygiene and Care of the Sick were among the early courses developed. Later courses in Nutrition and Accident Prevention were added. Many school authorities were interested in using these courses in the schools and in response to this demand Junior courses based on the regular adult texts were made available to the schools. Senior high school students were permitted to take the standard Red Cross courses. Numerous schools have now made such courses as First Aid, Home Nursing (formerly, Home Hygiene and Care of the
Sick), and Water Safety a part of the regular curricular program.

Since the demand for Red Cross courses continues to increase, the organization is constantly revising and improving its textbooks. At the present time, the textbooks in Nutrition, Home Nursing, and First Aid are being revised to include additions and improvements which, it is expected, will increase their usefulness to the schools.

There is a growing understanding on the part of school people and educators of the Junior Red Cross program. The consistent increase in membership and in the variety of activities bears witness to this fact. In many schools, the program has functioned since it was first organized in 1917. Modifications, adaptations, and improvements are being made regularly. Interest in and understanding of the Junior Red Cross continues to grow as it succeeds in serving additional schools in a satisfactory manner.

As teaching procedures become more democratic and the curriculum more socialized, pupils are having a greater part in the selecting, planning, and sponsoring of Junior Red Cross activities. The Junior Red Cross Council provides the organizational channel through which school children plan and carry out the service programs they sponsor. This tendency towards increased pupil interest, participation, and responsibility in school and community activities, is in line with the most modern thought in education today.

In the last few years and, particularly, during the present war, a number of communities have sponsored active Junior Red Cross summer pro-
grams. Wherever capable direction and supervision are available this development has been encouraged. Whether year around programs of Junior Red Cross activities will become a common practice remains to be determined by the future.

The trends now evident in the Junior Red Cross are the result of growth and adjustment of the program. All of them signify the continued adaptation of the Junior Red Cross in its attempt to serve more effectively the schools of the United States.
CHAPTER XI

CONCLUSIONS

The American Junior Red Cross was organized during the First World War. In its initial development it was conceived as a channel through which the schools might contribute to the war effort. While its ideals and policies were developed to conform with the objectives and organization of the public schools, it was largely thought of as a war time agency. When the war ended, the Junior Red Cross carried on an active program of relief, rehabilitation, and educational work for children of war torn European nations.

The extensive war and rehabilitation accomplishments of the Junior Red Cross were recognized by educators and the public in general. Interest in the Junior Red Cross on the part of educators and the schools was sufficient to warrant its continuance as a long time program by the Red Cross and the schools. With the decision to continue the Junior Red Cross as the Junior membership of the Red Cross in the schools, came the necessity for a number of changes and adaptations which would insure its value as a peace time program. New projects and activities were developed and the Junior Red Cross has experienced a consistent growth since that time.

In studying the history and development of the American Junior Red Cross, its close relationships with the public schools is immediately apparent. It began in the public schools and it has continued to function through the public schools. Membership has been limited to children regularly enrolled in either the elementary or the secondary schools.
Before the Junior Red Cross program is introduced into any school, the approval of the proper school officials must be secured. The responsible Junior Red Cross authority within the school is the Teacher-Sponsor who is a member of the faculty. All activities carried on by pupils are subject to the approval of the Teacher-Sponsor. Affiliation with the Junior Red Cross may be discontinued at any time. Thus, it is an inschool program.

Junior Red Cross activities must function in and through the school. Most activities may be closely correlated with the school curriculum. When teachers wish to enrich the learning situation within the school, the Junior Red Cross offers resources and channels which may extend into and beyond the community.

Close cooperation between the Junior Red Cross program in the school and the local Red Cross chapter program will insure coordination of effort, stability of the Junior program, and utilization of all the learning and service possibilities existent in the community.

Since the Junior Red Cross exists only through the schools, its objectives are and must be educational. Only objectives which are consistent with those of modern education would be acceptable in so many schools. The development of social consciousness, social attitudes, and social patterns of behavior in youth are objectives of both the schools and the Junior Red Cross. Schools utilize the program of the Junior Red Cross in seeking to realize these objectives in a more adequate manner.

The curriculum of the modern school is gradually being socialized. Activities and programs which contribute to the socialization of subject
matter are constantly increasing. The Junior Red Cross with its ideal of service and its service activities on the school, community, national and international level, provides excellent resources for socialization of the school program.

The Junior Red Cross program is flexible and may be adapted to any size or type of school, whether it be a small rural school or a large departmentalized high school. Certain activities such as production for the armed forces, war on waste, intersectional and international correspondence may be carried on by any school. The number of Junior Red Cross activities carried on in any school depends upon the interest, size, and type of school and will vary from community to community. While many activities are available, each school selects only those activities which it wishes to sponsor.

