

AN HISTORICAL STUDY OF ADULT EDUCATION IN THE
AMERICAN RED CROSS FROM 1940 TO 1947

by

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(ABSTRACT)

The purpose of this inquiry is to investigate the depth and breadth of involvement of the American Red Cross as an adult education agent from 1940 to 1947. Adult education was broadly defined as any process to improve adults' skill, knowledge, or sensitivity by formal or informal means in a variety of settings and using various materials to enhance learning. The terms training and education were used synonymously.

Two major research questions focused the study:
(1) What is the historical background of the Red Cross and its relationship to adult education? Supporting questions addressed the Red Cross response to government requests and to national crises, and initiation by the Red Cross of adult education programs and activities. (2) How did the American Red Cross act as an adult education agent from 1940 to 1947? Supporting questions focused on the sanction for adult education; administrative structures; the development, delivery, and unique characteristics of Red Cross programs and activities; and volunteer recruitment.

Results indicated that the American Red Cross, early in its history, fostered adult education and promoted programs and activities that filled a gap or addressed a specific need. This effort continued during and after World War II, with services to the Armed Forces and in response to needs of civilians.

Programs and activities were developed or modified to prepare citizens for civilian defense, to help women who were left as heads of households, and to assist millions of volunteers helping in the war effort. Members of the Armed Forces were taught survival skills in combat in and around water, convalescent swimming, and first aid. Staff learned to help members of the Armed Forces maintain morale through recreation and recuperation activities and to provide social services to the Armed Forces, veterans, and their families. Over 14 million people received certificates for specific courses taken under the auspices of the Red Cross during the period between fiscal years 1940 and 1947. During fiscal years 1941 to 1945, over 687 million man-hours of service were donated by volunteers.

The professions of medical and psychiatric social work grew from job functions established by the Red Cross in military hospitals, and the Red Cross was responsible for giving the recreation profession a major boost. Other programs such as the nurse's aide, water safety, and the Town and Country Nursing program, the latter the forerunner of public health nursing, were established by the

American Red Cross. The Red Cross was reported to be the first organization to teach first aid. Overall, the American Red Cross touched the lives of millions of U.S. citizens and people around the world with its adult education programs, which stemmed from its mission to help others in need.

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DEDICATION

I dedicate this dissertation to the eighty-six American Red Cross men and women who died in World War II, to all others who have given their lives in carrying out the mission of the Red Cross, and to all volunteer and paid staff who are committed to the mission of the Red Cross.

My earnest desire is that this research will bring to staff a greater appreciation of the history of the Red Cross and the dedication and perseverance of the millions of workers who from the beginning helped to relieve suffering and improve the lives of millions of citizens worldwide. Ours is a great heritage to uphold; my wish is that all staff, new and old, will share the Red Cross mission and be committed to a goal and vision of dedication and service to mankind.

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CHAPTER I

INTRODUCTION

Overview of Early Adult Education Activities

In the context of this study, the term adult education is used to include programs and activities to help adults learn. The following data illustrate that from an early point in its history, the American Red Cross was an agent of adult education.

Clara Barton, who founded the American Red Cross¹ in 1881, demonstrated early in her life that educational endeavors were important to her. A teacher, she also was the prime mover for the establishment of the first free public school in New Jersey.² Following the Civil War, she became known nationally for the lectures she gave about her war experiences and her search for soldiers missing in action. In addition, she promoted the virtues of establishing a national Red Cross society. She saved lecture fees of over \$25,000,³ which were later used to deliver Red Cross services.

As early as 1888, the Philadelphia Society of the Red Cross offered a course consisting of lectures and practical instruction in surgical emergencies and first aid. Miss Barton hoped that other local Red Cross societies, which were forming, would follow suit.⁴

In 1898 another Red Cross adult education activity was initiated. Beginning that year, Red Cross field agents, with approval by the Secretary of the Navy and the Secretary of War, were given extensive instruction to prepare them to work on the newly established military stations throughout the country.⁵

In 1890, Edwin and Edward Baltzley were interested in Chautauqua and wanted to develop a cultural and intellectual residential community just outside Washington, D.C., in an area called Glen Echo. The next year they formed a branch of the National Chautauqua to promote education and productive recreation. Although the Red Cross was not directly involved in Chautauqua at that time, it is interesting to note that Clara Barton was approached about building the national headquarters of the Red Cross in Glen Echo, since the Baltzley brothers believed the Red Cross presence would add prestige to the Chautauqua movement. Subsequently, Barton was deeded a plot of land that was to become Red Cross property. The headquarters, built there in 1891 served as an office, a residence for staff and visiting dignitaries, and as a warehouse.⁶ Thus, from its early history the Red Cross developed in an educational setting.

