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May 1, 1943

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The Jr. Red Cross of Poston III sponsored a two day bazaar on May 1 and 2, 1943, in the school, block 324, to raise funds for emergency cases. In conjunction with this bazaar the public schools held "open house" and exhibited their works.

Among the articles on sale were mesquite plaques with camp scenes painted on them, Hawaiian dolls made out of rolled crepe paper, lapel pins in the form of crocheted miniature sombreros, flowers made out of yarn, etc. Most of these articles sold very rapidly. Some of the students seemed quite amused at an incident which occurred while they were getting the articles ready for the Bazaar. The teacher who was advising then was from New York and thought that as long as the articles were hand-made they should be priced accordingly. He thought that the flowers should be sold for a nickel a piece which made one of the fellows laugh so hard he had to leave the room. The teacher seemed hurt and explained that in New York hand-made goods brought a high price. The fellow who laughed thought that the flowers should sell for a cent a piece instead. This teacher often starts discussion with his students in an effort to see why they want to go back to California rather than to the east.

The exhibit put on by the schools brought back memories of the "open house" held in California during "Education Week". The exhibits were attractively arranged with notebooks, drawings, sewing, knitting, crocheting, etc., on display. Each visitor was asked to sign his name in each room as some kind of contest was on. In some rooms the students explained the displays to the visitors. There was one girl in the 6th grade who capably explained in Japanese much to the amazement of the older folks. In California the students seemed rather hesitant and ashamed to invite their parents to the school exhibits because of their inability to converse with the teachers in English. However many parents were present on both days and seemed to enjoy the displays. Too, as the teachers were mostly Nisei and a few returned missionaries who were able to speak Japanese the parents were able to get along very well.

One of the outstanding exhibits was the art work displayed by a young fellow of 19. He recently volunteered for the Army so that he could receive first hand information on the war. In turn he would attempt to portray his feelings through his paintings.

Works by the knitting and French embroidery classes attracted large crowds of older women. The Home Economics class displayed their finished dresses. The teacher said it wasn't so bad teaching sewing as they had sewing machines, etc. Cooking classes were another story since they had no facilities and she had to grade entirely by examinations.

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Colorado River War Relocation Project
Poston, Arizona

May 13, 1943

Miss Miyeko Tanaka, President
Junior Red Cross Council
Poston III Schools
Poston, Arizona

Dear Miss Tanaka:

I regret exceedingly the fact that the conflicting appointments prevented me from attending the Junior Red Cross Council meeting which was held at Poston III last Friday afternoon. I sincerely hope the meeting was a successful one.

In this connection, I want to commend you and your fellow students for the interest you have shown in our Junior Red Cross program during the past year. It seems to me that the Red Cross represents an excellent opportunity for our Poston young people to make this year's contribution to the war effort and at the same time to contribute just a little toward bringing about that better future for common people throughout the world. As human beings, we must place our loyalties somewhere, and what loyalty is better than the loyalty to the task of making practical our democratic-christian ideal of brotherhood. At this point, we are in sharp conflict with the Nazi ideal of a superior race dominating both their own common people and other races throughout the world. The Junior Red Cross program has deeper and wider implications than are seen by most of our people today. I hope that this coming year, the students in our Poston Schools will explore these wider possibilities as a part of their school work.

Very sincerely yours,

Miles E. Cary
Director of Education

MEC:n

c/c 4 principals
Mr. Takeda

To: Mr. Takeda, Junior Red Cross Chairman

FROM: Retha E. Breeze

DATE: May 7, 1943

The elementary school Junior Red Cross sponsors have handed to me \$110.20. This amount represents the net proceeds from our Poston I Elementary School Red Cross Bazaar. Herewith is that amount as our contribution to the Junior Red Cross Bazaar fund.

Kindly sign the receipt below on our carbon copy of this memorandum so that we may have this record for our files.

Retha E. Breeze
Elementary Principal

cc-Dr. Cary
Miss Juth
Miss Reed

Received from Poston I Elementary School Junior Red Cross the sum of one hundred ten dollars and twenty cents (\$110.20) which represents the net proceeds of their sales at the bazaar held on May 1, 1943

signed _____
Jr. Red Cross Chairman

MEMORANDUM TO: Mr. Franklyn Sugiyama, Chairman
Community Council, Poston I, Arizona

FROM: Paul C. Takeda, Chairman
Junior Red Cross

SUBJECT: Junior Red Cross Benefit Bazaar

DATE: March 29, 1943

The local unit of the American Junior Red Cross (of which the entire students of Poston I High School and Elementary School are members) would like to have you and your Council's approval to hold a benefit bazaar on April 30th, May 1st and May 2nd jointly with the public school Spring Exhibit in Camp I.

The purpose of the bazaar is to earn funds by performing service to the public in order to carry on more effective works such as:

1. To provide students with the First Aid and Water Safety Text Books.
2. To provide classrooms, block manager's offices, libraries, etc. with "Junior Red Cross Journal" and "News", the Red Cross educational magazines.
3. Buy Materials to make gifts for hospitalized and needy children; to put on entertainment and educational programs for the public; to make goodwill correspondence albums to exchange with other schools, etc.
4. To carry on other useful activities.

The needed fund to be so raised is about \$100.00 net.

As the plan of the bazaar now stands, the following is the general pattern:

Sales:

Sales of useful articles made by students or donated by adults.

Entertainment:

1. Presentation of "Postonese" by the Poston Drama Society.
2. Playlets and musical numbers by students. (No admission is to be charged, but voluntary donations are to be accepted.)

Exhibits:

Posters, albums, pamphlets, etc.

Demonstrations:

1. First Aid.
2. Home Nursing.

Junior Red Cross being an organization within a school, the above plan has been fully approved by the local school authority. And the salable articles for the bazaar are being made both in and outside of classes at present.

For further information, I shall be more than glad to be at your Council Meeting if it is desired.

The cooperation of you and your Council in this Junior Red Cross project by immediate and favorable action, will be greatly appreciated.

Very truly yours,

Paul C. Takeda, Chairman,
Junior Red Cross

Date _____

APPROVED:

Chairman, Community Council
Postonl, Arizona

REDCROSS DRIVE

3 DAYS ONLY

3 DAYS ONLY



"Will you give a days Pay? Some men give their lives."



The drive to recruit membership in the Red Cross from among the appointed Personnel will begin on March 18 and continue for three days. We are all cognizant of the great work being done by this organization and each of us will wish to make as large a contribution as individually possible so that the lives of our men and women in active service may be protected and preserved. And no one is limited to one day's pay if he can give more. In other words this year above all others will be one giving and then more giving towards the war effort.+

Watch the blackboard in front of the Personnel Mess Hall for the progress of the campaign among the Barracks at Poston I. The idea is to keep your Barrack in the lead and the only prize to the winning Barrack will be your own good feeling that accompany a job well done.+

To start off the drive there will be a Forum meeting at 7:30 P.M. on March 17, 1943 in Personnel Mess Hall at Poston I to which you are all cordially invited and urged to attend. The subject to be discussed is, "Where Do We Go From Here?" The speakers will be announced in a day or two. Meantime, put the time and place of the Forum meeting in your Must list in your date book and prepare to dig down deep in the old sock for the American Red Cross.+

Poston Pioneers

MEMORANDUM TO: Dr. Miles E. Carey
Superintendent of Schools

SUBJECT : RED CROSS ACCIDENT PREVENTION
CAMPAIGN WEEK
January 25-30, 1943

DATE : January 20, 1943

Dear Dr. Carey:

This coming January 25 - 30, the local Red Cross is sponsoring Accident Prevention Week, at which time, a Poston-wide campaign will be conducted to stress reduction of accident hazards.

Posting of traffic warning signs, specific recommendations to the Block residents and classrooms as well as the initiation of First Aid training courses in Japanese will be among the highlights.