In the final analysis, the Junior Red Cross as an organization exists in and for the schools. Its membership is composed of school children. Its objectives are educational objectives. Its activities are school activities of an educational and service nature. It exists to provide resources and channels for the enrichment of the school program.
APPENDIX A

JURISDICTION AND ADDRESSES OF NATIONAL
AND AREA OFFICE HEADQUARTERS

National Headquarters

17th and "D" Streets, N. W., Washington, D. C.

North Atlantic Area Office, New York City, N. Y.

Connecticut
Maine
New Hampshire
New York
Vermont

Delaware
Massachusetts
New Jersey
Rhode Island

Eastern Area Office, Alexandria, Virginia

Alabama
Florida
Indiana
Louisiana
Mississippi
Ohio
South Carolina
Virginia

District of Columbia
Georgia
Kentucky
Maryland
North Carolina
Pennsylvania
Tennessee
West Virginia

Midwestern Area Office, St. Louis, Missouri

Arkansas
Illinois
Kansas
Minnesota
Nebraska
New Mexico
Oklahoma
Texas
Wyoming

Colorado
Iowa
Michigan
Missouri
Nebraska
North Dakota
South Dakota
Wisconsin
Pacific Area Office, San Francisco, California

<table>
<thead>
<tr>
<th>Alaska</th>
<th>Arizona</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>Idaho</td>
</tr>
<tr>
<td>Nevada</td>
<td>Oregon</td>
</tr>
<tr>
<td>Utah</td>
<td>Washington</td>
</tr>
</tbody>
</table>
APPENDIX B

THE BY-LAWS OF THE ALL-CITY HIGH SCHOOL COUNCIL
KANSAS CITY, MISSOURI

I Name

1. This organization shall be known as the Kansas City Junior Red Cross Council.

II Purpose

1. To furnish a representative body of students from all high schools who by virtue of their position and influence in student affairs shall be able to carry on all Red Cross work in an organized and systematic method.

2. To act as a communicating body between the American Red Cross and High School Junior Red Cross.

3. To facilitate the cooperation of our membership; to promote unity of action; to offer suggestions for service and activities and to see such suggestions put into action.

III Membership

1. The Junior Red Cross Council shall consist of representatives from each enrolled high school, public, private, and parochial.

2. The number of representatives from the schools shall be determined on the following basis—equal division of boys and girls if co-educational:

   a. Enrollments of 1 to 500—2 representatives.
   b. Enrollments of 500 to 1,000—4 representatives.
   c. Enrollments of 1,000 to 1,500—6 representatives.
   d. Enrollments of 1,500 to 2,000—8 representatives.

3. The president of each high school council shall be an ex-officio member of the All-City Council.

4. Representatives shall be elected or appointed as each school decides and shall serve for one year or until other representatives are qualified.

IV Executive Board

1. The Executive Board shall consist of 7 members—4 boys and 3
girls, including the officers of the Council. These officers shall be president, vice president, recording secretary, assistant recording secretary, and corresponding secretary.

2. The officers shall perform the usual duties pertaining to their offices.

3. The Executive Board shall provide for all meetings, be responsible for the programs of the meetings, carry out the wishes of the membership body in all matters referred to it, and be empowered to conduct the business of the Junior Red Cross between meetings of the Council.

4. The president shall appoint all other committees necessary for carrying on the work of the organization.

5. Any vacancies in offices may be filled by the Executive Board.

V Elections

1. The Executive Board shall be elected once a year at the May meeting. Candidates for nominations may be named from the floor at the April meeting by official representatives of schools. Written qualifications for each candidate must be submitted to the nominating committee at this meeting, or within one week thereafter.

2. A nominating committee of five members, to be appointed by the president, shall consider the qualifications of candidates and shall name additional candidates if advisable. A slate of 15 nominees from which the Executive Board shall be elected at the May meeting. This slate shall be composed of 8 boys and 7 girls.

3. The newly elected Executive Board shall meet immediately after election and shall choose the officers of the Council from among its members. Officers shall assume their duties immediately after election.

VI Meetings

1. The Junior Red Cross Council shall meet each month during the school year, excepting September.

2. The Executive Board shall meet at the call of the president, and Junior Director.

3. The Junior Director becomes a member ex-officio of all committees.

4. A quorum shall consist of a majority of those delegates present.
VII Amendments

1. An amendment to the By-Laws may be introduced by any member of the Council in one of its regular meetings. An amendment shall be voted upon at the meeting following its introduction.

2. To be adopted, an amendment must be approved by two-thirds of the members present.
APPENDIX C

SURVEY OF LOCAL INSTITUTIONS
WESTCHESTER COUNTY, NEW YORK

This questionnaire was used by the Westchester County, New York Chapter, in a survey of local institutions to be served by the members of the Junior Red Cross.

