EFFECTIVENESS OF THE
AMERICAN JUNIOR RED CROSS

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EFFECTIVENESS OF THE AMERICAN JUNIOR RED CROSS

THESIS

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BY

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CHAPTER I

INTRODUCTION

Purpose of Study

The purpose of this study was to determine the effectiveness of the American Junior Red Cross. Special emphasis was given to the development, benefits, and services of Dallas County Chapter of the American Junior Red Cross.

Problem

The immediate problem of the study was to gather data pertaining to the organization, operation, and function of the American Junior Red Cross.

The general problem was to show the degree of the effectiveness of the program of activities as was rendered by the Dallas County Chapter of the American Junior Red Cross, and to present the information in a coherent and readable manner.

Limitation of Study

The study was limited to the development of, and to the services rendered by the Dallas County Chapter of the American Junior Red Cross. The additional material presents the historical background of the development and management of the American Junior Red Cross.

Definition and Nature of American Junior Red Cross

The American Junior Red Cross is the junior membership of the American Red Cross. Through its service channels, the skills and
contributions of boys and girls can be directed to ends both socially and educationally sound.¹

The nature of the work of the American Junior Red Cross is to provide service channels for boys and girls so that they may participate in active programs of the school and community. The opportunities thus afforded may become complimentary to and integrated with the classroom activities rather than a separate and distinct part of the school program.

Source of Data

There were two sources of data for the study. One was the documentary source which included books, periodicals and pamphlets dealing with philosophy, psychology, and education, and records and reports made by local and national officers of the American Junior Red Cross. The other source consisted of interviews with school administrators, teachers, and directors of the American Junior Red Cross. The materials used in the study are based upon the soundest, most authentic, available sources.

Many details concerning the Dallas County Chapter of American Junior Red Cross have come from observation of performance in a variety of situations and from actual experiences and knowledge of those who have acted as teacher-sponsors since the founding of the Dallas County Chapter on February 6, 1934. This sponsorship has afforded direct contact with a large number of teachers and pupils while they were engaged in the performance of various phases of the program. Knowledge of their

¹Handbook on Enrollment for Service, ARC 1411, November 1, 1945, p. 1.
reactions and appraisals have to a large degree influenced the thinking that is set forth in this study.

Method of Treating Data

The effectiveness of the American Junior Red Cross was determined on the basis of criteria set up on an investigational type of research made by a committee of authorities on the American Junior Red Cross program in the schools. A checklist for appraising the effectiveness of the Dallas County Chapter of the American Junior Red Cross was used. The criteria, or aspects, themselves were listed in statement form and were numbered with Arabic numerals under six main headings which were designated as areas.

These criteria were intended to define clearly different areas under consideration. A gross scale of four points, Excellent, Good, Fair, Poor, was used for the rating. The order of the rating was cumulative.

The appraisal committee rated the aspects, then a composite rating for the areas, or six main headings, was formed, and from the results of this rating a second composite rating was formed from which a final rating of the entire set of practices was determined.

The checklist was adapted from Criteria for Evaluating Teaching and Learning Materials and Practices, by Herbert B. Bruner, and from Evaluative Criteria, Cooperative Study of Secondary Schools Standards, 1940 Edition.

Chapter II describes the history, organization, and administration of the American Junior Red Cross.
Chapter III gives the development of the principles and the objectives of the American Junior Red Cross and its services.

Chapter IV contains the appraisal based on criteria established by an investigational research of the effectiveness of the program of the American Junior Red Cross in the Dallas County Chapter. The criteria consisted of a checklist that was submitted to a committee of authorities on the American Junior Red Cross work in the Dallas County schools. The result of the checklist was given.

Chapter V gives the conclusions and recommendations.

A most conscientious evaluation of the criteria was made on the part of the committee. Every effort was taken to present the study in a fair and unbiased manner.

It is the sincere desire that the results of this study may convey some of the spirit and purposes of the American Junior Red Cross to the readers. It is also hoped that the opportunities afforded by the program may be duly appreciated and used to the fullest extent.
CHAPTER II

HISTORY, ORGANIZATION, AND ADMINISTRATION OF
THE AMERICAN JUNIOR RED CROSS

Florence Nightingale's nursing and Henri Durant's philanthropic understanding during the Crimean War laid the foundation for the organization of the Red Cross. The influence of this organization was so forceful for adult service, a movement was soon started recommending the possibilities of integrating school children as associate members of the American Red Cross.

In 1892 a report was presented at the Fifth 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. This report was rejected. Progressive Red Cross leaders recognized the opportunities offered in this report and felt that the idea would soon be accepted.

In 1896, Spain worked out a plan to make the school children members of the Red Cross. The Spanish-American War delayed this organization.

During the South African War the school children in St. Mary's, Ontario, Canada, under the guidance of the teachers, did club war work similar to the work of our present set-up in the American Junior Red Cross. Their club was known as "The Maple Leaves" and the school and teacher sponsorship aspect of their organization was such that they might be known as the fore-runners of the modern junior group.
At the time of the San Francisco earthquake in 1906, the school children assisted the adults in Red Cross work. These young junior Red Cross workers, led by Ernest P. Hixness, Superintendent of the Chicago Bureau of Charities, helped greatly in relieving the suffering of the injured.\(^1\)

In New South Wales, Australia, in 1914, a group of school children, under the supervision of the teachers, began active war work to help relieve the suffering caused by World War I; also a club was formed in the schools in Saskatchewan, Canada to work during World War I.\(^2\)

The active Red Cross work done by the children in Canada and Australia, under the supervision of teachers, greatly influenced public opinion in the United States. The Red Cross received numerous letters from teachers and children urging a junior membership in the Red Cross.

The possibility of creating a junior division of the Red Cross was discussed by the Central Committee of the Red Cross in 1916. The Central Committee felt that the time was not appropriate to offer a junior membership.

Our entrance into the war in 1917 brought more urgent letters to the Red Cross, demanding a share in the war work by our school children. John H. Finley, Commissioner of Education for the state of New York, worked out a plan for the high school girls in his state. This work helped to form a more definite pattern for a general organization in the schools. Henry Noble McCracken, president of Vassar College, was one of the many educators who went to Chicago, July 19 – 21, 1917, to confer with

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\(^1\) *The American Red Cross, A Brief Story*, p. 17.

Red Cross leaders about organizing a junior division of the American Red Cross.\textsuperscript{3}

The Canadian movement of organizing school children, the experimental work of New York State high school girls, the interest and spirit of educators and children, and the pressure due to our precipitate entrance into World War I resulted in the adoption of a resolution on August 26, 1917, by the American Red Cross as follows:

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.\textsuperscript{4}

The War Council formally adopted the articles of the Junior Red Cross on September 3, 1917; this made the Junior Red Cross a recognized part of the American Red Cross. President Woodrow Wilson approved the plan of a national organization in a letter from the White House dated September 6, 1917. On September 15, 1917, he sent an urgent invitation to the school children of the United States to join and render Red Cross service.

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.\textsuperscript{5}

Mary C. C. Bradford, Educational Commissioner for Colorado, and then the president of the National Education Association, followed President Wilson's invitation with a proclamation, which states:

\begin{center}
\textsuperscript{3}Tid., p. 2. \quad \textsuperscript{4}Tid., p. 2. \quad \textsuperscript{5}Albert Shaw and others, The Messages and Papers of Woodrow Wilson, Vol. 1, p. 427.
\end{center}
The Junior Membership of the Red Cross through the school auxiliary, offers an unquestionable medium through which the practice of activities of the children can make themselves felt.... Today is acting on tomorrow.  

The organization grew rapidly, and the enrollment of the junior membership by January 1, 1918 was 861,000 students in 2,531 schools. The valuable activities of this new division gave immediate help to the Red Cross program. From January 12 to February 28, 1919 was selected for a national enrollment campaign. In December 1918, over eleven million boys and girls had joined the American Junior Red Cross.  

Henry Noble McCracken was the first National director of the American Junior Red Cross. He was assisted by an American Junior Red Cross section in each of the fourteen Red Cross Division headquarters. Each chapter appointed a Chapter School Committee, composed of Red Cross leaders and an educational representative, who would supervise and direct all Junior Red Cross work within the chapter's jurisdiction. 

This organization planning coincided with the first resolutions of the American Red Cross offered to the War Council in August of 1917. 

"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."  

The American Junior Red Cross had become one of the largest and most valuable services of the American Red Cross. This fact is verified in these words:

Junior production work — approximately one-tenth of the value of the entire Red Cross production work during the war — included hospital chests and splints, canes

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7Ibid., p. 192.