Another early example of Red Cross commitment to adult education was the development of the New York Red Cross Hospital and Training School for Red Cross Sisters by the New York Red Cross Chapter in the late 1800s. Its mission was to provide a hospital training school for female volunteer nurses and provide care to the sick and

wounded of all nations and creeds, in war or peace.⁷

Inspection of the American Red Cross Annual Report, 1903 contributes support for the thesis that the organization had an educational focus. It disclosed that the "function of this institution must be largely educational," with an aim to bring the concepts of self-help and first aid to the people.⁸

That same year the Red Cross began offering to the public adult education programs in first aid. Each Red Cross state association, of which there were thirty-five, had a first aid department. At the Boston society, the first state Red Cross headquarters, surgeons of "high reputation taught the first aid classes on the most modern and well-considered methods of first aid treatment."⁹ Examinations were given at the end of the course, along with diplomas. Graduates made up ambulance brigades, which were subject to the regulations of the first aid department of the Red Cross. Graduates also were to be available for field service in time of national disaster. In addition, they provided a major nucleus of members who paid annual dues of \$1.00, given to the national endowment fund for calamities.¹⁰

The Red Cross also began teaching first aid techniques to people in mining towns, with participants forming groups called relief columns. Contests in bandaging and stretcher runs were held between legions--groups of columns--to maintain interest and to practice first aid

skills.¹¹

Mabel Boardman, who succeeded Clara Barton after her resignation in 1904, provided guidance as the Red Cross pioneered in the field of social service.¹² In addition, she promoted health education by initiating the national sale of Christmas seals to fight tuberculosis from 1907 until World War I.¹³

In 1908 the Red Cross began teaching home nursing.¹⁴ In 1909 the Red Cross Nursing Service was established with Jane Delano as the first National Committee Chairman and also the superintendent of the Army Nurse Corps.¹⁵ She recognized that there was no organized program in the country to deal with day-to-day illness. Under her guidance, this early effort in adult education included instruction in home nursing care, first aid, and elementary hygiene.¹⁶ The first edition of the Red Cross home nursing textbook was published in 1913.¹⁷ Revised and rewritten periodically, a similar textbook continues to be used.

In 1910 first aid instruction was introduced in the lumber, mining, railroad, telephone, and telegraph industries. Between 1909 and 1912, railroad and streetcar safety was a primary focus.¹⁸ Another early activity was the translation of the Red Cross First Aid Handbook from English into other languages such as Italian, Polish, Lithuanian, and other Slavic languages,¹⁹ to help immigrant workers learn about health care.

To make first aid instruction more accessible to

employees in hazardous occupations, the Pullman Palace Car Company donated several railroad cars to the Red Cross. The most famous of these, Instruction Car Number One, contained a lecture room, kitchen, office, and sleeping quarters. Personnel included a doctor specially trained to give instruction in first aid and rescue techniques. Instruction Car Number One remained in service until World War I. Reinstated again after the war, it was used until 1929, when it was retired. First aid instruction by means of railroad car reached an estimated one million people during its service. Also, during this period and at the request of railroad officials, posters were hung in stations giving information to travelers and railroad employees about accident prevention.²⁰

Because of the rapidly mounting death toll from drowning, a national water safety program was established in 1914. The diligence and interest of Commodore Wilbert E. Longfellow, who personally traveled the country and taught classes, stimulated the growth of the program.²¹

In the years prior to World War I, the Red Cross also addressed the need for nurses to serve in time of special national emergencies. In 1909 Mabel Boardman had begun working with nursing organizations to help develop standard enrollment procedures for registered nurses to serve as reserve nurses for war and disaster. Over four-fifths of the Army, Navy, and U.S. Public Health Services nurses who served during World War I were recruited by the Red Cross.²² Most of the nurses did not receive additional

professional training, but were given special orientation to their overseas duties.