Name of Institution: _______________________________________________________

Superintendent: ___________________________________________________________

Address: ___________________________ Telephone Number: ______________________

Age of patients: ___________ Number: __________________________________________

Facilities for Recreation: ___________________________________________________

WILL THE PATIENTS LIKE? (please check)

Musical Entertainments
If so, what days ________________________________
what time ________________________________

What space could be provided for the entertainments:

books
magazines
cards

games
puzzles
toys

cushions
scrapbooks
afghan

utility bags
door stops
book marks

Holiday favors

place cards
greeting cards

menu covers
paper hats

Are visitors encourage? __________ If so, when? _____________________________
Would you be interested in having members of the Junior Red Cross read to patients? Write letters for them?

Have you any other things the Juniors could do to help?

Superintendent
APPENDIX D

AMERICAN JUNIOR RED CROSS LIST

OF ARTICLES FOR PRODUCTION

From ___________________________________________ Chapter ________________________________

Street or P.O. Number _____________________________ City and State __________________________

Sewn and Knitted Articles

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Publication Number</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afghans (A): Knitted, crocheted or woven from scraps of wool, approximately 4 x 6 feet in size. Used in many different ways to make convalescent patients comfortable in their wheelchairs or while sitting up in bed.</td>
<td>No pattern or directions</td>
<td>ARC 1405-4A Rev. Aug. 1942</td>
</tr>
<tr>
<td>Afghans (B): Woolen Square Afghan. ARC 1405 Made from scraps of woolen material 4&quot; x 4&quot;.</td>
<td>April 1942</td>
<td></td>
</tr>
<tr>
<td>Bed Jacket (Men's): Made of bright-colored bathrobing or beacon cloth. (Use pajama jacket pattern)</td>
<td>ARC 113 Pajama pattern (Obtain from chapter)</td>
<td></td>
</tr>
<tr>
<td>Bedroom Slippers (Men's) (A): Closed heel. Made of soft quilted cotton material such as table or mattress padding. Can also be made of woolen or other suitable material.</td>
<td>ARC 1405-4A Rev. Aug. 1942</td>
<td></td>
</tr>
</tbody>
</table>
Swan and Knitted Articles—Cont.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Publication Number</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bedroom Slippers (men's) (B):</td>
<td>ARC 1405-4B</td>
</tr>
<tr>
<td></td>
<td>Nuke, Same material as above.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Card Table Cover: Washable</td>
<td>ARC 1403</td>
</tr>
<tr>
<td></td>
<td>sateen, or any suitable material, Rev. Jan. 1942</td>
<td></td>
</tr>
<tr>
<td></td>
<td>preferably dark in color, approximately 36&quot; x 36&quot;.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cushion Cover: Washable, bright solid colors, tapes at opening.</td>
<td>ARC 1404</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laprobe: For wheelchair patients. No pattern exists or is needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should be made of woolen material of double thickness; size approximately 4½ feet square. For summer or use in warm climates should be made of bright sateen or other cotton material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stump and Stump Wringer: For hospitals. Stumpes are cut from soft material, woolen preferred. Old blankets or old woolen underwear may be used for this purpose. Stump Wringers are made of heavy muslin, toweling or other strong cloth and two pieces of broom handle.</td>
<td>ARC 1405-101</td>
</tr>
<tr>
<td></td>
<td>Utility Bag: (Unfilled) For both Army and Navy. Made of stout olive drab material. Finished measurements 11&quot; wide; 14&quot; deep.</td>
<td>ARC 1405-100</td>
</tr>
</tbody>
</table>