8Ibid., p. 197.
for convalescent soldiers, tables and rugs for Red Cross cantonment houses, and thousands of tables and chairs for the homes of French refugees. The junior members studied courses in first aid and home nursing, and assisted the National Tuberculosis Association's health campaign. They raised more than one million dollars for the assistance of destitute and suffering children in war-stricken Europe. This sum designated the National Children's Fund, made possible summer and winter colonies for the sick and under-nourished, free beds in children's hospitals, surgical care for crippled children, food stations, day nurseries, scholarships for orphans, temporary housing and education of orphans awaiting placement in families, playgrounds, school libraries, and farm and trade schools. This international program of the American Junior Red Cross was influential in starting Junior Red Cross organizations in several European and Latin American countries.

The organization of the American Junior Red Cross had provided for groups of girls and boys to become functioning units of the local Red Cross. The post-war activities for the Junior Red Cross included programs of relief and rehabilitation in Europe, health work through education at home and abroad, and provided opportunities for the development of international friendship and understanding through many channels, one of which was, and still is, an exchange of letters between members of the American Junior Red Cross and children of foreign countries.

These activities opened new fields in which teachers were given the opportunity to make the teaching of arts and crafts, health, first aid, water safety, and fire and accident prevention, more meaningful. The various activities of the American National Red Cross are administered through eight services as follows:


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9 The American Red Cross, A Brief Story, p. 29.
The experiences gained by work done in the first World War and work
done during the period of peace prior to World War II prepared the Ameri-
can Junior Red Cross for more effective work in our recent global war.

Due to the magnitude of the work as the result of this war, immense
sums of money were needed to meet the demands. In order to increase
pupil participation in Junior Red Cross work the individual membership
fees had been permanently eliminated in favor of a blank fee for each
school room. To raise the additional funds needed the children were en-
couraged, through self-denial, to make contributions, and to present pro-
grams to the community for which fees were charged. Rubber, metal, and
paper were collected and sold through the schools. The program for sav-
ings of money for bonds, waste fats, fuel, food and clothing were
sponsored in the schools. Practical services offered by the American
Junior Red Cross were rendered by the children for relief at home and
abroad. Through such participations the children of the Junior Red
Cross of the United States, therefore, became an integral part of the en-
tire war effort during World War II.

Evidence that the American Junior Red Cross has grown rapidly in
membership is shown by its 1948 record of the number of copies of its two
magazines, The Junior Red Cross News and The Junior Red Cross Journal,
that were issued this year. During each school month of 1948 there were
480,000 copies of the News sent to students in the elementary schools and

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80,000 copies of the Journal were sent to high school students. 11

The purpose of giving this brief history of the parent organization was to give a background of the American Junior Red Cross in which the Dallas County Chapter had its conception. On February 8, 1934 the Assistant Superintendent of the Dallas City Schools sent a letter to the principals, the auditorium teachers, and the playground teachers of ten schools to come to his office to consider the organization in Dallas County of an American Junior Red Cross Chapter. At the meeting a chair- man was elected and a program was inaugurated. At the close of the school year of 1934 there were eighteen schools enrolled, with a teacher- sponsor for each school. 12

In the fall of the school year of 1934-1935 a membership campaign was put on. High schools were asked to join in the project. On January 12, 1935, Mary Ross, the chapter representative, made the following report:

At the present time there are forty-five elementary and high schools in Dallas and Dallas County enrolled in Junior Red Cross. This represents 29,579 children. The program for the fall undertaken and accomplished by the Dallas organization is as follows:

1. Christmas gifts, menu covers, and tray favors for 450 patients of the Veterans Administration at Legion, Texas.

2. 300 Menu covers for the battleships "Texas" and "Dallas."


4. Toys for the children of the Scottish Rite Hospital.

5. Toys and other gifts for children of families cared for by the Red Cross.

6. Braille story books covered for the school for the blind at Austin.

7. Braille Christmas cards covered and mailed to the blind of Dallas.

8. International correspondence in an endeavor to create friendship among children of the world.\(^{13}\)

Besides these goals, which were set up at the first of the year, many outstanding personal services were rendered through the various schools according to the needs found in the particular community.

Individual schools reported the following services:

Collected buttons for sewing room; took gift-box to sick child; made scrap books for hospital children.

Pieced quilt; wrote Red Cross plays.

Strung popcorn for birds; made arithmetic trick books to use with children who are slow; collected Texas leaves for book; made a scrap book of good deeds; whole school made a cotton exhibit to send to a foreign country.

Helped a boy win a prize by helping him sell his magazines; collected magazines for transient bureau; made joke books for hospital.

Collected jig-saw puzzles; gave program on Junior Red Cross for a Parent-Teachers Association meeting.

Sent Christmas boxes to a less fortunate school.

Thus the Dallas County Chapter of the American Junior Red Cross has, as an organized unit, finished its first year of service.\(^{14}\)

\(^{13}\) *Mid.*, p. 1.

Membership in the Dallas County Chapter increased rapidly. The steady membership growth is shown in Table 1.\textsuperscript{15}

\begin{table}
\centering
\caption{Junior Red Cross Enrollments}
\begin{tabular}{lcc}
\hline
Year & Elementary & Secondary \\
\hline
Spring 1934 & 14 & 0 \\
1934-1935 & 42 & 3 \\
1935-1936 & 26 & 3 \\
1936-1937 & 31 & 4 \\
1937-1938 & 43 & 4 \\
1938-1939 & 58 & 8 \\
1939-1940 & 58 & 8 \\
1940-1941 & 83 & 14 \\
1941-1942 & 131 & 35 \\
1942-1943 & 135 & 37 \\
1943-1944 & 137 & 38 \\
1944-1945 & 142 & 39 \\
1945-1946 & 140 & 39 \\
1946-1947 & 136 & 38 \\
\hline
\end{tabular}
\end{table}

It is noted that there was a rapid increase in the enrollment during the early years of World War II, and a slight decline since the end of the war.

\begin{flushright}
\textsuperscript{15}Junior Red Cross Enrollments, 1934," Files of the Dallas County Chapter of the American Junior Red Cross Office, Dallas, Texas, p. 1. (Typewritten.)
\end{flushright}
Not only has the Dallas County Chapter of the American Junior Red Cross a 100 per cent membership of the schools in the county, but the organization today is a recognized teaching agency. The program of activities chosen for each year is selected to fit the particular conditions under which the group operates and also to fit into the educational system of the entire country. The Dallas County American Junior Red Cross is a valid educational device and it provides young people with the tools and the atmosphere for democratic education through service activities of many kinds.

The Dallas County Chapter is similar in its basic organization to all other American Junior Red Cross Chapters. The machinery of the organization is not as complex as it would seem and it follows essentially the Akron, Ohio plan, which was worked out in minute detail prior to the last World War.

The administrative officials of the chapter are a chairman, three vice-chairman, two assistant chairman, and a director. These offices are all occupied by school superintendents, assistant superintendents, or principals with the exception of the director, who is an American Red Cross official.

The Junior Red Cross administrative chairman holds an important office, as is shown below:

The Junior Red Cross chairman in the chapter is a member of the chapter board and acts in a liaison capacity between the board and the schools. All Junior Red Cross activities in the schools should channel through the Junior Red Cross chairman, who should work closely with the chairman of the chapter committees on nutrition, home nursing, production, disaster, first aid, public information, college units, and so on.

Although all responsibilities of the chairman should be shared with the executive committee, there are several that are primarily his:
A. Contact with committees.

B. Contact with schools.

C. Contact with chapter.

D. Contact with area office.16

Another highly essential member of the administrative group is the Junior Red Cross director:

The Junior Red Cross director must have an understanding and appreciation of the purposes of the Junior Red Cross and should establish harmonious working relationships with the executive secretary and with the chapter staff and members. He should carry out the duties listed below:

A. He should assist in the training of teacher-sponsors and volunteer leaders.

B. He should attend Junior Red Cross committee meetings to take part in discussions and express opinions. (The director has no vote.)

C. He should work out practical routines for handling Junior Red Cross activities.

D. He should serve as a leader in Junior Red Cross promotion and interpretation.17

Ranking next to the administrative officials in importance is the executive committee. This committee is composed of sixteen members who are school superintendents, principals, supervisors, and teachers.

This committee broadens the base of community support and gives a more understanding factual picture of community requirements. The Junior Red Cross committee is the medium which guides all Red Cross activities in the school. It has one of the most challenging opportunities in the community. Members fully understand the nature of the program and the many enriching experiences that come to Junior Red Cross members.18

16American Junior Red Cross Handbook for Adult Leaders, ARC 1426, March 1947, pp. 3-4.