Services to the Armed Forces and their families also were more firmly established during this period of time. The Red Cross believed it was imperative that staff be trained before they began working in Civilian Home Services, the Red Cross program that provided assistance to families of servicemen. Since trained workers were scarce, the Red Cross seized the opportunity to provide the needed training. Such training was almost always connected with a college or university, and some of these programs later developed into permanent departments of social sciences. Students received social service training to prepare them to provide financial relief, to help them improve communications between servicemen and their families, and to help the families safeguard their health and promote their children's education. The most successful of these instructional programs was the Home Service Institute, designed by leading social workers and professionals in sociology.²³

Thirty thousand men and women served as members of the Home Service sections during World War I.²⁴ After the war, workers assisted in employment adjustment for ex-servicemen and disabled men in hospitals. They also helped veterans retrieve back pay, travel pay, lost baggage, and undelivered Liberty bonds, and they performed other casework and financial relief services. So relevant were these programs that the professions of medical and psychiatric

social workers developed from these Red Cross educational programs.²⁵

In 1918, the Health Aide program recruited women volunteers to assist nurses in hospitals and camps at home and abroad.²⁶ This was the initiation of the concept of the nurse's aide.

Adult education programs continued after World War I. Among the courses and activities offered were Home Hygiene and Care of the Sick, institutes in the twenty-three drought states in 1930 to 1931 to instruct new workers in principles and methods of casework, activities in unemployment relief in 1932 to 1933,²⁷ and courses in food selection for homemakers to modify their selections of food for family members.

Based on the foregoing information, the American Red Cross has reached a large number of individuals through educational programs developed to meet special needs during wartime and to respond to other specific national problems. These programs have touched lives not only in the continental United States, but also on U.S. military installations worldwide, where adult education courses have been taught on military bases throughout Europe and in the Far East, including Guam, Japan, the Philippines, Korea, and Okinawa. In addition, the American Red Cross has been involved in international adult education relief activities by sending delegates to work with the League of Red Cross and Red Crescent Societies and with the International Committee of the Red Cross.

Problem Statement

The problem researched in this historical study was to investigate the depth and breadth of involvement of the American Red Cross as an adult education agent from 1940 to 1947.

This study was accomplished through the completion of the following activities:

1. Synthesizing extant literature
2. Identifying sanction for Red Cross adult education programs
3. Determining Red Cross adult education needs and activities
4. Identifying Red Cross educational delivery systems
5. Describing volunteer involvement in educational programs
6. Determining Red Cross administrative support structures

Research Questions

The following research questions guided the inquiry:

1. What is the historical background of the Red Cross and its relationship to adult education?
 - 1.1. How did the Red Cross respond to government requests?

- 1.2. How did the Red Cross respond to national crises, such as disasters?
- 1.3. What adult education programs did the Red Cross initiate?
2. How did the American Red Cross act as an adult education agent from 1940 to 1947?
 - 2.1. How was Red Cross adult education sanctioned during this period?
 - 2.2. What administrative structures were required to support Red Cross adult education?
 - 2.3. What adult education programs and activities were developed?
 - 2.4. Why were they developed?
 - 2.5. How were they delivered?
 - 2.6. How were volunteers recruited?
 - 2.7. Were there unique characteristics to the educational programs during this period?

In this study, the term adult education refers to the field of practice and study that focuses on adults as learners. It includes U.S. citizens, American Red Cross volunteer and paid staff, members of the Armed Forces, and in some instances other nationals. Both formal and informal education are included, as well as incidental learning from materials such as posters and films. In addition, other definitions relating to the American Red Cross and to adult education, such as activities, breadth, depth, and program, are found in the glossary for the more ambitious reader. For the purposes of this study, the terms

training and education are used synonymously.

Significance of the Study

This study analyzed data sources about American Red Cross adult education programs, activities, and materials. No previous attempt has been made to examine these data in a systematic manner to develop an emerging picture of the depth and breadth of the American Red Cross as an adult education agent, to the author's knowledge. The study described teaching methods used to educate large numbers of adults, provided information about the recruitment of volunteers, delivery systems, and administrative structures required to implement massive training programs. It added to the overall body of knowledge in the field of adult education by describing the history of the American Red Cross from an adult education perspective.

This knowledge leads to a broader understanding of the field, a better understanding of the scope of adult education activities from 1940 to 1947, and to new information about volunteer and staff participation and volunteer utilization in adult education activities in a major voluntary organization. It also provides information about the number of educational programs initiated because of the war effort, and the overall contributions that the Red Cross made to the field of adult education. This information can serve as a means to apply solutions of past problems to contemporary issues.