The combination of community forces alone will give the Accident Prevention movement strength and effectiveness. Accident Concerns everybody, it concerns the individual and the whole community.

The active participation of you and your department in promoting an atmosphere of Accident Prevention-mindedness among the public will be appreciated.

Very truly yours,

Aijiro Takahashi, Chairman.

JR. RED CROSS SCHOOL CORRESPONDENCE ALBUM

I. The Nature of School Correspondence.

"Junior Red Cross school correspondence is a school or class project. The illustrated letters, bound in albums, and other materials, are all on topics that interest entire groups, both the group preparing the correspondence and the group receiving it. Both the preparation and the use of the materials are helpful in the study of geography, citizenship, history, art, industry, English, and nearly every school subject. The fact that the contact is broad, between two groups instead of between only of two individuals, multiplies the value. Its greatest value is in its education for understanding and good will, because the pupils, taking part are all members of the same world-wide organization and are all actively engaged in their own communities in putting into practice the ideal of altruistic service." (from the Red Cross pamphlet on correspondence album.)

II. Decisions of the Joint Council Meeting.

1. To make the albums in time to display them at the Junior Red Cross Bazaar in March.
2. Each Junior Red Cross Council (each school) is to decide upon (a) who (what classes, grades, etc.) are to make the albums and (b) how many to make in each school.
3. Actual work to be done as a part of regular classroom activity.
4. Each party making the albums, to choose their own central theme.
5. Each council to choose the party with whom to exchange albums.

III. With Whom to Exchange Albums.

"Exchanges should be started only when you wish to give something to others as well as to secure interesting information and examples of foreign (or other section) school work for yourselves." (from Red Cross pamphlet)

"It is not always possible to arrange for an exchange with a particular school or town, but it is always possible to place correspondence in the state or sections desired." (from the Red Cross pamphlet)

Hence it is recommended to exchange our albums with those of middle states schools where the W. R. A. is expecting to resettle us Japanese evacuees in the future.

AGENDA

JR. RED CROSS JOINT COUNCIL MEETING

December 17th 3:00 P.M.

- I. Report by the representative of each Council---on the progress of Jr. Red Cross activities in his or her school.
- II. Adoption of a uniform program of activities for Poston I, II, & III:
 - 1) (a) Correspondence Album & (b) Letters
 - a. To build friendship and sense of kinship.
 - b. To exchange experiences and information.
 - c. To give students incentive for good workmanship and accomplishment.
 - d. To stimulate study of local situation: social geography biology, etc.
 - 2) Essay Contest
 - A. Topic ----- "What Junior Red Cross Means to Me".
 - B. Purpose:
 - a. To stimulate interest in the Junior Red Cross.
 - b. To use as publicity material.
 - c. To encourage effective writing.
 - 3) Junior Red Cross Bazaar in March, 1943
 - A. Purpose:
 - a. To raise Junior Red Cross Service Fund for local use.
 - b. To give stimulation and objectivity to various class work.
 - B. Method:
 - a. Sales of paintings and other articles made by students.
 - b. Playlets and musical numbers by English and Music Department.
 - c. Eats and Drink Stand in charge of Home Economics classes.
 - 4) First Aid Course and First Aid Kits
 - 5) Accident Prevention Week.
 - 6) Contribution to American Red Cross National Children's Fund
 - 7) Junior Red Cross Circulating Exhibits
 - 8) Building a peaceful world among race and nations
- III. Election of officers for the Junior Red Cross Central Council
- IV. Next Meeting: Jan. 15 2:00 P.M. Poston III
Suggest that Poston students write to pupils in:
 1. Hawaii
 2. Schools represented by our teachers.
 3. North Central part of United States.
 4. Schools in California
 5. South America

TO: Dr. Cary
FROM: Retha E. Breeze
DATE: December 2, 1942
SUBJECT: The Elementary School Junior Red Cross

Each of the twenty-eight elementary school rooms of Poston 1 have chosen a Red Cross representative for its room. The fourteen primary school rooms (Grades 1-3) constitute the "primary section" of our organization. The sponsor for this section is Miss Lucille Reed. Grades 4, 5, and 6 constitute the "intermediate section" of our organization. Miss Ema Juth is the sponsor for this section. These sponsors hold meetings with the classroom representatives. Each of these representatives goes back to his room and reports what was done at the meeting. From these twenty-eight classroom representatives, one representative will be chosen to represent the Elementary School on the general Junior Red Cross council

In our recent Red Cross membership drive practically every student contributed something to the Red Cross fund. The total contribution for the Elementary School of Poston 1 was \$35.23. Most of the rooms contributed more than dollar each. Only a few of the primary rooms went below this figure. The contributions from each classroom were brought by the representative to a meeting on Tuesday afternoon, November 24. After the contributions were totaled and other business matters transacted, the representatives went as a group to the Red Cross headquarters and turned over their contributions.

In addition to their cash contributions, several classes made Thanksgiving baskets and greeting cards for the patients in the local hospital. Two classes made Hallowe'en masks, cards and favors for the children in the hospital at Hallowe'en time.

The next meeting of our elementary school Red Cross council will be held Thursday, December 3, at 2:30 P.M. At that time the representatives are to bring suggestions for "Christmas Giving" of simple gifts that can be made in the classrooms. These are to be made for both children in the hospital and those who are ill at home.

cc-Mr. Takeda
Miss Juth
Miss Reed

Retha E. Breeze
Elementary Principal

GENERAL INFORMATION
on
AMERICAN JUNIOR RED CROSS
and
ITS BOSTON UNIT

Compiled by:
Paul C. Takeda, Chairman.
Junior Red Cross, Boston Chapter
American Red Cross
November 12, 1942

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THE WHITE HOUSE
WASHINGTON

August 31, 1942

Dear Chairman Davis:

Twenty-five years ago on September fifteenth, President Woodrow Wilson announced the formation by the American Red Cross of a Junior membership organization with school activities. In this message, he commended the new organization to school officials and teachers and invited the boys and girls of the nation to help meet the great needs of our nation at war, through the American Junior Red Cross.

Ever since those days, the membership of the American Junior Red Cross has continued to serve. It has been an active organization, working in the schools under the guidance of the teachers and devoting itself to outstanding local, national and international service.

As President of the United States and as President of the American Red Cross, I commend the American Junior Red Cross for so amply justifying the faith of those who were its founders twenty-five years ago. I am confident that the future achievements of the organization will be ever increased. The needs of our nation at war are great. The American Junior Red Cross, because it has already proved its ability, can be counted on to assist greatly toward meeting those needs.

Very sincerely yours,

Signed by _____
President Franklin D. Roosevelt.

Honorable Norman H. Davis,
Chairman,
American Red Cross,
Washington, D. C.

AMERICAN JUNIOR RED CROSS PLEDGE

(Revised June, 1942)

WE BELIEVE in service for others - for our school, our community and our country; in health of mind and body to fit us for greater service; in better human relations throughout the world. WE HAVE JOINED the American Junior Red Cross to help achieve its aims by working together with members everywhere in our own and other lands.

OBJECTIVES OF JUNIOR RED CROSS
(Official Enumeration)

- A. To develop social consciousness.
- A. To guide humanitarian tendencies.
 - 1. Through activities in which pupils learn to ascertain and to meet real community needs effectively.
- C. To give practice in assuming social and civic responsibility.
 - 1. Through current life situations of local, national and international character made available through the Red Cross, and providing young people with participation in socially useful work.
- D. To teach and stress the social aspects of positive health -- physical, mental and emotional fitness.
- E. To promote world understanding.

HISTORY OF AMERICAN JUNIOR RED CROSS

(Taken from American Red Cross
pamphlet #691)

The League of Red Cross Societies tells us that "As early as 1892 we find that a report was presented to the Vth International Red Cross Conference in Rome by the Ladies' Committee of the Province of Moravia, recommending that school children be associated with the work of the Red Cross. It met with little support and was rejected. However, it attracted the attention of some far-seeing Red Cross leaders, who felt that the ladies were not so far wrong and that one day their idea would be accepted as a matter of course". The same idea appeared from time to time in different societies but it was not until the World War broke in 1914 that the Junior Red Cross took form. Groups were then organized in Australia and Canada.