17Ibid., p. 7.

18Ibid., p. 7.
In addition to the administrative officials and the executive committee, there are three other groups that belong to the governing body of the Dallas County American Red Cross Chapter. One of the groups is composed of the five high school county council officers, another is made up of the five high school county council officers-elect, and the third group is formed by the three elementary county council officers. These governing groups are selected from the Chapter Council members. The original constitution of the American Junior Red Cross Chapter of Dallas County states that:

The council membership shall consist of two official representatives from each school (public, private, and parochial) who shall hold the voting power of their respective schools in the business of the council. The objects of the Junior Red Cross Council of the Dallas County Chapter shall be: to facilitate the cooperation of our memberships; to promote unity of action when this is wise; and to offer suggestions for service activities. ¹⁹

The pattern for the operation of the Dallas County American Junior Red Cross is based upon the following plan:

To make Junior Red Cross activities the students' own program as well as to consolidate and unify them within the school and the chapter, two types of member organizations are highly important: a school Junior Red Cross council, and a chapter-wide Junior Red Cross council based on representation from the separate school councils. These councils are preferably not for the purpose of giving reports room by room or school, but for stimulating group activity by helping to plan, direct, and carry out the year's program.

The school council should be composed of representatives from each classroom or home room. Clubs and other interest groups may also be represented. These representatives should be elected by the students. The purposes of the school council are as follows:

¹⁹"The Constitution of the Junior Red Cross of the Dallas County Chapter, Dallas, Texas," Files of the Dallas County Chapter of the American Junior Red Cross Office, p. 1. (Typewritten.)
A. To develop and coordinate the Junior Red Cross program of the school.

B. To arrange for the membership enrollment campaign.

C. To plan for occasional assemblies to acquaint the student body with Junior Red Cross activities.

D. To arrange displays, exhibits, and school publicity through a public information committee.

E. To inspect, screen, and reject Junior Red Cross produced articles that are not of a uniformly high standard.

The chapter-wide council fills the same purpose, on a chapter-wide or regional scale as the school council does for a single school; that is, it coordinates, integrates, and facilitates the program among all the schools in given school systems and, in addition, furnishes a medium for the exchange of ideas and reports. Each school should have regular and alternate representatives on this council. The necessary officers should be elected among the council members and they should work closely with the chairman of the Junior Red Cross in the chapter. As far as possible, all the business of the council meetings should be conducted by the students themselves.20

One of the most indispensable persons in the organization is the teacher-sponsor. One teacher in each school is selected by the principal to be the sponsor, who becomes the liaison between the Junior Red Cross chairman or director and the school as a whole.

This teacher-sponsor has ten specific duties, listed below:

A. Become familiar with scope of the program and its objectives, through conferences with the Junior Red Cross chairman and through study of program materials.

B. Plan and interpret tentative Junior Red Cross program for the year with:

1. Principal (Any additional activities during the year must also be cleared with the principal.)

2. Faculty (In large schools the addition of a supporting faculty committee has been found successful.)


C. Enroll school.

D. Organize a Junior Red Cross council or a Junior Red Cross subcommittee of an established student government.

E. Guide teachers and pupils in using Junior Red Cross program material. Select Junior Red Cross projects for the year according to grade level. A standard reasonable for the grade level, but of high quality, should be maintained in all Junior Red Cross articles and services.

F. Arrange for distribution of Junior Red Cross magazines and literature and implement their uses.

G. Report accomplishments and progress of Junior Red Cross activities to the principal and faculty, the student membership, and the Junior Red Cross chairman.

H. Supply Junior Red Cross chairman with records of work completed.

I. Work out a method for receiving reports in the schoolroom from delegates to chapter-wide school councils.

J. Evaluate year's program with the principal and faculty and the Junior Red Cross membership. 21

A campaign is held each year by the Dallas County Chapter to enroll boys and girls for service to the school, the community, the nation, and the world. Membership in the American Junior Red Cross

21 Ibid., pp. 8-9.
means service. In the elementary schools membership requirements are as follows:

The American Red Cross requires no individual membership fee from its junior members. The feeling behind this policy is that the wish to serve and the eagerness to cooperate in Junior Red Cross activities validate membership; no one is ever excluded because he is unable to give money toward the group enrollment. A pupil is entitled to membership when he has:

A. Made a voluntary contribution, which should be earned or saved by personal effort and sacrifice on the part of the member, or

B. Assisted in a group project to earn a group contribution, or

C. Demonstrated a desire to participate in a Junior Red Cross activity, whether he has contributed money or not.\(^22\)

In the elementary schools enrollment is based on the classroom group and dues are fifty cents per classroom. Room enrollment entitles every pupil in that room to a membership. One copy of the Junior Red Cross News is mailed monthly, during the school-calendar year, to every classroom enrolled in an elementary school. Junior high schools enroll either as elementary or as secondary schools and either high school or elementary magazine is chosen.

In the high schools, the membership is figured on groups of 100 members or a fraction thereof per group. A membership fee of one dollar per group is the only financial requirement for membership. Voluntary contributions or a fund-raising project of educational value are the usual devices for obtaining these fees. This enables the school to participate in the service activities and to receive one

\(^{22}\text{Id.}, \text{p. 11.}\)
Junior Red Cross Journal for every one hundred students or fraction thereof.

The American Junior Red Cross is founded primarily upon the principle of service for others. The service pledge that each new member takes after he has enrolled is, as follows:

We believe in service for others, for our community, and our school, in health of mind and body to fit us for greater service, and for 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.23

In summation, it is learned that the foundations for the organization of the National Red Cross were laid by Florence Nightingale during the Crimean War. On September 3, 1917 the United States officially organized the Junior Red Cross in America. The work of the Junior Red Cross during World War I, during the peace period, and during World War II was of impressive magnitude.

In contrast to the membership of 816,000 in January 1918, it is estimated that the 1943 membership of the American Junior Red Cross is 22,400,000. This tabulation is computed from the fact that 480,000 copies of the elementary News, [for one copy to an average of thirty students] and 80,000 copies of the Journal [for one copy to 100 students] were issued in 1943. It is therefore estimated that the present enrollment is twenty-six times the enrollment of 1918.

The Dallas County Chapter of the American Junior Red Cross, as an outgrowth of the National Red Cross and the National Junior Red Cross, was organized February 8, 1934 with a membership of eighteen schools

with a teacher-sponsor for each group. Membership in the Dallas County Chapter increased rapidly and at the present time the schools of Dallas County have a 100 per cent membership, and a total of 72,640 members. The Dallas County Chapter has seven administrative officials, sixteen members on the executive committee, and three groups of (1) five county council officers, (2) five county council officers-elect, and (3) three elementary county council officers. The keynote of the American Junior Red Cross is fittingly expressed on the membership badge which bears the words, "We Serve."
CHAPTER III

DEVELOPMENT OF THE PRINCIPLES AND OBJECTIVES

OF THE AMERICAN JUNIOR RED CROSS

The problem growing out of a global war created a hitherto un-recognized interdependence of people and nations. This new relationship made society acutely conscious of the fact that no great nation can be completely self-sufficient. Clarence Jones says:

Since the people of the world are highly interdependent, most of the problems of the businessman and politicians in one country can be solved only with knowledge of activities of other regions.\(^1\)

In the field of education we now believe that this principle is equally true. Up to this time, however, our learning processes had been to a large degree confined to limited areas that did not take adequate cognizance of the world as a whole. We had failed to make the child aware that he was a vital part of a unified and related universe.

John Dewey's early enunciated educational philosophy "to make each school an embryonic community life, active with types of occupations that reflect the life of the larger society" has guided educators in curriculum making.\(^2\) Dewey advocated a change from a passive and listening student body to one of direct living and active participation on the part of boys and girls.

\(^1\)Clarence Fieldon Jones, *Economic Geography*, p. 7.

The present tendency is to recognize educational values in the extra-curriculum, to promote pupil-initiated projects, and to capitalize for educational growth the natural creative and social propensities of youth. It can hardly be doubted that the present acceptance of extra-curricular activities is rooted in the same educational theories which are slowly reshaping the curriculum, the aims, and the whole spirit of the school.  

Thus it is evident that "the curriculum should receive its social orientation from major problems and areas of community living."4 Although the American Junior Red Cross was conceived as a vehicle through which children could contribute to the war efforts, its post war ideals and policies have been developed to conform with the new trends in education by providing opportunities of learning through direct living.