Assumptions

Darkenwald and Merriam cite the Red Cross, the YMCA, and the YWCA together as community organizations that devote considerable efforts to adult education.²⁹ They state that the number of persons educated through these organizations is shown to be slightly over 3 million. This publication did not, however, indicate the year represented by the statistics. This number represents, for example, less than 50 percent of the total number of certificates awarded for Red Cross Health Services courses offered during fiscal year 1979-1980, as a total of 5,885,488 certificates were given, according to the Annual Report 1980.³⁰ During fiscal year 1980-1981, 6,373,243 certificates were awarded through Health Services.³¹

Another example of reporting Red Cross activities is found in the historical review of adult education by Malcolm Knowles. He mentioned Red Cross adult education, but did not acknowledge the large number of people trained during World Wars I and II, when volunteers and staff were prepared for domestic and overseas assignments.³² A major assumption was that few adult education references would be found to show the extensive educational efforts of the American Red Cross.

Limitations

Selected Red Cross General Records files and

various books were moved to the attic at National Headquarters between 1984 and 1986, the result of a total restructure at National Headquarters. This move eliminated the library at National Headquarters, and the curator's position. After nearly two years, the position of curator was reinstated. Except for the rare books collection, the books that were not sold were stored in no retrievable fashion, making it difficult, if not impossible, to find important books and papers. They are currently boxed and stored in the attic or located in a locked room, also located in the attic. There was, however, access to monographs, annual reports, committee minutes, correspondence, and other records in the Red Cross archival files and the National Archives, which acts as a repository for important American Red Cross historical papers. In addition, the Library of Congress had available copies of most of the training materials developed by the American Red Cross, and files containing many primary sources of information on Clara Barton, founder of the American Red Cross.

The major limitation of this study, as with any historical research, was the necessity of relying on the memories and reports of others. This limitation affects the validity of reports from both primary and secondary sources.

Delimitations

Research was restricted to the period from 1940 to 1947. The decision to delimit the study to this period was

because of the immense number of citizens, volunteers, paid staff, and members of the Armed Forces reached by Red Cross adult education programs and activities. The study is limited to examining only adult education programs and activities within the American Red Cross. Other issues exist that are not within the scope of this study, for example, those relating to programs and activities of the International Red Cross. Nor did the study research factors not directly related to adult education, such as Junior Red Cross programs, except when the information helped to explain the data and reinterpret the events of the times. It does not include detailed research on all programs and activities, but presents data that demonstrate the overall involvement of the Red Cross as an adult education agent in a variety of programs and activities.

Research Method

In this study the historical method of research was used, one of the most effective methods to provide an understanding of social practice and applied fields such as education.³³ The author identified, examined, and verified evidence by internal and external validation, and synthesized, analyzed, and interpreted the data. The author also was responsible for formulating an agenda or framework within which events and evidence could be interpreted. For this study, the framework or agenda was adult education as it applied to Red Cross volunteers and paid staff, and other adults who took Red Cross courses. This study took the form

of a combination of chronological and thematic reporting.

Sources of Data

The major data sources were: (1) published materials, (2) unpublished materials such as committee minutes, memoranda, and correspondence, and (3) eyewitness accounts from persons knowledgeable about the adult education programs in this time frame.

These data include a review of the literature that was considered relevant, such as most monographs of the fifty-two volumes of The History of the American National Red Cross, written by Red Cross staff in the Historical Division. This effort was to provide data for Foster Rhea Dulles, who was commissioned to write a history of the American Red Cross, later published in 1950. In addition to the monographs, the following documents were reviewed: American Red Cross annual reports from 1900 to 1939 to provide background information; annual reports from 1940 to 1947 to obtain data for the focus of the study; pertinent Central Committee meeting minutes; newspaper clippings; other important Red Cross correspondence regarding adult education; selected texts on World War II; and educational materials developed by the American Red Cross for participants and instructors during 1940 to 1947.

Other data sources included scrapbooks, photographs, and mementos focusing especially on 1940 to 1947. To provide historical background information, the following

sources were used: Clara Barton's home, now an historical site; the American Red Cross historical collection, maintained by the curator at National Headquarters; review of relevant books in the American Red Cross rare books collection; and Clara Barton's papers filed in the National Archives and references in the Library of Congress.

Data Collection

Documentation research was conducted in reviewing the sources cited above. The research questions served as a focus. Other questions resulted from the document search and from interviews.