When the United States entered the War our children also wished to assist, and it was not long before they were playing an important part. We entered the War in April 1917, and when the children returned to school in September, President Woodrow Wilson issued an invitation to school children to organize a Junior membership for service. Both teachers and pupils responded immediately and with the greatest enthusiasm. By September 1919, the production work-first for our soldiers overseas, and then for child refugees in Europe - totaled almost fifteen million articles valued at considerably more than ten million dollars. Cash contributions and the membership dues during this period amounted to more than three and one-half million dollars. During this period I was with our Senior Red Cross in France and became aware of the organization of our Juniors thru gifts which began to arrive with the other shipments of supplies for refugees and soldiers. These gifts were more than welcome and especially appreciated when it was learned that they had come from children. In different countries the Red Cross Societies began to hear of the great amount of work done by the American Junior Red Cross and the huge sum of money which they had collected or earned. We heard that there were twelve million Junior Red Cross members in the United States, and when Red Cross workers of different nationalities got together they often discussed the potentialities of such a membership. It was a new idea to most that the children in the elementary schools could do such work in the classrooms.

JUNIOR RED CROSS AND PROGRESSIVE EDUCATION

(An article by Miss Ruth Evelyn Henderson of the American Junior Red Cross in "A Guide for Teachers," in the April, 1938, Junior Red Cross News.)

At the National Conference of the Progressive Education Association in New York City late in February, two points of emphasis stood out through the general sessions and special panels:

1. Concern over serious problems of individual conflicts, such as the problem of achieving release and happiness through integration within each individual.
2. Concern over very serious social problems confronting us in our own country and throughout the world--the problems of achieving happiness and security as groups.

Whether the discussion centered around relations of child and family, individual and public health, reorganization of curriculum materials to fit into actualities of living in the complex world of today, rather than the no longer real world of yesterday, or release of the personality through creative expression--all separate discussions were parts of these major concerns. Each phase persistently intruded on the other. If the discussion dealt with personal relations, these relations were seen interwoven with the social problems that press upon the individual--over-crowded schools, perplexed or undemocratic parents, overworked or worried teachers, poverty, a world at war, interracial misunderstandings close at home. If the panel sought ways for release of personality and individual adjustment through creative expression, it became clear that such growth was hampered or prevented by conflicts of poverty, ill health, poor housing, hunger perhaps, or other problems infringing on the individual.

Contrariwise: the panels and talks dealing with social problems reverted to the fact that there could not be contented or progressive social groups composed of frustrated individuals.

There was agreement that children should be helped to see the problems honestly and given faith in their own powers to work for solutions.

No final panel attempted specifically to fuse these two elements of a single problem; the delegates were left with the necessity of fitting the pieces together constructively in their own situations, and these situations ranged from huge, public schools in poverty-stricken areas to small, favored schools in economically fortunate communities.

APPLICATION TO JUNIOR RED CROSS

For the Junior Red Cross, certain implications stand out. The social philosophy from which the Red Cross sprang and the emerging philosophy of progressive education are increasingly similar. Implicit in each is the ideal of voluntary social cooperation among individuals and groups, for ends that are humanitarian in the broadest and deepest sense.

Junior Red Cross members have an opportunity for socially worthwhile effort towards easing the acute problems. Their activity, wisely directed, may:

1. Have an immediate and direct effect in alleviating some of the conditions out of which they problems grow;
2. Have an indirect but definite effect in resolving the conflicts and frustrations within the boys and girls themselves;
3. Have a growing and abiding effect through educating members to understand these problems and to work courageously for a more permanent solution.

The sense of stewardship that every teacher using Junior Red Cross should have is deepened when we realize in how many countries teachers are earnestly seeking those deeper values from our program. The following analysis has roots in experience reported from some of the "Work Schools" in Hungary, where conditions are unlike those in our more favored schools. Yet the fundamental likeness of boys and girls, and men and women, everywhere, is the foundation for certain conclusions that are everywhere alike. The superficial and artificial differences in environment make some the applications different.

CARRYING SERVICE THROUGH

Normally, something in us clamors for completion of a thing begun. The monotony of repeating the same kind of thing day after day, with no climax of achievement, rouses discontent, while running from one unfinished task to another leaves the runner restless and dissatisfied with himself and his job. An examination, a contest, a teacher's measurement of pupils' work, and promotion may partly meet this fundamental need, not for competing, but for completing. Such ways however, are more or less artificial for all and often harmful to the successful as well as the unsuccessful.

The need for completion is as deeply true in Junior Red Cross work as any other part of a child's life. The work is "real" in that it is the sincere effort of members to meet somebody's actual need for comfort or pleasure. Junior Red Cross activities are not made up, or faked, as beneficial exercises for the members. Satisfaction in what is done should be realized. How?

1. Do your pupils realize for what persons and for what purpose (outside themselves) their Junior Red Cross service has been performed? (The inner results that you may be watching are not the question here)! Have you, or has someone from the local Red Cross Chapter, or some welfare worker explained why their gifts and entertainment are needed?

2. Have they been made conscious by letters of appreciation or personal contacts that their efforts were successful? (Here, by the way, is the reason they themselves should write thank-you notes for gifts, bread and butter notes after visits, and make prompt acknowledgment of school correspondence.)

3. If such acknowledgments have been impossible, or, as in foreign correspondence, delayed, have members been helped to survey, from time to time, their own accomplishments--perhaps by a simple record of increase and of their improvement in technique of service?

These are simple day-by-day ways of insuring some satisfaction.

As the year draws to a close the members may be interested to examine their own work more searchingly, and to set themselves a still higher standard for the next year. Here are questions that can be adapted, translated into the right age language.

1. What has our service for others included this year? (Clothes, food, books, toys, gifts for pleasure, expressions of friendship,

2. How much of what we have done will last?

a. Practical Gifts. Clothing wears out, and food is eaten, but all such gifts may have enduring qualities. Were the garments we gave of a kind to build self respect in the person who wore them? Did the food help to a better balanced and more attractive diet?

b. Gifts for leisure and recreation. Favors for holidays are not often supposed to last, and toys and books will be broken or wear out in time; but have ours had that lasting value of being our "honest best," showing in their craftsmanship respect for the recipients and for ourselves?

c. Inner Values. Have all our gifts been made with friendliness and respect for those we serve, in a way to bring happiness and faith, not humiliation or discouragement?

3. What have we learned that will last, that will help us in future experiences?

a. What facts have we learned about the problems out of which the need arises--about present efforts towards alleviation and hope for solution?

b. Has there been change and growth in ourselves, in understanding of people and of problems to be solved?

4. Is there any one service we have seen clear through to a solution--some one tided over a crisis, for instance, through our part in Red Cross disaster relief, till he could look after himself again? Or have some children in our own community been brought into the security of knowing they have friends? Has some family been helped to safer living? Has some community problem of play or safety been met?

WORLD FRIENDSHIP

Some of these same tests can be applied to world friendship. For example:

1. Were gifts in our Christmas boxes of a quality to build lasting friendship?
2. Did our school correspondence give a well-rounded view of us, of our interests, and activities: our section and country?
3. What new facts have we learned about our own country and others?
4. What better understanding, better ways of acting towards others, better habits of thinking about them have we formed?
5. Do we know more than we did about the ways men of many nations are trying to work together? Are we wider awake to, and more sensitively aware of, these movements for cooperation?
6. Will our own better understanding meet the tests of world problems today so that we can keep our heads above the "emotional floods?"