To the teachers, the American Junior Red Cross offers varied materials and vital living subject matter which affords opportunities for strengthening and enriching the classroom work. It can only present opportunities to further the educational objectives of the school, but there is no compulsion on any teacher to accept the program.

In the opening lecture in a course, "Junior Red Cross and the Curriculum," sponsored jointly by the Cambridge, Massachusetts Chapter and by the Extension Division, Massachusetts Department of Education, the national director of the American Junior Red Cross states that:

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3 Leonard V. Koos and others, Administering the Secondary Schools, pp. 130-131.

The American Junior Red Cross is designed to be a school-based, school-related group of experiences which a teacher may use in helping students to identify themselves with the world in which they are, and to grow into that world in ways which are generous and humane.5

World understanding and international relationship is the ultimate aim of the American Junior Red Cross program. This aim is furthered by the services rendered in the school, community, state and national levels. "Local, national, and international in scope, the programs of the American Junior Red Cross not only have the possibilities of developing in youth the highest qualities of citizenship, but can promote better human relations throughout the world."6 Through activities of international service, boys and girls not only are given opportunities for service, but they may gain an appreciation of the peoples of other lands.

The guiding principles on pupil population and school community from Evaluation Criteria voices objectives and principles that are in keeping with the aims of the American Junior Red Cross as applied to the program of service to the school, community, state, and nation. The statement of guiding principles reads as follows:

The school exists primarily for the benefit of the boys and girls of the community which it services. The types of people, their vocations and interests, their tendencies and prejudices, their racial characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within any community, are different from those of other communities. The

5Edward A. Richards, "What Is Junior Red Cross Like?", January 21, 1948, p. 4. (Mimeoographed.)

school should know the distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the children. But every school community inevitably is interrelated with communities and is a part of larger communities, particularly the state and nation. The school should therefore adapt its general philosophy and specific purposes to its own community and to the larger communities of which it is a part.7

John Dewey says "that unless a given experience leads out into a field previously unfamiliar no problem arises, while problems are the stimulus to thinking."8 Frederick E. Bolton and others say, "a philosophy of education must constantly reach out beyond the schoolroom and be included in a philosophy of society."9 These statements have a direct bearing to the objectives and principles of the American Junior Red Cross.

The formal educational objectives of the American Red Cross are:

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 aspect of positive health and physical, mental and emotional fitness.10

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8John Dewey, Experience and Education, p. 96.
9Frederick E. Bolton and others, The Beginning Superintendent, p. 145.
10Suggestions for Observance of the Twenty-fifth Anniversary of the American Junior Red Cross in Schools, American Red Cross, Washington, D. C., 1942, p. 3.
Implicated by the objectives, the program affords opportunities for the guidance and development in the principles of democratic citizenship, with emphasis on the appreciations, understandings, and joys of the basic freedoms of our American democracy. It is a recognized fact that these developments are achieved only through varied experiences over a period of years.

In line with the present trends of education, the American Junior Red Cross offers to its members direct and indirect means to the end of the more concrete social education of youth. The program is so designed that it may reach every public, parochial, and private school within the chapter territory. It is adaptable to any size or type of school whether it be a small or large school in a rural or urban center. In practice, it cannot be limited to a single use. The program is always changing in some degree, just as educational practices and all patterns of living change.

To develop children for a happy and successful pattern of living, the teachers are offered the opportunity to make extensive use of the following concrete activities:

International Correspondence
Gift Box Programs
Foreign Relief Programs
Nutrition
Raising Funds for the Activities of the Local Chapter
First Aid
Water Safety
Fire Prevention
Home Nursing
War on Waste
Safety
Health
Service to Veterans
Service to Hospitals
Service to the Blind
Service to Orphans
Service to the Schools

Through these channels, boys and girls are given an opportunity
to discover many ways to serve their school, the community, the nation,
and the world.

The Junior Red Cross program is connected with the
教学 job and the learning job. . . . Making articles
for the armed forces can be used to teach sewing or
manual arts. The national and international activities
lead new interest to the social studies. A correspond-
ence album requires correct letter-writing form and skill
in composition. Many of the Junior Red Cross activities
make use of skills in measurement, computation, and budget-
ing. Illustrating correspondence albums and designing
posters and greeting cards can be used to teach certain
aspects of fine arts. School and community services of
the American Junior Red Cross can lead to new understand-
ing of the town or city in which children live, as well as to
a greater awareness of their responsibilities as citizens.\(^\text{11}\)

Therefore, it may be said that the work of the American Junior
Red Cross can be centered around the regular program of the school.
"The Junior Red Cross comes to the schools, not to divert them from
their proper work, but to strengthen them in it."\(^\text{12}\)

The principles and objectives of modern education are incorporat-
ed in the objectives of the American Junior Red Cross and are applied
in the service program of the organization. The Dallas County Chapter
of the organization follows basically the general program set up for
the American Junior Red Cross, but the local group selects activities
that are best fitted for its particular community needs.

\(^{11}\text{Elementary School Participation, The American National Red Cross,}
\text{Washington, D. C., ARC 682, Revised August 1945, p. 2.}\)
\(^{12}\text{Hand Book for the Promotion of a Junior Red Cross Program in the}
\text{El Paso Public Schools, 1939, p. 1.}\)
The Junior Red Cross program is flexible and adaptable. No two schools, or even two schoolrooms, need begin in exactly the same way to develop identical activities, though there should be certain interests common to the entire school or school system. Diversity of activity is desirable and the work that is most spontaneous is usually the best.13

The program of the American Junior Red Cross is local, national, and international in scope and an overall report of the activities of the year of 1946 - 1947, for the Dallas County Chapter is herewith given:

I  LOCAL SERVICES
A. Gifts sent at various times during the year to:
Woodlawn Hospital; Children's Ward, Parkland Hospital; Dunne Memorial Home; City-County Convalescent Home; Hutchins County Convalescent Home; Wesley Community Center; St. Joseph's Home; Texas Children's Hospital; Paul's Rest Home (Colored); Benito Juarez School; State Orphans Home, Corsicana; Bethlehem Community Center; Texas Crippled Children's Hospital.

B. Number of First Aid Certificates: 1137
   Number of Nutrition Certificates: 440
   Number of Water Safety Certificates: 798
   Number of Home Nursing Certificates: 1194

II  NATIONAL SERVICES
A. Knitted, sewn, wooden, artcraft articles for the Armed Forces and Veterans Hospitals: 33,288

B. Purchased or collected items for Veterans Hospitals 20,167

C. Gifts sent to National Leprosarium, Carville, Louisiana: 63

D. Christmas gifts sent to Corsicana and Waco State Homes: 216

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III INTERNATIONAL SERVICES
A. International Correspondence Albums 22

B. Educational Gift Boxes filled for Children overseas 1065

C. Surplus War Service Kits repacked with school supplies for overseas 2024

D. Contributions to the National Children's Fund $ 1,000

E. Stuffed Toys made for Children overseas 388%

From the many outstanding services of concrete evidences of the effectiveness of the program indicated in the previous report, a few have been selected for detailed reports. The few that are used will very clearly illustrate such phases of the activities as the general nature of the program, the social values of the program, the reality of the program, the variety of the program, the culminating activities, and specific activities.

The culminating activity should constitute a method by which the group and each member of the group realize the purposes which they have set for themselves. In so doing they will relate and put into the most valuable and meaningful use the ideas and materials employed during the entire period of work.15

Most of the statistical information for the following evidences have been selected from three sources. These sources are the American Red Cross Annual Report of Dallas County for the year ending June 30, 1947, and the two annual reports of the American Junior Red Cross of Dallas

14American Red Cross, Annual Report, Year Ending June 30, 1947, p. 11.

County for the year ending June 30, 1946, and the year ending June 30, 1947. The reports of these recent activities are typical examples of the programs of service that have been practiced in the Dallas County Chapter since its organization in 1934.

One outstanding service of the local Chapter is the financing and the managing of a local service fund. This fund comprises money that has been voluntarily contributed by junior members who are encouraged, when possible, to earn the money. This fund is used to finance the local service program and may be expended only for projects that are of interest and value to children.

Figure 1 shows a project that was financed by the local fund. The Dallas County Chapter of the American Junior Red Cross received a request to furnish book carts for the veteran's hospital. The Crozier Technical High School pupils accepted this request and made fifteen book carts from materials that were paid for from the local Junior Red Cross Children's Fund.¹⁶

Time, money, and effort spent on this service were rewarded by the aims accomplished. The program which was characterized by participation was complimentary to and integrated with classroom activities. The nature of the program was such as to win and to merit the approval of the parents.