In the interviewing process, persons who were witnesses to the Red Cross educational efforts during World War II were considered as a first source for interviews, followed by other individuals most knowledgeable about the subject area. Specific questions were prepared for each person interviewed, with content reflecting the person's relationship to adult education from 1940 to 1947. Data were generally collected chronologically, but the method used deviated when new evidence became apparent during the inquiry.

Organization of the Study

This study contains Chapter I, Introduction; Chapter II, Historical Background; Chapter III, Peacetime and Preparing for War Again; Chapter IV, The Early War Years, 1941-1943; Chapter V, The War Years, 1944-45;

Chapter VI, After the War, 1946-47; and Chapter VII, Summary and Conclusions. At the end of each chapter is a summary and notes for the chapter. The bibliography follows, and an appendix containing a glossary and list of tables concludes the study.

Summary

Chapter I introduces the problem statement, research questions, significance of the study, assumptions, limitations, delimitations, research method, organization of the study, summary, and notes for Chapter I.

In addition, Chapter I presents information that helps to underpin the study by giving an overview of adult education activities of the American Red Cross, such as the early activities related to first aid and home nursing programs. The founder of the Red Cross, Clara Barton, a teacher herself, took advantage of opportunities to give lectures, and frequently participated in lyceums to promote the cause of the Red Cross. As early as 1888, the Philadelphia Society of the Red Cross offered a course, consisting of lectures and practical instruction in surgical emergencies and first aid. Another example of Red Cross commitment to adult education was the development in the late 1800s of the New York Red Cross Hospital and Training School for Red Cross Sisters. In the early 1900s, Mabel Boardman provided direction after Barton's resignation, and promoted nursing and social service adult education

programs. These programs are but a few of the examples given that show the early activities of the American Red Cross and the importance that adult education played.

Data in Chapter I support the emergence of the American Red Cross as an adult education agent early in its history. It also provides a framework for Chapters II and III, which explore the history of the Red Cross movement and give more information about Red Cross adult education programs up to World War II.

Notes for Chapter I

¹ The American Association of the Red Cross was established in 1881. In 1893 the name was officially changed to the American National Red Cross.

² Box No. 1, file 004., Clara Barton, Constance Winifred Wagner, trans., "Clara Barton, Mother of the Red Cross," Nouvelle Revu, April 1, 1918. National Archives.

³ Ibid., p. 2.

⁴ Box No. 1, file 004., Clara Barton, American National Red Cross, "Chronology of the Founding, Development, and Services of the American National Red Cross," National Archives.

⁵ Clyde E. Buckingham, Clara Barton: A Broad Humanity (Alexandria, Virginia: Mount Vernon Publishing Company, 1977), p. 277.

⁶ United States Department of the Interior, Division of Publications, National Park Service, Clara Barton (Washington, D.C.: U.S. Department of the Interior), 1981, p. 68.

⁷ Gustave R. Gaeddert, "The Barton Influence, 1866-1905," of "The History of The American National Red Cross" Vol. II (Washington, D.C.: The American National Red Cross, 1950), p. 44. Fifty-two monographs were completed for a variety of subjects to assist Dr. Foster Rhea Dulles in completing The History of the American Red Cross. An Historical Division was started at the Red Cross to facilitate this endeavor.

⁸ "Letter from the Secretary of the American National Red Cross transmitting The Report for the Year Ended December 31, 1903." Annual Report 1900-1917, p. 24, (no publisher or date). The American Red Cross annual reports are titled in various ways, with earlier reports showing no title pages and beginning with transmittal letters from the secretary of the Red Cross. The annual reports are referred to in the study as the Annual Report 1903, etc.

⁹ Ibid., p. 25.

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Ibid.

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Patrick Gilbo, The American Red Cross: The First Century (New York: Harper & Row, Publishers, 1981), p. 39; and Charles Lynch, American Red Cross Abridged Text-book [sic] (Philadelphia: P. Blakiston's Son and Co., 1908), pp. 217-221.

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The American National Red Cross, Mabel Boardman: Devoted Volunteer, ARC 574 (Washington, D.C.: The American National Red Cross, rev. 1961).

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Ibid. and Box No. 1, File 004., Mabel T. Boardman, National Archives.

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Ibid., p. 95.

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Foster Rhea Dulles, The History of the American Red Cross, (New York: Harper & Brothers), pp. 96-97.

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Noyes, p. 1358.

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Gilbo, pp. 39-41, and "Sixth Annual Report of the American National Red Cross covering the period from January 1-December 31, 1910," (Washington, D.C. : The Government Printing Office, 1911), Annual Report 1900-1917, p. 8.