JUNIOR RED CROSS AND WORLD WAR II

The following paragraph is taken from "An Overview of Junior Red Cross in the World Today with a View to Future Services" an address given by--James T. Nicholson, Vice Chairman of American Red Cross, in charge of the Junior Red Cross, Washington, D. C.

at the

American Association of Schools Administrators
Convention Discussion Group, February 25, 1942.
Memorium Auditorium, San Francisco, California

The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators recently stated through its pamphlet entitled "A War Policy for American Schools," that the responsibilities of organized education for the successful outcome of the war involve at least eleven groups of activities. It is not directly within the purview of the Junior Red Cross to engage in three of those activity groupings; namely, training workers for war industries and services, increasing effective man power by correcting educational deficiencies, and protecting school children and property against attack. The program of the Junior Red Cross does provide functional opportunities and outlets within all the remaining eight classifications. The Junior Red Cross offers "effective outlets for goods and services produced for the war." In the war on waste, to which we have given education content, we are using our extensive organization for activating the "Conservation of materials through prudent consumption and salvage." Through the Red Cross War Fund Campaign and through organized sponsorship of defense bond buying campaigns we are helping "to raise funds to finance the war." We have long promoted positive "health and physical efficiency" in our fitness-for-service programs and through our First Aid, Water Safety, Accident Prevention, Home Nursing, and Nutrition courses. In efforts "to protect the ideals of democracy against war hazards, in peace-time and now in war, our publications, posters, program aids, have constantly emphasized "the values of the four freedoms" and at the same time the duties one must fulfill to preserve those freedoms. We have taught and will teach "the issues, aims, and progress of the war and the peace." In fact, through participation in international Correspondence, National Children's Fund projects, through the Junior Red Cross News and Journal, we have given and will continue to give our members functional education in those issues and aims. We are using the resources available to us "to sustain the morale of children and adults" by enabling them to share in effective and socialized war efforts. We have offered innumerable opportunities whereby "intelligent loyalty to American democracy" might be expressed tangibly. Above all, we have offered opportunities, provided outlets for direct participation in those human relationships without which no democracy can long endure. Out of those relationships may be created dynamic, experienced citizens, socially equipped for solving the problems of the day, to whom democracy is real life, real people, real work, real duties, real values; not just an exploited formula, a mere pattern of a political theory. Youth devotes his loyalties largely to his own experiences. He requires purposeful, real situations in which to develop the social virtues and civic competency.

JUNIOR RED CROSS IN BOSTON

Junior Red Cross meets the peculiar needs of the Boston Schools for the following reasons:

1. Its organization, activities and ideals are such that it helps to foster "world friendship" among the students. Generally speaking "niseis" and "sansseis" show a marked tendency of having a narrow perspective on life. Even among college graduates and older niseis, utter indifference to the political and social problems beyond their own narrow community affairs, is rather a common symptom. This peculiar and unfortunate tendency is largely due to, first, being a very small minority racial group in the land of majority rule, and secondly, due to having being raised by the "issei" parents who have always been and is treated by the nation at large as "alien" politically and socially. But this tendency should not go unremedied from the standpoint of national interest as well as the individual welfare in a democratic country. Hence, the Junior Red Cross with its "world citizenship in action" program, is the thing of great value to the Boston Schools, especially under the present difficult and unfortunate circumstances.
2. Its aims are purely humanitarian -- transcendental of racial, religious and even national differences.
3. Its usefulness has been well proven by its past 25 years of successful practice.
4. Its suggested activities are easily and profitably adjusted to the classroom needs.
5. It links the students with many millions of other members, both in this country and countries all over the world.
6. Its membership fee is very small while its benefits are great.

The following paragraphs are taken from A R C 691,
prepared by--Alice Ingersoll Thornton, Assistant to
The national Director of American Junior Red Cross.

To prove to you that Junior Red Cross leaders are not discouraged
by the chaotic state in which the world finds itself today, I will quote
the Director of Junior Red Cross at the league of Red Cross Societies:-

"The Junior Red Cross has a great opportunity before
it to prove that its members are thoroughly imbued with
the Red Cross spirit and understand its fundamental principles
-- non-political, non-sectarian, impartial, occupied
only with service to humanity. The Red Cross must do its
duty irrespective of political conditions, and this applies
also to the Junior Red Cross which is an integral part of
the Red Cross. If the Junior members are thoroughly ac-
quainted with these fundamental principles and if in times
like these they are especially reminded of their respon-
sibility towards the world-wide organization to which they
belong, they can undoubtedly be trusted to accept the
responsibility."

The Junior Red Cross has now been in existence for 25 years.
From very small beginnings it had grown until its membership numbered
20,000,000 in 52 countries in 1939. A part of this membership is now
eclipsed by the angry clouds of the Total War and the future no man can
foretell. But where the Spirit of the Junior Red Cross is still free to
set it is strong, tolerant and sympathetic and more determined than ever
to bring such comfort and happiness to unfortunate people as lies with-
in its power to give.

"It is to a new citizenship, trained to think clearly, to
judge wisely and to act fearlessly, imbued with those ideals
and habits of unselfish service upon which Democracy depends
for its existence, that the world must look for the solution
of its greatest problems."

In this "new citizenship" the Junior Red Cross membership
will take its place.

Alice Ingersoll Thornton
Assistant to the National Director
American Junior Red Cross

The American National Red Cross
Washington, D. C.
December 1940

TENTATIVE PROGRAM OF ACTIVITIES TO BE RECOMMENDED
TO THE JUNIOR RED CROSS COUNCILS.

adopted by
Junior Red Cross Committee, at its first meeting
October 28, 1942

1. Enrollment Campaign
Each classroom should collect voluntary contributions and put the sum together in order that all classes are enabled to pay their membership fees.
2. Junior Red Cross Album of Correspondence to be Exchanged with Outside Schools.
 - a. To build friendship and to gain sense of kinship.
 - b. To exchange experiences and information.
 - c. To give students incentive for good workmanship and accomplishment.
3. Essay Contest
 - a. Title: "What Junior Red Cross Means to Me."
 - b. To stimulate interest in the Junior Red Cross.
 - c. To use as publicity material.
4. First Aid Box
To equip every class room if possible.
5. Junior Red Cross Bazaar in March
 - A. Purpose:
 - a. To raise Junior Red Cross Service Fund for local use.
 - b. To give stimulation and objectivity to various class works.
 - B. Method:
 - a. Sales of paintings, drawings and other articles made by Art and Handcraft Classes.
 - b. Garments made by the Home Economic Classes.
 - c. Playlets and musical shows-English-presented by English and Music Departments.
 - d. Eats and Drink Stand in charge of Home Economic Classes.

THE FOLLOWING MATTERS WERE DECIDED UPON AT THE SECOND MEETING
OF THE JUNIOR RED CROSS ADVISORY COMMITTEE, Oct. 30, 1942

1. To let individual schools (High School & Elementary School of Boston I, II, and III separately) organize its own temporary Junior Red Cross Council (student representative from each class and a teacher advisor) and let each council decide the details of tentative activity program.
2. To conduct Junior Red Cross Enrollment Campaign from November 15 to November 21.

3. To start publicity campaign for enrollment Campaign immediately, using students, teachers, local Red Cross Chapter speakers, Press Bulletin, and etc. Printed materials for the campaign is to be distributed to each of the four principals.
4. After the Enrollment Campaign, permanent officers of each council should be elected.
5. Each of the four principals to send in to Dr. Cary and Chapter office, a brief report on the organization of the council and the development of the activity program in his or her school.
6. The first joint meeting of the representatives of all 6 councils to be held on December 17, Thursday, 3:00 P.M. at the Social Hall. Each representative to give report on progress of the Junior Red Cross work in his school. Also, permanent officers of the Central Council (joint council) should be elected at the meeting.
7. All money collected for the Junior Red Cross should be turned in to the local Chapter office, which will be deposited as Junior Red Cross Service Fund. Council representatives should draw money from the Chapter treasurer when needed. Each classroom should keep its own financial record.
8. The local Junior Red Cross Chairman to prepare a list of districts in which the students formerly attended and the Pacific Area Office to have listed schools send their newspapers and magazines directly to the Poston Public Schools regularly.
9. The local Junior Red Cross Chairman should ask the Area Office to arrange to have contributions of children's books, if possible, from outside communities. Also, to send in a request to the Area Office to provide the local schools with any available materials for production of useful articles, such as medicines for equipping each classroom with a First Aid Kit and etc.