Besides the financing of the service program, annual contributions are made to the National Children's Fund.

¹⁶Jennie Lee Watson, Interview, Director of the Dallas County Chapter of the American Junior Red Cross, July 26, 1948.
Fig. 1—Students in woodshop at Crozier Technical High School, Dallas, Texas, make portable book carts for veteran's hospitals.
Members of the Dallas County Junior Red Cross contributed $1,000.00 to the National Children's Fund, during the year 1946 - 1947.

Junior Red Cross members have maintained this fund since World War I with their voluntary contributions. It is a special account to be used only for emergency needs of children all over the world. Since the close of the war, over a million dollars has been spent for helping to establish schools and aiding relief projects in war-ridden countries. Such articles as children's shoes, soap, toothbrushes, school supplies, soft toys, dried milk, cod liver oil, garden seed, and medical chests have been sent to Austria, Belgium, China, Czechoslovakia, Denmark, France, Finland, Great Britain, Italy, Poland, Holland, Rumania and other countries.¹⁷

Further evidence of the effectiveness of the activities of the Dallas County Chapter of the American Junior Red Cross under the social values phase of the activities is found in the Junior Red Cross service to convalescent children. This is a cooperative program between the Junior Red Cross, the schools, the hospitals, the convalescent homes, and the sanatoriums for the purpose of providing entertainment and recreation to convalescent children. As evidence of social service this program has provided for out-of-school experiences and has presented evidence that assistance had been given to social groups when such help had been desired.

Figure 2 shows this Junior Red Cross service to convalescent children. Here a high school student is entertaining a child in a convalescent hospital. The picture shows that, "Story telling is one of the many ways in which members of the Dallas Junior Red Cross

¹⁷We Serve, Annual Report, July 1, 1946 – June 30, 1947, Dallas County Chapter, American Junior Red Cross, p. 35.
Fig. 2.—Story telling is a Dallas County Chapter, Junior Red Cross service to convalescent children in hospitals.
helped to entertain convalescent children in Dallas hospitals. 18

Additional opportunities for out-of-school experiences are offered the junior members in other convalescent hospitals.

At the beginning of the school year of 1946 the Junior Red Cross received a request from the Veterans Administration of Dallas for a monthly entertainment program to be given at the Lisbon Hospital. A variety of programs, followed by a sing-song in which the veterans could participate, were given by St. Joseph’s Academy, Highland Park Junior High School, Alex W. Spence Junior High School, W. E. Greiner Junior High School, Sunset High School, Adamson High School, and North Dallas High School. 19

Also once each month a birthday party was given at the Dallas County Convalescent Hospital at Hutchins, Texas, for all inmates who had birthdays in that current month. Figure 3 is a typical example of one of many activities of this nature.

The above mentioned experiences gave the Junior Red Cross members opportunities to feel and to share community responsibilities. They also had a chance to evaluate their own particular community problems and their needs. Through these charitable activities the students experienced fitting circumstances for accepted practices of service. The pupils realized the problems and the work of others in making life socially effective and happy.

Again under the social values of the activities program of the Dallas County Chapter of the American Junior Red Cross evidence of service is found in its intersectional school correspondence. In the judgment of authorities, it is defined as:

18Dallas, Vol. 27, No. 3, March 1948, p. 11.

19We Serve, Annual Report, Dallas County Chapter, July 1, 1946 - June 30, 1947, p. 25.
Intersectional school correspondence is the exchange of albums between schools in different parts of the United States, or between those in the United States and United States territories, and grew quite naturally out of the idea of the international albums. The thought was that different sections of our country might well come to know each other better, and would gain more firsthand knowledge than could be had from textbooks.  

The Dallas County Chapter of the American Junior Red Cross prepared twenty-two correspondence albums, during the year 1946 - 1947, for international exchange as a part of their international service.  

There albums sometimes more than one were either sent to, or received from, children in the following countries:

- Argentina
- Australia
- Canada
- Canal Zone
- Egypt
- England
- France
- Hawaii
- Holland
- India
- Ireland
- New Zealand
- Norway
- Philippine Islands
- Puerto Rico
- Sweden
- Venezuela

For example, the children of Puerto Rico sent to the children of A Dallas school, an album containing information regarding their island.

The receiving of this album was the stimulus for a problem for this  

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20. The American Junior Red Cross School Correspondence, ARC 621, Revised September, 1945, p. 10.

21. We Serve, Annual Report, July 1, 1946 - June 30, 1947, Dallas County Chapter, American Junior Red Cross, p. 33.

Fig. 4.—Students of Rosemont School, Dallas, Texas, working on an international correspondence album.
school. The children immediately began, under the guidance of their
teacher-sponsor, to collect materials about Dallas, to be put into a
similar album to be sent to Puerto Rico. The picture of the com-
pletion of this album appeared in the January, 1948 copy of the American
Red Cross News. Figure 4 shows the pupils in the Rosemont Elementary
School completing an album for Puerto Rico.

Preparation of albums offered possibilities of a unit of work in
the art, social studies, English, and journalism classes and chances
for stimulating service on the part of the American Junior Red Cross
members. This unit on albums furnishes evidence that there were
opportunities presented for a more sympathetic understanding of the
children of other nations. Then, too these units of the foreign
correspondence have furnished opportunities for contributing to the
growth and development of attitudes, appreciations, knowledges, and
habits, which are important activities of life.

In Table 2 it is seen clearly how school correspondence can be
used in the schools. Topics for definite school subjects are worked
out correctly, and are charted under the curriculum subjects.

Another outstanding international activity is that of packing gift
boxes for the children in foreign countries. In the fall of 1947 the
Dallas County Chapter of the American Junior Red Cross packed 1,065
gift boxes to send overseas. These boxes contained chiefly school and
health supplies. The annual report for 1946-1947 reads:

\[23\] American Junior Red Cross News, Vol. 29, No. 4, January, 1948, p. 3.
<table>
<thead>
<tr>
<th>School Subjects</th>
<th>Science</th>
<th>Mathematics, Commercial, Distributive Education</th>
<th>English</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS</strong></td>
<td>One sample of school work with a letter explaining it</td>
<td>Enrollment, pupil classification by grades</td>
<td>The way vacations are conducted</td>
<td>One sample of school work with letter of explanation</td>
</tr>
<tr>
<td><strong>The School</strong></td>
<td></td>
<td>Typing album</td>
<td>Composing letters</td>
<td>History of school</td>
</tr>
<tr>
<td><strong>The Community</strong></td>
<td>Local museums of natural wonders</td>
<td>Population</td>
<td>Sight seeing tours written as lecture or original</td>
<td>Traditions and leading episodes of history</td>
</tr>
<tr>
<td></td>
<td>Rock formations</td>
<td>Junior Red Cross</td>
<td>&quot;Guide Books&quot;</td>
<td>Notable people</td>
</tr>
<tr>
<td></td>
<td>Rivers</td>
<td>Service End</td>
<td>Local authors</td>
<td>Place names</td>
</tr>
<tr>
<td></td>
<td>Birds, trees, flowers</td>
<td>Cooperatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Country</strong></td>
<td>Contributions of the United States</td>
<td>Graphs showing facts about child welfare, public</td>
<td>American authors' favorite books</td>
<td>Our government</td>
</tr>
<tr>
<td></td>
<td>Conservation of resources</td>
<td>health</td>
<td>Freedom in literature</td>
<td>Pioneers</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td>Birthdays of famous scientists and inventors</td>
<td>Dates, calendar</td>
<td>Observance of holidays of different racial groups and understanding their origin</td>
<td>Origin of national and international holidays</td>
</tr>
<tr>
<td><strong>Service Roll</strong></td>
<td></td>
<td>Relation of holidays to production</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>National and foreign heroes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intercultural contributions</td>
</tr>
<tr>
<td><strong>Sports and Games</strong></td>
<td>Application of science to sports</td>
<td>Keeping score records</td>
<td>Exposition how to play</td>
<td>Origin of popular games</td>
</tr>
<tr>
<td><strong>Trees, Birds, and Flowers</strong></td>
<td>Mounted flowers and leaves, Samples of seed, Control of blights</td>
<td>Cost of school gardens, bird houses, etc., Restoration</td>
<td>Letters telling legends, How to plant and care for seed</td>
<td>Age of ancient trees, Early neglect of conservation</td>
</tr>
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<td></td>
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</tr>
<tr>
<td><strong>Costumes and Clothing</strong></td>
<td>Sources and manufacturing of silk, cotton, linen, rayon, wool, and mohair</td>
<td>Cost of clothing, Synthetic textiles</td>
<td>Letters about costumes and clothing</td>
<td>Styles of other periods</td>
</tr>
<tr>
<td><strong>Business and Industry</strong></td>
<td>Contributions of science to industry</td>
<td>Consumer education</td>
<td>Letters on vocational Imaginary shopping trips</td>
<td>Epoch-making inventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography</th>
<th>Art, Music</th>
<th>Industrial Arts, Homemaking, and Agriculture</th>
<th>Civics</th>
<th>Health Education and Extracurricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of a unit in geography</td>
<td>Appearance, illustrative drawings, snapshots, school song</td>
<td>Agriculture, workshops, cooking and sewing laboratories, JRC production</td>
<td>School government, cost and support, compulsory attendance</td>
<td>Health activities, playground, activities, assemblies, clubs</td>
</tr>
<tr>
<td>Location, size, and appearance</td>
<td>Local architecture, sketches, maps, snapshots, post cards</td>
<td>Industries, local agricultural products</td>
<td>Government, fire protection, judiciary, welfare</td>
<td>Public playgrounds, health clinics, nutrition guidance, sanitation laws, rodent control</td>
</tr>
<tr>
<td>Soil</td>
<td>Paintings by U.S. artists, American musicians and songs, art galleries</td>
<td>Relation of industries to population, relation to agriculture</td>
<td>Principles of American government, change and progress, responsibility</td>
<td>Favorite national sports, health work in the United States</td>
</tr>
<tr>
<td>Natural products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National parks, transportation</td>
<td>Pictures of famous historic events, patriotic songs, JRC favors and greeting cards</td>
<td></td>
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<td></td>
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<tr>
<td>Effects of air age</td>
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</tr>
<tr>
<td>State holidays, Pan-American Day</td>
<td>Artists, musicians, orchestras</td>
<td>Labor Day, contributions of labor to democracy</td>
<td>Local election days, national election days</td>
<td>An assembly program with letter of explanation, community celebration</td>
</tr>
<tr>
<td>Explorers and pioneers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games of other lands</td>
<td>Diagrams, music for games, snapshots, sketches, silhouettes</td>
<td>Letters about games for servicemen</td>
<td>Public recreation, outdoor safety code (forest conservation, water safety)</td>
<td>Games of other countries, folk games and dances</td>
</tr>
<tr>
<td>Itinerary of birds in spring and fall</td>
<td>Crayon or water color pictures, sketches, snapshots</td>
<td>Lumbering, forestry, paper manufacture</td>
<td>Letters about conservation, conservation laws</td>
<td>Control of harmful insects, Arbor Day, May Day</td>
</tr>
<tr>
<td>Forest reserves and wild life sanctuaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence of climate on clothes</td>
<td>Snapshots and drawings</td>
<td>Costumes for plays, design</td>
<td>Uniforms of public servants</td>
<td>Healthful dress</td>
</tr>
<tr>
<td>Transportation Markets</td>
<td>Manufacture of musical instruments</td>
<td>Typical industries, vocational guidance</td>
<td>Banking and postal systems</td>
<td>Pure food laws, public safety, accident prevention</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Members of the American Junior Red Cross have long had a project of packing gift boxes for children overseas. The boxes are small, but hold a surprising number of items. Before the war, these boxes contained toys and other small articles, but since World War II, emphasis has been placed upon the inclusion of school and health supplies to help make up for the scarcity of such items in war-devastated countries.

The United States Office of Education recognizes that Junior Red Cross members are in the best possible position to help children in liberated nations. It has commended American Junior Red Cross as the agency through which students in school can best serve children abroad.24

The packing of the gift boxes by the Dallas County Chapter of the American Junior Red Cross furnished an opportunity for pupil-participation in the activities of the organization. Also opportunities were made available whereby international good will might be created. The promotion of international understanding and good will has been accepted as one of the principle objectives of the American Junior Red Cross.

The next services that will be considered, come under the head of classes that are held in the secondary schools. These classes are water safety, home nursing, first aid, and nutrition classes that are specific activities of the Dallas County Chapter of the American Junior Red Cross. Several years ago there was a recognized need for more teaching of these courses. Now more schools than ever before in the Dallas County Chapter are offering Red Cross courses in First Aid, Water Safety, Home Nursing and Nutrition.25

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Reports concerning such classes follow:

HOME NURSING CLASSES

1945-1946

This year, the response to our American Red Cross Home Nursing course was gratifying. In the six largest high schools, thirty-nine classes were conducted, of which five were boys' classes.

The secondary school course was not altered in any way for the boys' classes. Both boys and girls learned scientific bed-making, giving of a bath, and elementary child care. Ways of making a patient comfortable in bed were studied, as were ways of improvising equipment which can be used in the home.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NO. CLASSES</th>
<th>NO. CERTIFICATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crozier Tech. High School</td>
<td>Girls 6</td>
<td>141</td>
</tr>
<tr>
<td>Crozier Tech. High School Boys</td>
<td>Boys 5</td>
<td>113</td>
</tr>
<tr>
<td>North Dallas High School</td>
<td>Girls 4</td>
<td>96</td>
</tr>
<tr>
<td>Forest Ave. High School Girls</td>
<td>Girls 3</td>
<td>89</td>
</tr>
<tr>
<td>Woodrow Wilson High School</td>
<td>Girls 6</td>
<td>236</td>
</tr>
<tr>
<td>Sunset High School Girls</td>
<td>Girls 5</td>
<td>219</td>
</tr>
<tr>
<td>W. H. Adamson High School</td>
<td>Girls 6</td>
<td>226</td>
</tr>
<tr>
<td>St. Joseph's Academy Girls</td>
<td>Girls 1</td>
<td>27</td>
</tr>
<tr>
<td>Garland High School(County)</td>
<td>Girls 3</td>
<td>67</td>
</tr>
</tbody>
</table>

**Total:** 39 | 1194#

NUTRITION CLASSES

1946 - 1947

During the year about 65 Nutrition Classes were taught by the Physical Education teachers in the secondary schools. These teachers were not authorized so no certificates were issued. 440 certificates were issued to classes taught by authorized teachers in Home Economics classes. Three of these classes were in County High Schools. Teaching material and instructions were given to all of these teachers by the Red Cross Nutrition Director. We now have 27 fully authorized

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*26* We Serve, Annual Report, July 1, 1946 - June 30, 1947, Dallas County Chapter, American Red Cross, p. 51.
teachers and 10 Physical Education teachers who were
given special authorization to teach only secondary school
classes.

A breakfast survey and "Better Breakfast Program" is
being planned for elementary schools during the coming
year. The "Food Circus" slides will be used in this program. 27

FIRST AID CLASSES

1946 - 1947

Total certificates issued .................. 1137

First Aid, the bridge between the sudden illness and
the accident until the doctor arrives, continues to be a
compulsory subject for students in the Dallas Public Schools.
A Standard First Aid course is taught students in their Junior
year of high school as part of their physical education
instruction. This includes white and colored schools.
Mr. E. B. Comstock, Assistant Superintendent of our Dallas
Public Schools and Junior Red Cross Chairman, is largely
responsible for this timely program. Mr. Comstock would
like to have every boy and girl graduate from the Dallas
Public Schools to be thoroughly trained in Red Cross First
Aid.

During the fiscal year, 42 classes were conducted, in-
volving the issuance of 1137 certificates. Many boys and
girls received some First Aid training but weren't able
to complete the required number of hours, which caused them
to be unable to receive Red Cross certificates. We wish to
take this opportunity to thank our school authorities and
teachers for their complete cooperation in our Red Cross
First Aid program. 28

WATER SAFETY CLASSES

1946 - 1947

Although we have only one swimming pool in our public
schools, we manage, through the cooperation of the Dallas
Athletic Club, Y. M. C. A., Southern Methodist University,
and Park Department pools, to conduct a Water Safety pro-
gram that would be a credit to any Junior Red Cross.

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28 We Serve, Annual Report, July 1, 1946 - June 30, 1947, Dallas
County Chapter, p. 52.
During the fiscal year, 63 Water Safety Courses were taught through the Junior Red Cross involving the issuance of 793 certificates.

The majority of our city and county pools require Senior Red Cross trained life guards. Four Senior Life Saving classes were conducted this spring, particularly for boys and girls interested in guarding water fronts in our city and county program.