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Annual Report 1910, pp. 15-16.

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Gilbo, pp. 39-41.

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Gilbo, p. 50; and Dulles, p. 98.

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The American National Red Cross, Civilian Home Service. A Discussion of Organization and Principles and Procedures Involved in Family Social Case Work as a Chapter Program, ARC 288 (Washington D.C.: The American National Red Cross, rev. 1934), p. 7.

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Ibid., p. 8.

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Ibid.

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The American Red Cross, Guide for Chapter Organization and Administration of Red Cross Volunteer Nurse's Aide Corps, ARC 775 (Washington, D.C.: The American National Red Cross, 1940), p. 1.

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The American Red Cross, Civilian Home Service, p. 11.

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Carter V. Good and Douglas E. Scates, Methods of Research, Educational, Psychological, Sociological (New York: Appleton-Century-Crofts, Inc., 1954), p. 172.

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Gordon G. Darkenwald and Sharan B. Merriam, Adult Education: Foundations of Practice (New York: Harper & Row, Publishers, 1982), p. 169.

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American Red Cross 1981 Annual Report, ARC 501 (Washington, D.C.: The American National Red Cross), p. 22, (n.d.).

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CHAPTER II

HISTORICAL BACKGROUND

Introduction

The role of the American Red Cross as an adult education agent from 1940 to 1947 can be better understood if the historical background of the Red Cross is first described. A detailed history of the period between 1940 and 1947 will be elaborated upon later. In this section examples are given chronologically of events of the times and of adult education activities during the early history of the American Red Cross up to the end of World War I. These examples help to provide evidence of the emergence of the Red Cross as an adult education agent. Chapter III provides data that cover the period up to World War II.

Early Influences on the Development of the Red Cross

Two earlier events influenced the development of the Red Cross, one occurring in Europe and the other in the United States. Several years before the United States Civil War, Jean-Henri Dunant, a Swiss businessman, who was traveling in northern Italy to get support from the Emperor of France for a business project, experienced horror at the sight of over forty thousand wounded and dying soldiers at Solferino, Italy.¹ Three years later, as a result of this experience, he wrote a book, Un Souvenir de Solferino,

considered historically to be one of the most significant books ever published.² It brought to worldwide attention the atrocities of war and the great needs of the wounded and dying, which were largely unmet because little medical assistance was available. The book also garnered support for the International Red Cross movement.

Jean-Henri Dunant gave credit to Florence Nightingale, founder of modern trained nurses, as one whose activities in the Crimean War of 1854 helped inspire him to form a Red Cross society.³ Years later, during 1907, she was honored at a worldwide meeting of Red Cross societies by unanimous resolution as the person who began Red Cross activities, according to Adelaide Nutting and Lavinia Dock,⁴ authors of histories of nursing.

During 1863, the headquarters of the International Committee of the Red Cross (ICRC) was established in Geneva, Switzerland. Jean-Henri Dunant helped in the formation, and the worldwide Red Cross movement took form.⁵

Meanwhile, Clara Barton, later to become the founder of the the American Red Cross, entered the scene during the Civil War. She responded directly as a one-person relief society to meet the needs of the wounded Union soldiers who were pouring into Washington, D.C., and the surrounding areas. Along with other women from both the North and South, she followed the battles and gave care to the wounded.⁶ Seemingly, foremost in Clara Barton's thoughts was the relief of suffering during this war that

separated brothers into two ideological factions and nearly split the nation apart. She saw soldiers on floors of hospitals and hotels with few beds and blankets and nothing to eat, or lying on carts and wagons with no protection. She was not always welcomed by some of the officers, whom she considered pompous and who wanted no visitors at the hospitals. She did what she could to distribute food and supplies to the suffering soldiers.⁷ The war, lasting from 1861 to 1865, produced a lasting memory that helped her later to formulate the concept of a relief society and to forge ahead in her zeal to establish it.