BIBLIOGRAPHY OF PRINTED MATERIALS
Available at the Local Chapter Office

General Information:

1. They Story of the Red Cross.
2. American Junior Red Cross - Hand Book.
3. American Junior Red Cross - High School.
4. Suggestions for the Use of Junior Red Cross
In the Senior High Schools.
5. Know Your Red Cross.
6. Brief Overview of Junior Red Cross
7. Facts - 1941

Enrollment and Organization:

1. Chapter Organization.
2. How to Enroll Your School.
3. Junior Red Cross School Organization Chart.
4. Chapter Organization For the Development
of the American Junior Red Cross.
5. Junior Red Cross Council Organization.
6. Junior Red Cross in Monterey High School.
7. Constitution of the Junior Red Cross Council
Kings County High School.
8. Our Junior Red Cross Unit - Elementary School.
9. Enrollment for Service.

Education Policy:

1. Junior Red Cross and Progressive Education.
2. An Overview of Junior Red Cross in the World Today
with a Veiw to Future Service.

Activities:

1. American Junior Red Cross School Correspondence.
2. First Aid.
3. First Aid and Water Safety.
4. Volunteer First Aid Detachment.
5. American Neighbors. (Correspondence)
6. American Junior Red Cross First Aid Detachment.
7. American Junior Red Cross First Aid Text Book.
8. Red Cross Course Adaptable for School Use.
9. Junior Red Cross Councils at Work.
10. War on Waste

11. Red Cross Home Nursing - Courses in Schools.
12. Staff Assistance Corps.
13. Home and Farm Accident Prevention.
14. Suggestions For the Use of Junior Red Cross in the Senior High School.
15. Suggested Activities for Junior Red Cross Participation - According to Grades.
16. Junior Red Cross Service to the Armed Forces.
17. Junior Red Cross Training for Civilian Defense.
18. Suggestions for Emergency Closet.
19. A Guide to the Preparation of Junior Red Cross Albums.
20. Table of Contents - Album to Sweden from Woodmere School, Partland, Oregon.
21. American Junior Red Cross Production - Drawings of Furnitures.
22. American Junior Red Cross Production for Armed Forces - Drawings of Games.
23. Junior Red Cross Journal (September, October, and November Numbers.)
24. American Junior Red Cross News (October and November Numbers.)

THE AMERICAN RED CROSS
POSTON CHAPTER
RECREATION HALL, BLOCK 30
POSTON, ARIZONA

November 11, 1942

Dr. Miles E. Cary
Superintendent of Schools
Admn. Bldg. #1,
Poston, Arizona.

Dear Dr. Cary:

The Poston Chapter of the American Red Cross requests a special survey to be taken among the Caucasian School Teachers of all the 3 Units on the matter of First Aid Instructors.

The residents of Poston have shown great enthusiasm in our First Aid classes. However, due to the lack of qualified First Aid Instructors, we have had to ask many to join our classes at a later date.

Quite a number of the Caucasian school teachers here in Unit I have graciously volunteered to serve the local Red Cross Chapter as First Aid Instructors. We feel that we would like to have a few more Volunteer Instructors in First Aid especially in the remaining two units.

Your cooperation with the above request will be very much appreciated. Thanking you again, I remain,

very sincerely yours,

R. J. Takeda,
Chapter Secretary.

JUNIOR RED CROSS COMMITTEE MEETING

Date: Oct. 30, 1942

Time: 3:00 P.M.

Place: Social Hall

Those present:

1. Dr. Miles E. Cary-----Superintendent of schools
2. Dr. Arthur L. Harris-----Principal of Poston I High School
3. Mr. Dwight E. Twist-----Assistant to the Director of Jr. Red Cross
for the Pacific Area
4. Mr. P. C. Tekeda-----Chairman of Jr. Red Cross, Poston
5. Miss Retha E. Breeze-----Principal of Poston I Elementary School
6. Miss Mary Courega-----Teacher representative
7. Miss Ida E. Morrison-----Teacher representative, curriculum supervisor
8. Miss Ena C. Juth-----Teacher representative
9. Mr. Roy Frenchie-----Teacher representative
10. Miss Sally Lucas Jean-----Administration advisor
11. Mr. F. E. Kagiwade-----Vice Chairman of Junior Red Cross, Poston III
12. Mr. Yasushi Sekimoto-----Vice Chairman of Junior Red Cross, Poston II
13. Mr. Naojiro Kita-----Parents representative Poston III
14. Takeo Shirezawa-----Poston III High School student representative
15. George Hamasaki-----Poston III Elementary School student rep.
16. Sumiye Hateno-----Poston II High School student representative
17. Miss Sue Tenezaki-----Stenographer

M I N U T E S

Meeting was called to order by Dr. Miles E. Cary, temporary chairman of the committee. He introduced the guest speaker, Mr. Dwight E. Twist, Assistant Director of the Jr. Red Cross for the Pacific Area.

I. Mr. Twist made the following comments and suggestions:

1. Glad to see student representatives included in Junior Red Cross Committee of Poston. Although the committee is usually composed of adults only it is a national tendency to include Junior Red Cross member representatives in the Board of Directors (Chapter) and it is highly advisable.
2. The tentative program of the Jr. Red Cross activities as outlined in the last committee meeting seems very suitable and highly commendable to meet with the unique local condition.
3. Special desirability of exchanging Correspondence Albums with schools in California from where most of the students in Poston were transferred, and with the schools in other relocation centers.
4. Availability of Red Cross pamphlets and text books for use in the classroom work here in Poston----- particularly in the Health Education Department.
5. Desirability of establishing student detachments of First Aid and Accident Prevention Corps.
6. Explanation of Jr. Red Cross National Enrollment Campaign--scheduled November 1st to the 15th.

II. The following were decided upon after round table discussion:

1. To let individual schools (High Schools & Elementary Schools of Poston I, II, and III separately,) organize its own temporary Jr. Red Cross Council (student representative from each class and a teacher advisor) and let each council decide the details of tentative activity program.
2. To conduct Jr. Red Cross Enrollment Campaign from November 15 to November 21.
3. To start publicity campaign for Enrollment Campaign immediately, using students, teachers, local Red Cross Chapter speakers, Press Bulletin, and etc. Printed materials for the campaign is to be distributed to each of the four principals.

4. After the Enrollment Campaign, permanent officers of each council should be elected.
5. Each of the four principals to send in to Dr. Cary and Chapter office, a brief report on the organization of council and the development of the activity program in his or her school.
6. The first joint meeting of the representatives of all 6 councils to be held on December 17, Thursday, 3:00 P.M. at the Social Hall. Each representative to give report on progress of the Jr. Red Cross work in his school. Also permanent officers of the Central Council (joint council) should be elected at the meeting.
7. All money collected for the Jr. Red Cross should be turned in to the local Chapter office, which will be deposited as Jr. Red Cross Service Fund. Council representatives should draw money from the Chapter treasurer when needed. Each class room should keep its own financial record.
8. The local Jr. Red Cross Chairman to prepare a list of districts from which the students formerly attended and the Pacific Area office to have listed schools send their newspapers and magazines directly to the Boston Public Schools regularly.
9. The local Jr. Red Cross Chairman should ask the Area Office to arrange to have contributions of children's books, if possible, from outside communities. Also, to send in a request to the Area Office to provide the local schools with any available materials for production of useful articles, such as medicines for equipping each class room with a First Aid Kit and etc.

Meeting was adjourned at 7:00 P.M.