Junior Red Cross assisted in the publicity of these classes which, according to the Safety Service Director, were the best we have ever conducted.29

Regarding the Water Safety Courses, the director of First Aid, Water Safety, and Accident Prevention Service has made the statement:

TO WHOM IT MAY CONCERN: July 16, 1948

The First Aid, Water Safety, and Accident Prevention Department of the Dallas County Chapter, American Red Cross, has enjoyed complete cooperation of the City and County schools in training boys and girls in safety education courses from grades one through twelve. Safety education is so intangible that it is next to impossible to measure it in any concrete figures. However, we find boys and girls using their safety education, particularly in swimming and First Aid, to a great advantage in summer camp positions, such as swimming instructors, guards, and counselors. Most of the swimming pools over the state and nation require Red Cross trained Water Safety personnel. In Dallas this past spring the majority of the classes in Senior Life Saving, composed of high school boys and girls, were hired or had promises for a job in some summer camp where their instruction could be used.

Most school authorities over the nation see the advantages and approve of our Red Cross Safety Service Program.

Sincerely yours,

(Signed) Minor E. Bounds, Director
First Aid, Water Safety, and Accident Prevention Service30

29We Serve, Annual Report, July 1, 1946 - June 30, 1947, Dallas County Chapter, p. 33.

30Minor E. Bounds, Personal Letter, Dallas, Texas, July 16, 1948.
In the summation of these various evidences of the effectiveness of the American Junior Red Cross program, it is seen that the objectives of the American Junior Red Cross are carried out through their activities of the Children's Fund, the convalescent hospital service activities, school correspondence, educational gift boxes, construction of equipment for veterans hospitals, and courses in first aid, water safety, home nursing, and nutrition. Tied up in these activities are the opportunities for the students to develop social values of high significance, as from the packing of the gift boxes. Also in the activity of the exchange of the albums with foreign countries, opportunities are offered for the growth and the development of the attitudes, appreciations, knowledges, and habits which might be carried over in later life. Reality is found in the activities concerned with hospital services for the children's experiences in life situations so that they may be able to face similar problems realistically. Also in regard to the specific activities, opportunities, as the knowledge of water safety, first aid, nutrition, and home nursing, are offered.

So it becomes apparent that through such services to their schools, to their communities, to their nation, and to other nations the Junior Red Cross members are given opportunities to advance their own education through experiences in life situations as well as to materially assist in providing welfare aids and educational advancements for children in this country and in other countries. Thus the American Junior Red Cross provides channels through which the school program may be enriched and strengthened. The American Junior Red
Cross program is designed to be a school-based, school-related group of experiences. It exists primarily for the benefit of the boys and girls of the community which it serves. In its final analysis, the American Junior Red Cross exists in and for the schools, with objectives and principles parallel with those of modern education.
CHAPTER IV

APPRaisal OF THE EFFECTIVENESS OF THE AMERICAN JUNIOR RED CROSS IN DALLAS COUNTY

The measure of the effectiveness of any educational project must be interpreted in the light of its influence on the individual concerned [the school child], on the group as a social unit [the school], and on the larger community unit [Dallas County]. This measure of appraisal of the effectiveness of the American Junior Red Cross program in the Dallas County Chapter has been determined in terms of the objectives and principles of the American Junior Red Cross. The development of social consciousness, social attitudes, and social patterns of behavior in youth are objectives of both the American Junior Red Cross and that of modern education. These objectives are incorporated in the activity program of the American Junior Red Cross.

The appraisal of the value of the activities program of the Dallas County Chapter of the American Junior Red Cross was based on a score-form which was composed of appraisal statements. The score-form or checklist was built on six areas or six elements of the activities program of the American Junior Red Cross. These areas were interrelated parts of the whole activities program that was appraised. The six areas of the activity program, that were used, were the general nature of the program, social values, reality, variety, culminating activities, and specific activities. In order to define more clearly the areas under consideration, sub-sections or aspects were listed in statements under
the six main areas. A sufficient number of statements to cover the important ideas were presented for the judging of this particular program as a whole.

The difficulty encountered in using these criteria was due to the fact that the criteria were both subjective and general. Herbert B. Bruner states that every educator knows well it is impossible to develop objective criteria for many items of certain natures. He also states, "Experience to date has furnished grounds for the belief that the criteria constitute a satisfactory basis for judging teaching materials and practices in almost any educational area."¹

There were six areas used in the appraisal. Under these six areas there were a total of thirty-nine aspects. The aspects or criteria are designated as sub-heads and they were arranged so that general nature of the program had five aspects, social values had ten, reality had five, variety had five, culminating activities had four, and specific activities had ten. These thirty-nine criteria were appraised and the composite appraisal was concluded from totals of all of the criteria.

The checklist used was adapted from the *Evaluative Criteria, 1940 Edition*, *Cooperative Study of Secondary School Standards*, and *Criteria for Evaluating Teaching and Materials and Practices* by Herbert B. Bruner, of Columbia University. Both of these criteria used questions, while this report has used statements.

### TABLE 3
APPRAISAL OF THE VALUE OF THE ACTIVITIES OF THE DALLAS COUNTY CHAPTER OF THE AMERICAN JUNIOR RED CROSS*

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Superior</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Nature of the Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The program is complimentary to and integrated with classroom activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The time, money and effort spent on the program has been rewarded by the aims accomplished</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The program is characterized by pupil participation and pupil management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The nature of the program is such as to win and merit the approval of parents and community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It seeks to develop such traits and attitudes as loyalty, cooperation, and leadership, and other indications of good citizenship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Values</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The activities concerned with the program are of high social significance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The activities have contributed to the growth and development of attitudes, appreciations, knowledges, and habits, which are used by pupils in the important activities of life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The opportunities have provided valuable social contacts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The pupil realizes the problems and the work of others in making life socially effective and happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checklist</strong></td>
<td><strong>Superior</strong></td>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
</tr>
<tr>
<td>5. Provisions have been made for raising the level of social behavior</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There is evidence of a more sympathetic understanding of the children of other nations</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. Experience in both leading and in following has promoted democratic ideals</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Tolerance and respect for the rights of others have been developed in groups and individuals</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Assistance has been given to social groups when such help has been desired</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The program has provided for out-of-school experiences</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Reality**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The activities have arisen from real life situations</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. The performance of the activities have produced actual life situations</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Life situations involved in the activities were realistic</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. The situations involved provided a promise of growth in things that matter</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Pupils realize that they are jointly responsible with the faculty for the functioning of the program</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Variety**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is sufficient variety to provide adequately for pupil purposing and planning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The activities involve a sufficient range of significant social values for the members of the group</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 3—Continued

**Checklist**

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. There is sufficient range of activities to provide adequately for the various interests and needs of the group.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is sufficient variety of activities to enable the pupils to face realistically the problems involved.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. There is a sufficient variety of program material to interest children of all school grade levels.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Culminating Activities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The culminating activities have been planned by all the members of the group in the early part of the work.</td>
<td>3</td>
</tr>
<tr>
<td>2. The program has provided for the optimum and most meaningful use of the activities and materials utilized throughout the work.</td>
<td>2</td>
</tr>
<tr>
<td>3. The culminating activities have been so set up that pupils and teachers have had opportunities to appraise their own abilities and to make functional use of the ideas and facts employed during the work.</td>
<td>2</td>
</tr>
<tr>
<td>4. Optimum opportunities have been offered for a sharing of the work according to the interests, needs, and abilities of each member of the group.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Specific Activities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A feeling of loyalty, tolerance, and generosity pervades the Dallas County Chapter.</td>
<td>3</td>
</tr>
<tr>
<td>2. Opportunities for participation in drama, speech, and radio has been accepted and enjoyed.</td>
<td>2</td>
</tr>
<tr>
<td>3. Pride in the accomplishment of work is apparent.</td>
<td>2</td>
</tr>
<tr>
<td>4. Practice in organization procedures has been promoted.</td>
<td>2</td>
</tr>
<tr>
<td>Checklist</td>
<td>Superior</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>5. Interest has been stimulated in drives and collections for Community Chests, Sale of Easter Seals, and Tuberculosis Seals.</td>
<td></td>
</tr>
<tr>
<td>6. Knowledge of water safety has been a factor so far in developing physical fitness.</td>
<td></td>
</tr>
<tr>
<td>7. Training in water safety has provided gainful occupations.</td>
<td></td>
</tr>
<tr>
<td>8. Accident prevention courses have promoted community interest.</td>
<td></td>
</tr>
<tr>
<td>9. Home nursing has allied the school and home.</td>
<td></td>
</tr>
<tr>
<td>10. Nutrition classes have developed a consciousness of proper selection and consumption of foods.</td>
<td></td>
</tr>
</tbody>
</table>

*Not appraised by one committee member.