After the war, she continued giving care and helped to identify over twenty thousand missing soldiers. She was authorized by President Abraham Lincoln to officially engage in this work, which, before government reimbursement, was at her own expense. She also helped to establish the first national cemetery in Andersonville, Georgia.⁸

Clara Barton was in need of a well-deserved rest, and in 1869 she went to Europe with that intent. While there, however, she met ICRC officials and became involved in giving assistance in the Franco-Prussian War as a volunteer of the ICRC. Up to this time, she had been unaware of this organization. She declared as a result of this activity and her experiences in the Civil War that the American people needed such a society.⁹

President Lincoln dealing with the crushing responsibilities of the Civil War, created the United States

Sanitary Commission in 1861, which some people consider the forerunner of the American Red Cross.¹⁰ Its purpose was to handle epidemics threatening the Union Army and to combat unsanitary conditions among soldiers. The activities carried out by the Commission, funded by over \$5 million in donations, were similar to later Red Cross activities and would influence the functions of the Red Cross worldwide. The Commission demonstrated how voluntary relief activities in wartime could be administered. It functioned until 1866, with over seven thousand people cooperating and supporting it.¹¹ Auxiliaries of primarily women volunteers saw to it that supplies, food, and relief were available to the soldiers. Clara Barton knew of this Commission but was not affiliated with it, providing relief independently.¹²

Efforts to Establish a Red Cross in the United States

A few months before the demise of the United States Sanitary Commission, a new movement developed to create a voluntary aid society to affiliate with the ICRC and to modify the international laws of war. This new society, launched by leaders of the United States Sanitary Commission, was the American Association for the Relief of the Misery of the Battlefields.¹³

Charles Bowles, foreign agent of the United States Sanitary Commission, and George G. Fogg, the American minister in Switzerland, had earlier been designated to act only as observers from the United States to the Geneva

Convention. The convention, sponsored by the ICRC, was held August 8 to 22, 1864.¹⁴ The United States was in the midst of the Civil War and the alliance with foreign countries was of little concern at that time.

Although the two United States representatives were not empowered to act on any of the convention measures, other members were eager to learn of the Sanitary Commission's activities in the Civil War. This information later influenced relief activities of the International Committee of the Red Cross.

The Geneva Convention Treaty was signed in 1864, but the United States was not among the countries signing, remaining conspicuously absent as a signatory for seventeen years. The United States government maintained an attitude of resistance toward the treaty throughout the 1860s and '70s. The Monroe Doctrine specified that the government was not to become entangled in political alliances, and the State Department considered the Geneva treaty to be a political question.¹⁵ This resistance was apparently the major reason for the many unsuccessful attempts to obtain United States ratification of the Geneva Convention over the next few years. The American Association for Relief of Misery of the Battlefields was disbanded in 1872 because of the failure to obtain ratification.¹⁶

During October 1873, Clara Barton returned to the United States. Still in ill health, she spent several years recuperating in Danville, New York, where she continued to

live until 1883.¹⁷ During this time, she became active in trying to influence the United States leadership and prominent citizens about the virtues of a Red Cross society. Clara Barton began to surround herself with people who could further her dream.¹⁸

The Russo-Turkish War during 1877 threatened Europe and inspired Clara Barton to further action. She wrote to Dr. Louis Appia of the ICRC requesting authority to establish a Red Cross society. She stated that the Red Cross offered new promise, and she would do all she could to establish a society in the United States. Her goal was to have the United States ratify the Geneva Convention Treaty. In her plan she outlined a structure for a Red Cross society that included a national headquarters, state affiliates, and local units. President Gustave Moynier of the ICRC addressed a letter dated August 19, 1877, to the President of the United States asking for endorsement to ratify the Geneva Treaty. The letter was to be presented by Clara Barton to President Rutherford Hayes. When unsuccessful, similar letters were subsequently sent to Presidents James Garfield and Chester Arthur. The letters served as a directive and contact point between Clara Barton, the United States government,¹⁹ and the ICRC during the efforts to obtain ratification.

During 1878, the suggestion was made to bring the value of the Red Cross before the citizens as a ploy to force the government to ratify the treaty. Once Americans

were more aware of what the Red Cross stood for, its proponents believed, the government could not continue to resist.²⁰ This effort was fostered by Clara Barton's lectures and writings, including a pamphlet, "The Red Cross of the Geneva Convention: What It Is."²¹

Clara Barton believed in a cause, as did many of the women during this period of time who provided volunteer services or rallied around causes of temperance and women's suffrage. She occasionally lectured on women's suffrage with her friend, Susan B. Anthony.²² These activities helped Clara Barton to become well known nationally, but all of this exposure produced few results for the establishment of a Red Cross. However, she also tried other tactics that included holding meetings to explain the Geneva treaty. In addition, she instigated a meeting with President Garfield who provided the way for her to confer with the Secretary of State, James G. Blaine. She obtained what she described as a memorable interview with him.²³