JUNIOR RED CROSS COMMITTEE MEETING

Date: October 28, 1942

Time: 3:00 P.M.

Place: Social Hall

Those present:

- | | |
|--------------------------|---------------------|
| 1. Dr. Miles E. Cary | 9. Sumiye Hatano |
| 2. Mr. Roy Franchie | 10. Ema C. Juth |
| 3. Mr. Aijiro Takahashi | 11. Kenzo Yamaguchi |
| 4. Mr. Chicara P. Takeda | 12. Ben Yano |
| 5. Dr. Arthur L. Harris | 13. Rose Otani |
| 6. Sally Lucas Jean | 14. G. Kagiwada |
| 7. Retha E. Breeze | 15. Sue Tanezaki |
| 8. Mary Courage | |

Meeting was called to order by Dr. Miles E. Cary, temporary chairman.

I. Introduction of members present.

- A. Aijiro Takahashi, Chapter Chairman, spoke on the value of the Junior Red Cross.

II. Discussion held for Committee organization.

A. Suggestions.

1. To have teacher and student representatives from elementary divisions of Poston I, II and III.
 - a. Student representatives elected.
2. To have teacher and student representatives from secondary division for Poston I, III, and II.
 - a. Student representatives elected.
3. Ask principal for representative from:
 - a. Art and Handcraft classes.
 - b. English and Social Study Department.
4. Adult representatives from local Chapter - Executive Staff.

III. Junior Red Cross Council

- A. To be discussed at the presence of Mr. Twist, Field Representative of the Junior Red Cross, at Friday's meeting.

IV. Enrollment Campaign.

A. Membership

- a. Elementary division
 - (1) 50¢ each class room

- b. Secondary division
 - (2) \$1.00 for each group of 100 persons.
(Would amount to 1¢ a person)
- c. Suggestion: Put sum together and divide evenly-
may exceed over 50¢ per room.
- d. Recommend that school begin membership campaign
in November.

V. Adoption of Tentative Program.

- A. School correspondence Album.
 - 1. To build friendship.
 - 2. To gain sense of kinship.
 - 3. To exchange experiences.
- B. Essay Contest.
 - 1. Title- "What Junior Red Cross Means to me."
 - a. To use as publicity material.
 - b. To stimulate interest in the Junior Red Cross.
- C. First Aid Box
 - 1. To have one in each class room.
- D. Junior Red Cross Day.
 - 1. Purpose.
 - a. To give stimulation to various class works.
 - b. To raise Junior Red Cross Service Fund.
No by outright money contribution, but by
group earnings.
 - 2. Methods
 - a. Bazaar
 - (1) Sales of: Art and Handcraft-produced by
classes.
 - (2) Dresses etc. - Home Economics classes.
 - (3) Presentation of playlets and musical shows-
English and Music Department.

Meeting adjourned after general discussion.

Next meeting to be held Friday, October 30.

Mr. Twist, Guest speaker.

Suggested Topics for the Junior Red Cross
Committee Meeting

Wednesday October 21, 3:00 P.M. Social Hall

- 1) Appointment of Enrollment Campaign Committee.
- 2) Publicity (speeches, posters, plays, etc.)
- 3) Method of raising Junior Red Cross Service Fund.
- 4) Method of handling the Fund.
- 5) Method of carrying out the Junior Red Cross Activities
in schools.
- 6) Tentative activity program.

THE AMERICAN RED CROSS

INFORMATION CONCERNING THE NATIONWIDE JUNIOR RED CROSS
ENROLLMENT CAMPAIGN

I. General information about the Junior Red Cross:

"The Junior Red Cross became an authorized part of the American Red Cross through a proclamation issued by President Wilson, September 15, 1917, providing an organization through which the efforts of school children could be mobilized for war-time needs.

"The growth and development of Junior Red Cross have been due to the universal appeal of the service program and the ease with which suggested activities may be adjusted to class room needs. Activities are outlined in the Junior Red Cross materials. They are planned to give children direct contact with life without going beyond the boundary of school requirements." (from the American Red Cross pamphlet #633)

II. This emergency years campaign goal:

100% membership in all schools.

III. Time of campaign.

November 1 to November 15.

IV. Membership fees (group membership only)

(1) Elementary school: 50¢ -----each class room

(2) High school: \$1.00 -----each 100 students

V. What the group (membership) receives in return.

(1) Membership roll for each elementary class room.

(2) Individual membership card for each high school student.

(3) Membership insignia for each student. (ele. & secondary)

(4) One subscription to the American Junior Red Cross News.
(an illustrated monthly publication of about 24 pages
for each elementary school classroom.)

(5) One subscription to the Junior Red Cross Journal.
(a monthly magazine to each 100 high school students.)

(6) One Junior Red Cross Activity Calendar for each elementary
school class room. (one page for each month outlining
the major activities.)

- (7) A copy of the Guide for Teachers. (with suggestions as to how each months activities may be developed.)
- (8) Facilities for exchange fo Red Cross school albums, letters and other things with other junior Red Cross groups, both in the United States and foreign countries.
- (9) Opportunities to students:
 - (a) To foster and to practice the goodwill and good citizenship on a nation-wide and world-wide scale.
 - (b) To be linked with 10,000,000 other members of the Junior Red Cross of this country and with many millions of other countries in the humanitarian ideals and services for which the Red Cross stands.
 - (c) To gain valuable knowledge and skill in keeping their mind and body in good health and in being prepared to help others.

VI. Necessary preliminary steps to be taken for the enrollment campaign

- (1) Organization of the permanent Junior Red Cross committee of Boston composed of representative school officials and the local Chapter officials. (desired time Oct. 20-25)
- (2) Organization of Campaign Committee, composed of representatives of students, teachers, and Chapter workers.
- (3) To find out fairly accurate number of elementary school pupils, elementary school class rooms, and high school students.

AMERICAN RED CROSS
Civic Auditorium
San Francisco, California

June 3, 1943

Mr. Wade Head
Director Colorado River
Relocation Center
Parker, Arizona

My dear Mr. Head:

Realizing the emotional strain, the downcast and abused feeling that children can acquire upon disruption of family life, and more particularly when they leave their classmates, their homes, and original habitats, the question comes to mind as to possibilities wherein students back home may play a part in the allaying of these feelings on the part of their Japanese friends in our Relocation Centers.

For 25 years the American Junior Red Cross, composed of school children throughout the nation, has carried on an international program of good will through gifts and interchange of correspondence. It now appears that this same program could be extended to our evacuated Japanese children within our borders.

In pursuing this problem further with the view of setting up such a program, you could help us immeasurably by supplying us with the following data:

1. Your personal reaction to this special need, if any, as far as the Colorado River is concerned.
2. The reaction to such a proposal by your "Community Council."
3. The number of school children, teachers, grades, or other pertinent information along this line.
4. The reaction of your school director, teachers, or principal.

We all know that these Japanese children are not responsible for the predicament in which they suddenly found themselves. We realize quite well, however, that they will definitely play a part in the building of a better national and a better world when the war clouds have lifted. The American Junior Red Cross desires to contribute in a small way at least to the development of proper attitudes and appreciations in these growing children which will assure their loyalty to the ideals upon which this country was founded, during the years to come. We would appreciate greatly your help and suggestions.

Sincerely yours,

(Signed-MC Schafer)

AMERICAN RED CROSS
NATIONAL HEADQUARTERS
WASHINGTON, D. C.

April 16, 1942

TO: Chairmen, Junior Red Cross

FROM: Vice Charimen in Charge of
The American Junior Red Cross

SUBJECT: Statement to the schools on
the American Junior Red Cross
by Educational Leaders

The American Junior Red Cross is challenged by boys and girls who want to assist in the national war effort. They are not insulated from the shocks of war news and war tragedies and, therefore, seek opportunities to be of service to their nation.