The checklist known as Table 3 and found on page 49, was set up for the primary purpose of the appraisal of the value of the activities of the Dallas County Chapter of the American Junior Red Cross. The six main elements or areas of the program, that were chosen for appraisal, are listed on the checklist as general nature of the program, social values, reality, variety, culminating activities, and specific activities.

There are five sub-sections or aspects that were tabulated for the appraising of the first area listed, the general nature of the program with classroom activities, aims of the program, pupil
participation and management of the program, parent and community
approval of the program, and the program objectives of the develop-
ment of loyalty, cooperation, leadership, and citizenship.

The second area listed is the social values of the American
Junior Red Cross program. There are ten aspects or criteria points
listed for this area. The first four that were used for the
appraisal were the high social significance of the activities of the
program, the contribution of the activities of the program to the
growth and the development of the attitudes, appreciations, knowledges,
and habits which are carried over in later life, the opportunities of
the program for providing valuable social contacts, and opportunities
of the program wherein the students realize the problems and the work
of others in making life socially effective and happy. The other six
criteria points for judging the social values of the program are the
provisions for raising the level of social behavior, the opportunities
for a more sympathetic understanding of the children of other nations,
experience in both leading and following in the promotion of democratic
ideas, the development of tolerance and respect for the rights of others
in groups and in individuals, aid to social groups when needed, and the
program as a provision for out-of-school experiences.

Reality is the next area presented. Under reality the five
criteria points are the activities arising from life situations, the
performance of the activities as producing actual life situations,
the life situations of the activities being realistic, the situations
involved providing growth in things that matter, and the realization
on the part of the pupils that they are jointly responsible with the faculty for the functioning of the program.

The fourth area on the checklist is variety. Under the area of variety the five aspects that were appraised are a sufficient variety of the program for providing adequately for pupil purposing and planning, a sufficient range of activities to provide adequately for the various interests and needs of the group, a sufficient variety of activities to enable the pupils to face the problems involved realistically, and a sufficient variety of program material to interest children of all school grade levels.

The fifth area is culminating activities. The criteria aspects for appraising the culminating activities area are the planning of the culminating activities by all of the members of the group, the optimum and most meaningful use of the activities and materials utilized throughout the work, the opportunity for pupils and teachers to appraise their own abilities and to make functional use of the ideas and facts employed during the work, and the opportunities that have been offered for a sharing of the work according to the interests, needs, and abilities of each member of the group.

The sixth area, specific attitudes, was appraised by ten aspects or criteria points. Five of these criteria are a feeling of loyalty, tolerance, and generosity pervading the Dallas County Chapter, the opportunities for participation in drama, speech, and radio being enjoyed and accepted, apparent pride in the accomplishment of the work, the promotion of practice in organization procedures, and the stimulation
of interest in drives and collections for the community chest, sale of Easter seals and tuberculosis seals. The other five criteria for the appraisal of the specific activities are the knowledge of water safety as a factor in developing physical fitness, opportunities of the use of the water safety course for obtaining gainful occupations for those who have completed the course of instruction, the use of accident courses for prompting community interest, the close alliance of the school and the home through home nursing, and the consciousness of the proper selection and consumption of foods as a result of instructions in nutrition classes. Thus, Table 3 shows the exact criteria used in the appraisal of the value of the activities program of the Dallas County Chapter of the American Junior Red Cross.

The appraisals marked on the checklist were made on the basis of personal observation and judgment in the light of the checklist as marked in accordance with the instructions, using a four-point rating scale, as follows: [Note: The figures are used as convenient symbols and not as mathematical quantities.]

1. Superior; the characteristics and qualities are present and functioning to the extent of at least 90 per cent or above, on a 100 per cent basis scale.

2. Good; the characteristics and qualities are present and functioning to the extent of at least 80 per cent or above (up to 90) on a 100 per cent basis scale.

3. Fair; the characteristics and qualities are present and functioning to the extent of at least 60 per cent or more (up to 80) on a 100 per cent basis scale.
4. Poor; the characteristics and qualities are present and functioning to the extent of 59 per cent or lower on the basis of a 100 per cent basis scale.

This four point rating scale provided a convenient quantitative interpretative plan for the scoring. It is found at the right-hand margin of the criteria.

This checklist was submitted to a committee of experts and authorities on the American Junior Red Cross program. The committee was composed of three members who had served in various capacities in the Junior Red Cross work since its organization in 1934. They had served through the critical war periods and during the intervening depression. Their experiences with the Junior Red Cross established them as authorities on the subject.

The order of the rating of the activities was cumulative. The qualities of aspects in the sub-sections, that were ranked by the appraisal committee members, were tabulated first. Next a composite rating for each area was tabulated. As a last step, a tabulation of the ratings of the six main areas determined the final appraisal of the value of the activities program of the Dallas County Chapter of the American Junior Red Cross. In the tabulation of the results of the rankings by the committee members, a total of two scores out of a possible three determined the resulting rank.
The composite rating for each area is shown in Table 4. The appraisal of each area was arrived at by totaling the aspect ratings.

**TABLE 4**

**FINAL APPRAISAL OF THE VALUES OF THE ACTIVITIES**

<table>
<thead>
<tr>
<th>Checklist for Appraisal and the Totals of the Areas</th>
<th>Superior</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Nature</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Values</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reality</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating Activities</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Activities</td>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>17</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

*One ranking was not scored by one appraiser.*

From the appraisal of the value of the activities of the Dallas County Chapter of the American Junior Red Cross, it is seen in Table 4 that three of the aspects out of the five under the general nature of the program were rated superior and two were rated good. Of the ten aspects listed under the area social studies eight were rated good and two were ranked superior. Under the area reality three of the five listed were ranked superior and two were ranked good. It is further found that of the five aspects of the area of variety all
five aspects were checked superior, while under the culminating
activities all four aspects were checked good. A glance at the last
area of Table 4, specific activities, which had ten aspects, shows
that four were appraised superior and five were appraised good, and
one, Number 9, was not rated by one of the committee members. Also
in these ten aspects Number 6 and Number 8 were both scored one
check each on the three ranking degrees of superior, good, and fair.
This scoring threw the final score for each of these aspects to the
average rank or good.

The final score of the activities of the Dallas County Chapter
of the American Junior Red Cross is shown in the same table. The
general nature of the program was rated superior, the social values
were rated good, the reality of the program was rated superior, the
culminating activities were ranked good, and the specific activities
were ranked good. In arriving at the composite rating of the value
of the activities program of the Dallas County Chapter of the
American Junior Red Cross, it is seen by Table 4, in the summary
score, that seventeen aspects or criteria points were rated superior
and twenty-one were rated good.

The program of the activities of the Dallas County Chapter of
the American Junior Red Cross was viewed as a whole and a plan for
appraising the value of that program was conceived and incorporated
into the plans presented in Table 3 and Table 4. The six areas of
the activities represent the objectives and principles of the Junior
Red Cross. The thirty-nine aspects may be thought of as activities
and services rendered by the Junior Red Cross members. These concepts have been established by the results shown in Table 3 and Table 4. These results establish in the subjective judgment of the appraisal committee, the effectiveness of the value of the program of the Dallas County Chapter of the American Junior Red Cross as "Good." Thus it is considered that the principles and objectives have been attained to a commendable degree.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

An analysis of the data obtained on the subject under consideration in this study leads to the following conclusions and recommendations.

Conclusions

The American Junior Red Cross was organized on September 3, 1917 as a functioning unit of the National Red Cross. By December of 1918 over eleven million boys and girls had joined the American Junior Red Cross.

It is estimated that the 1948 membership is 22,400,000. The Dallas County Chapter, American Junior Red Cross was organized February 8, 1934, and membership today is 72,640.

The objectives of the American Junior Red Cross were carried out through the program of activities which offered opportunities for the development of social values of high significance, for the development of attitudes, appreciations, knowledges, and habits which might be carried over in later life.

The work of the Junior Red Cross during World War I, during the peace period, and during World War II was of impressive magnitude.

The American Junior Red Cross provided channels through which the school program might be enriched and strengthened.
The American Junior Red Cross exists in, and for the schools with objectives and principles parallel with those of modern education.

In the subjective judgment of an appraisal committee, the effectiveness of the value of the program was ranked good.

Recommendations

It is recommended that the program be continued.

It is recommended that the program be included in all schools throughout the United States.

It is recommended further that all instructors of first aid, water safety, home nursing, and nutrition be qualified to issue certificates to students who have completed the courses.
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Statement by Jennie Lee Watson, Personal interview, Director of Dallas County Chapter of American Junior Red Cross, July 26, 1948.