Convenience Articles and Accessories

<p>|          | Ash Stand: Made of maple-finished wood for recreation rooms. | ARC 1405-10 | Jan. 1942 |
|          | Ash Trays: (Non-Breakable) Metal or composition. If priorities prevent the use of metal, some other suitable material may be used. | | |</p>
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Publication Number</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ash Trays: Made from tin cans</td>
<td>ARC 1405-14</td>
<td>Aug. 1942</td>
</tr>
<tr>
<td>Bed Occupation Table: To be used in hospitals.</td>
<td>ARC 1405-20</td>
<td>Aug. 1942</td>
</tr>
<tr>
<td>Bedside Table: To be made of poplar or plywood. Size 15&quot; x 3/4&quot;.</td>
<td>ARC 1405-19</td>
<td>Aug. 1942</td>
</tr>
<tr>
<td>Bookmarks:</td>
<td>No pattern</td>
<td></td>
</tr>
<tr>
<td>Book Wagon: Two-wheeled book and magazine rack which may be used either as wall bookcase or movable hospital book cart.</td>
<td>ARC 1405-17</td>
<td>Aug. 1942</td>
</tr>
<tr>
<td>Canes: Stout, full hand-grip. Maple wood.</td>
<td>ARC 1405-16</td>
<td>Aug. 1942</td>
</tr>
<tr>
<td>Flag Standard: For Red Cross flags, 3 x 5 feet.</td>
<td>ARC 1405-12</td>
<td>Feb. 1942</td>
</tr>
<tr>
<td>Floor Lamp: For recreation rooms. Maple-finished wood to correspond with the furnishings already purchased by the Red Cross.</td>
<td>ARC 1405-7</td>
<td>Jan. 1942</td>
</tr>
<tr>
<td>Flower Containers: Made from glass jars. Acceptable only if carefully and artistically decorated.</td>
<td>No pattern</td>
<td></td>
</tr>
<tr>
<td>Folding Chair: Wood</td>
<td>ARC 1405-15</td>
<td>Aug. 1942</td>
</tr>
<tr>
<td>Folding Table: Constructed of birch or oak. Spring of birch or maple. Size 24&quot; x 26&quot;.</td>
<td>ARC 1405-18</td>
<td>Aug. 1942</td>
</tr>
</tbody>
</table>
Convenience Articles and Accessories—Cont.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Publication Number</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head-of-Bed Clothes Hanger:</td>
<td>ARC 1405-1</td>
<td>Aug. 1942 Rev.</td>
</tr>
<tr>
<td>Designed for the use of petty officers so that they may hang their uniforms on backs of beds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Lamp Stand: Maple-finished wood. | ARC 1405-11 | Jan. 1942 |
| Lapboard: For games or writing. | ARC 1405-6 | Jan. 1942 |
| To be used by convalescents confined to wheelchairs. |

| Library Envelopes and Cards: | ARC 1405-150 | Aug. 1942 |
| For hospital libraries. |

| Memorandum Pads: Paper pads enclosed in convenient cardboard cases or mounted on light wood blocks. |

| Reading Back Attachments: For white enameled, tilt-top bedside tables. | ARC 1405-2 | Rev. Aug. 1942 |

| Smoking Table: For recreation rooms. Must also be maple-finished wood to correspond with other furnishings already supplied. | ARC 1405-9 | Rev. Aug. 1942 |

| Table Lamps: For recreation rooms. These are of two types: | ARC 1405-8A | Rev. Aug. 1942 |
| A. Maple-finished wood to correspond with other furnishings. |
| B. Made from discarded bowling Alley pins. |

| Wall Hangings: Project for art classes. To decorate the walls of hospitals and recreation rooms. Usually a design painted on un-bleached muslin and mounted on sateen. Design may also be stenciled. Suitable subjects should be carefully selected. | No pattern |

Notes:
- Publication Numbers: ARC 1406-1, ARC 1405-11, ARC 1405-6, ARC 1405-150, ARC 1405-2, ARC 1405-9, ARC 1405-8A, ARC 1405-8B.
### Convenience Articles and Accessories—Cont.

<table>
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<tr>
<th>Quantity</th>
<th>Description</th>
<th>Publication Number</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Writing Board:</strong> For bed patients. To be made of lightweight wood or composition board, 12&quot; x 18&quot;, with clip or elastic band at top to hold paper in place.</td>
<td>ARC 1405-5</td>
<td>Rev. Aug. 1942</td>
</tr>
<tr>
<td></td>
<td><strong>Writing Portfolio:</strong> To hold letter No pattern paper and envelopes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Recreational Articles

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Publication Number</th>
<th>Code Number</th>
</tr>
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Scrapbooks: For reading rooms. Carefully selected illustrations and items of interest to men, such as reports of sporting events, jokes, cartoons. These books must be neatly and attractively made.
### Recreational Articles -Cont.

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### Holiday Articles

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Size of menu covers and tray covers will be furnished upon acceptance of quota assigned.
Mother's Day Cards  New Year's Cards
Christmas Cards  Easter Cards

Greeting Cards are to be furnished with envelopes for mailing.

Junior Red Cross Labels

National Headquarters will be glad to furnish the regulation woven Red Cross labels in sufficient quantity to mark all sewn and knitted articles. In addition to the woven label, a label produced locally giving the name of the school and town may be added if desired. We suggest that paper labels be made locally to mark articles from the shops.

Signed ______________________
Title ______________________
Address ______________________
Date ______________________
BIBLIOGRAPHY

BOOKS AND PAMPHLETS


The Junior Red Cross from 1918 to 1928, Paris: Secretariat, 12, rue newton, League of Red Cross Societies.


PERIODICALS