Among those who have a major responsibility at this time for directing their energies into constructive channels are the school administrators, supervisors, and teachers of public, private, and parochial schools. Many of this group have come to depend upon the American Junior Red Cross to provide such constructive service activities.

The opportunity for increasing enrollment and increasing program activities was apparent to members of the national staff of the American Junior Red Cross. The responsibility for planning increased service opportunities which would be educationally and emotionally sound was also recognized. In order to provide greater assurance of sound planning, the Red Cross asked for the advice of educational leaders - as it has done many times in the past.

At the invitation of the Honorable Norman H. Davis, Chairman of the American Red Cross, twenty-two educational leaders met to discuss the policies and plans of the Junior Red Cross. Generously they gave their time; effectively they assisted in adapting plans to the several special interests within the general field of education which they represented. Unanimously they agreed upon a statement to be issued to the schools and offered to submit this statement with a recommendation over their signatures.

We are sending the attached recommendation and statement to school officials and chapter chairmen throughout the country. No doubt you will wish to reproduce it in sufficient quantity to distribute it to all principals, teachers, committee members and membership leaders in your chapter.

We are challenged by the valid demand of boys and girls for the right to be of service to their nation in this time of war. We are challenged by the confidence educators place in us to provide constructive opportunities for such service. We share with you a great opportunity and a great responsibility.

James T. Nicholson
Vice Chairman in Charge of
The American Junior Red Cross

AMERICAN NATIONAL RED CROSS
CIVIC AUDITORIUM, SAN FRANCISCO

April 16, 1942

TO: School Administrators, Supervisors, and Teachers

At the request of the Chairmen, American Red Cross, representatives of several fields in the profession of education met recently in Washington, D. C., with the Vice Chairmen in Charge of the American Junior Red Cross and his staff. Together we considered policies and plans of the American Red Cross which, in cooperation with schools, provide opportunities for the constructive service and purposeful learning experiences of boys and girls in the national war effort and in the peace program following victory.

By virtue of the range of activities within the general field of education represented at this conference, we believe that professional problems such as teacher training, school administration, supervision and instruction, have been fully considered in the plans of the Red Cross.

We therefore commend the attached statement to your attention and suggest that you take appropriate action to utilize the facilities made available to the public, parochial, and private elementary and secondary schools by the American Junior Red Cross.

Homer W. Anderson	(President, American Association of School Administrators), St. Louis, Missouri
James E. Cummings	National Catholic Welfare Conference, Washington, D. C.
Myrtle Hooper Dahl	(President, National Education Association), Hiawatha School, Minneapolis, Minn.
A. C. Flora	Superintendent of Schools, Columbia, South Carolina
George W. Frasier	President, Colorado State College of Education, Greeley, Colo.
Ruth Huey	State Director, Home Making Education, Austin, Texas
Carl A. Jessen	United States Office of Education, Washington, D. C.
Walter H. Mohr	Chairman, Social Studies Department, George Schools, Bucks County, Pa.
C. Marguerite Morse	(Vice President, Department of Classroom Teachers, National Education Association), Clearwater, Florida
L. V. Newkirk	Director of Industrial Art, Chicago Public Schools, Chicago, Ill.
F. D. Patterson	President, Tuskegee Institute, Tuskegee Institute, Alabama
W. Howard Pillsbury	Superintendent of Schools, Schenectady, New York
Sue M. Powers	County Superintendent of Schools, Shelby County, Memphis, Tenn.
Belle M. Ryan	Assistant Superintendent of Schools, Omaha, Nebraska
W. Carson Ryan	Dean, School of Education, University of North Carolina, Chapel Hill, North Carolina
George D. Steddard	Dean, The State University of Iowa, Iowa City, Iowa.
John W. Thalman	Superintendent, Township Secondary Schools, Waukegan, Ill.
J. H. White	Principal, White High School, Whiteville, Tenn.
Marie White	United States Office of Education, Washington, D. C.
Bryan O. Wilson	Superintendent of Schools, Contra Costa County, Martinez, Calif
Leon L. Winslow	Director of Art Education, Baltimore City Schools, Baltimore, Maryland
George F. Zook	President, American Council on Education, Washington, D. C.

A STATEMENT TO THE SCHOOLS
ON
THE AMERICAN JUNIOR RED CROSS

The American Junior Red Cross is both the junior membership of the American Red Cross and the American Red Cross in the schools.

At the suggestion of educators, the President of the United States issued a Proclamation on September 15, 1917, commending to the teachers of the country the plans of the American Red Cross for the participation of children and youth in a great national effort. Sponsored and guided by educators ever since, the American Junior Red Cross has developed program activities based on the principle that the primary function of the school is to provide education. As an organization operating in direct relation to the schools, therefore, only those school activities have been officially authorized by the American Red Cross which would contribute to learning experiences considered socially, emotionally, and educationally sound and necessary to the needs of the times.

Boys and girls of the elementary and secondary schools should help to meet the needs of our country at war. They may develop educationally by participating in such activities as are appropriate to their abilities and understanding. We believe that such activities are made available to the schools through the American Junior Red Cross.

A. Membership

Enrollment in the American Junior Red Cross, since it enables boys and girls to be partners with adults in humanitarian service, provides learning experiences that are desirable in their social growth and development. The nominal annual enrollment fee entitles enrolled groups to various program materials and to the use of Red Cross facilities. Over fourteen million boys and girls in the schools are now enrolled.

B. Resources

The vast resources of the Red Cross, national and international, including those of governmental and inter-governmental relationships, by being available to all Red Cross members, junior as well as adults, provide extensive and effective outlets for their interests and activities.

1. International

Both the International Red Cross Committee and the League of Red Cross Societies provide channels of international service to the American Red Cross. Much needed assistance to our allies now moves through these Red Cross channels. Equally important are the similar relationships which exist through the Red Cross Societies of all the American republics. Goodwill among the Americas is being extended particularly through Junior sections of Red Cross Societies in the twenty-one republics.

2. National

The junior organization of the American Red Cross possesses resources which enable it uniquely to be a medium of patriotic service for young citizens in the schools. Although the American Red Cross is supported entirely by voluntary contributions, it enjoys a quasi-governmental status and is an integral part of the Government of the United States.

- a. The President of the United States is President of the American Red Cross.
- b. The President, under the charter granted by the Congress, is required to appoint in addition to the chairman of the Central Committee, five members representing the Department of State, Treasury, War, Navy, and Justice.
- c. All financial transactions of the American Red Cross, including its Junior Red Cross, are audited by a War Department Commission. An annual report is submitted to the Congress and furnished to anyone desiring it.
- d. In addition to the basic provisions of the Treaty of Geneva and the enabling legislation of the Congress, the position, the responsibilities, and the functions of the American Red Cross have become thoroughly established in the course of years through Presidential proclamations and pronouncements. Moreover, they have become reenforced and strengthened by the National Defense Act and other laws, in Army and Navy regulations, in rulings by the Judge Advocate General, in Mobilization Regulations; and, in the confidential plans of the War Department.
- e. Basic agreements and cooperative relations with offices coordinated under the Office for Emergency Management define areas of responsibility of the American Red Cross in civilian protection and the war effort coordinated by these offices.
- f. The ideals and traditions of the Red Cross embody the highest conceptions of national patriotism, particularly in time of war.

3. Local

The presence of chapters and branches of the American Red Cross, embracing every community within the continental limits and territories of the United States, insures an organized and well established vehicle for direct participation by the Junior membership in the work of the American Red Cross.

C. Coordination with School Administration Policies

The composition of Junior Red Cross Committees of the various chapters, and the provision for having teachers as Junior Red Cross sponsors in particular schools insures that the school activities of the Junior Red Cross will be consistent with educational practices and that a proper balance will occur between them and the other learning experiences provided.

D. Democracy in Action

1. The Red Cross policy of providing local autonomy to chapters, thereby enabling individualized action, collectively integrated, provides the Junior membership with a direct social relationship that is basic to the proper functioning of a democracy.
2. The conduct and development of Junior Red Cross activities through Councils representatively elected and through direct membership participation afford learning experiences of great worth in the proper functioning of a democracy.
3. The basic objective of the Junior Red Cross from its inception has been to provide opportunities through which its membership may learn, through doing, the ways of good democratic citizenship in which the individual enjoying the basic freedoms of a democracy also fulfills his responsibilities to human society.

E. Helping to Win the War and Win the Peace through Education

1. The Junior Red Cross teaches that all efforts to assist the government should be coordinated and organized for maximum effectiveness.
2. The Junior Red Cross provides opportunities whereby without duplication of effort or conflicting appeals, the national and local war effort may be actively supported and assisted; thereby demonstrating the unitedness necessary to the achievement of Victory and the winning of the peace.
3. The American Junior Red Cross as an organization in the schools provides unique facilities and resources for assisting the schools through programs for
 - a. The development and maintenance of physical, mental, and emotional health.
 - b. Securing a sympathetic understanding of other children, regardless of race, color, creed, or the political system under which they live, in the belief that the dignity of man and human brotherhood will, in the end, become established through such means.

- c. Fostering normal childhood, in the midst of the chaos and confusion of war, that the children of our nation may maintain and preserve that poise desirable for qualifying them to assume the responsibilities of leadership in the life of democracy.
- d. Training for all boys and girls in the fundamentals of First Aid. For advanced pupils there is the American Red Cross Standard First Aid Course.
- e. Training for all girls of secondary school levels and for selected groups of boys of the same level - in American Red Cross Home Nursing.
- f. Producing articles in Industrial Arts, in Home Economics, and in Art classes which are necessary to the national war effort and which are consistent with the curricula of those departments.
- g. Providing an understanding of foods, their conservation and their values, whereby at minimum cost, maximum nutritive values may be secured.
- h. "Warring on Waste" that the resources of the nation may be conserved and salvaged for the national war effort.
- i. Protecting against accident hazards, realizing that in days of stress, hazards may increase and cautions against the decline.
- j. Acquainting boys and girls of sufficient maturity with how to weigh the sources and objectives of progress and materials influencing public opinion.
- k. Creating an understanding of the present national crisis and helping to develop morale.

Therefore, we commend to all teachers in the elementary and secondary schools consideration of the possibilities contained within the American Junior Red Cross for participation by their pupils in the national war effort for achieving the Victory and for the winning of the Peace.

SUMMARY OF RECOMMENDATIONS MADE BY THE
EDUCATIONAL POLICIES COMMISSION OF THE
NATIONAL EDUCATION ASSOCIATION AND THE
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Regarding EDUCATION AND THE MORALE OF A FREE PEOPLE

"It is suggested that those responsible for administration and teaching in our schools check their practices and philosophy critically and thoroughly against the following recommendations. These proposals are regarded by the Educational Policies Commission as an essential part of the defense program in every American Community.

"1. Strengthen the work of the schools and colleges in health, safety, and physical education. Check the teaching of nutrition against the recommendations of the National Nutrition Conference for Defense. Extend the educational services in this area to adults. Cooperate fully with governmental and medical authorities."

Your chapter should make available to schools, Red Cross instruction in First Aid, Home Nursing, Water Safety, Nutrition, and Home and Farm Accident Prevention through the Junior Red Cross. Especially should older high school pupils, both boys and girls, have these courses so that upon graduation they can be qualified quickly for service in First Aid and Canteen Work, and can help prevent and care for illness in their own homes. Make certain that in taking these courses they realize that they are actively participating in Junior Red Cross and Preparing themselves for better Red Cross service.

"2. Develop economic security by lessening inequalities of educational opportunities, by creating sympathetic and understanding attitudes among the various economic groups, by training in skills and habits of arduous and sustained work, and by developing competence as a citizen in determining economic questions."

The Junior Red Cross consists of boys and girls who earn their membership through the performance of service to the school, the home, the community, the nation and the world. Acting as individuals, but cooperatively, they participate in the fulfillment of their duties as citizens in a democracy should. They learn by doing. They act without regard to class, creed or race distinctions. They work and learn through representative leadership. They are provided opportunities to study the causes of social and economic inequalities and to appreciate the values inherent in their educational opportunities. Through such practice and training they may develop the skills and habits that will contribute to their civic competence.

"3. Organize and conduct the schools so as to create feelings of confidence and self-assurance in the young."

The sense of being equipped to "do something about" things, which has been fostered among members of the American Junior Red Cross for nearly twenty-five years, should reinforce numerous schools in this aim. The chapter can support the schools in this objective by helping Junior Red Cross members to receive useful training, by encouraging them to participate actively in the Junior Red Cross.

"4. Direct some part of the energies of the educational system to a continuing study of the responsibilities of the American people for the development of a future world of order and justice. Continue in the schools and colleges an active search for the principles and procedures on which such a world may be founded."

Out of the first World War, as a result of the war relief activities of American children through their Red Cross, a world wide system of international correspondence, exchanges of gifts and educative cultural materials, and a partnership in educative welfare activities developed. Two school generations have felt the influence of those learning experiences, directly or indirectly. The present generation larger than any preceding one, must be encouraged to uphold and strengthen this aim of better world understanding, order and justice. Their activity in sending gift boxes and in maintaining exchanges of cultural materials, their participation in war relief production, and the assistance they have given through their National Children's Fund has received the recognition and support of educators because it has contributed greatly to the child's concepts of what a new world order should be.

"5. Give attention at all levels of education to the development, appreciation, and application of ethical standards and moral values."

The Red Cross in its Disaster Relief and other welfare services in war and in peace bases its principles upon the dignity of human beings. No other principle is so necessary to "ethical standards and moral values". The application is made in deeds not words, and is effectual on that account.

"6. Extend the recreational activities and facilities of the schools and make them available as widely as possible to the entire community."

In many chapters Junior Red Cross groups have regularly shared their "leisure" pleasures by taking choral and instrumental music, dramatic entertainment, athletic stunts, First Aid drills, etc., to neighboring institutions. The older members have given leadership in organized recreation for younger members. The chapter should encourage their use for such community service.

"7. Develop sentiments of mutual appreciation and comradeship among all economic, social, racial and religious groups."

Through activity suggestions and regular features in the Junior Red Cross Journal and News, appreciation is fostered for the contribution of all groups to community and national culture.

"8. Strengthen public understanding of the responsibility of the citizenry for good government. Develop willingness to render, recognize, and reward honest and efficient public service. Point out the remarkable efficiency of many of our local, state, and federal governmental agencies."

Through the democratic functioning of the Junior Red Cross Council and community and national partnership in activities, members will have a chance to practice both leadership and "fellowship". Observation and understanding of Red Cross cooperation with local and national authorities will foster respect for "honest and efficient public service."

"9. Develop a thorough understanding of the nature of democracy - its origins, history, achievements, problems, and values."

This, implicit in many of the national activities, is reinforced specifically this year through the Junior Red Cross Poster, the Calendar illustrations, and material in both the Journal and the News. The central theme of the Junior Red Cross this past year has been "Citizenship Training Through Practice."

"10. Conduct all the affairs of classroom, school, and school system so that they give systematic and satisfying practice in democratic ways of behaving."

Through general participation in service to the school, the community and the nation through their Junior Red Cross Councils, members practice democracy. The chapter can provide further appropriate opportunities by having Junior members report on the services of the Junior Red Cross Division of the chapter membership, at chapter meetings and by participating in all appropriate chapter affairs.

"11. Make a thoughtful and judicious use in the schools of ritual, pageantry, music, and other demonstrations of loyalty. Give such patriotic exercises the largest possible content of meaning, dignity, and beauty."

The Junior Red Cross may take leadership in giving meaning to in enriching such exercises the members should know, also, the symbolism and dignity accorded the Red Cross by both national and international laws.