Formation of the American Association of the Red Cross

After Secretary of State Blaine wrote to Clara Barton asking her to assure the International Red Cross that President Garfield and his cabinet were in sympathy with the Red Cross movement, Clara Barton proceeded with meetings to found the American Association of the Red Cross.²⁴ On May 21, 1881, the association was

launched. It was first incorporated under the laws of the District of Columbia and remained so for 19 years.²⁵

After President Garfield's assassination on July 1, 1881, Clara Barton continued her efforts to influence political leaders. Finally, President Arthur recommended to Congress on December 12, 1881, by special message, the official accession of the United States to the Treaty of Geneva.²⁶

Clara Barton wrote in her diary about a meeting with government officials that gave her the assurance that there was no longer resistance to signing the treaty. She states that she met the officials at the Capitol on January 31, 1882, in one of the committee rooms. The chairman indicated that the Geneva Convention was to be handled like any other treaty. The President would be asked to authorize the Senate to ratify it. Clara Barton proclaimed that this was "the best day for Red Cross that has been."²⁷ It is interesting that this meeting occurred after the date on which President Arthur reportedly sent a message to Congress supporting the treaty. No information was found to explain this discrepancy in dates. The reasons government officials changed their minds about the treaty are also unclear, but may have been due to a change in attitude toward more international involvement and the development of a stronger foreign policy.

The Geneva Convention Treaty

The four major principles upon which the Geneva treaty were founded were: Centralization: Efficient relief in time of war depends on unity of focus; each country must have its own unit. Preparation: To be ready for service in war, preparations need to be made during peaceful times. Impartiality: Societies must be equally prepared to rescue friends or foes. Solidarity: Neutral nations must be enabled, through the central committee, to give aid to "belligerents" without reprimand due to noninterference to which their governments may be pledged.²⁸

Ratification of the Geneva Convention Treaty

President Arthur signed the Geneva Treaty on March 1, 1882, and it was ratified shortly thereafter by the United States Senate.²⁹ The United States government agreed that the services of the American Association of the Red Cross would be accepted in time of war and that the organization would function to centralize voluntary aid, according to information sent to the ICRC by Clara Barton. This action was necessary for recognition by the ICRC and for official international activities to be carried on. No records have been located to confirm the State Department's sanction at that time.³⁰

Clara Barton envisioned peacetime as a period to prepare volunteers for emergency relief. Her planning effected the worldwide concept of the Red Cross in

peacetime and developed a new role for the organization.³¹
The fact that the United States became involved with the
International Red Cross movement when it did, and not many
years later, was due almost solely to the efforts of Clara
Barton.³²

Growth of the Association

The American Association of the Red Cross was for
several years a small organization with few members. Its
activities were almost entirely handled by Clara Barton.
An active person, she threw herself into a cause or relief
activity, regardless of her age. (She was sixty by the
time the association was established). Her actions
reflected that she was not concerned about her own needs
or payment, but rather what she could do for others.
Between missions, however, she was often ill or depressed,
not having taken care of herself during the active,
stressful times. A new need or calamity seemed to immedi-
ately awaken her spirit, and she was ready to act again.

The first local Red Cross auxiliary was established
in Danville, New York, in August 1881. Shortly thereafter,
auxiliaries were formed in Rochester and Syracuse. The
main purpose of local auxiliaries was to provide for needs
of the national organization, such as funds and supplies
for nurses and assistance in war or disaster. In addition,
from 1882 to 1883, a number of local societies were formed
in the Mississippi area as a result of flooding there.³³

Other Red Cross auxiliary societies were developed, apparently stimulated by a few organizations and later by the Spanish-American War. Among the most active organizations were the Minnesota, California, Washington, Oregon, and New York Red Cross societies. But the Red Cross Relief Committee of New York, founded in 1888, went beyond the aims envisioned by Miss Barton. It provided for nurses, medical and surgical supplies in war, and disaster relief on a national scope. It also developed a training school for female nurses.³⁴ There was a loose relationship between the New York Red Cross and the American National Red Cross in providing for disaster relief.

Disaster Relief Activities

The first American Red Cross disaster relief activity occurred at the end of the summer of 1881. The new organization provided assistance in the Michigan forest fires, where Clara Barton worked with volunteers in supervising and distributing supplies. Donations of \$80,000 were received to help with the disaster relief.³⁵

Other disasters in which the Red Cross provided relief from 1882 to 1900 included floods and a cyclone in the lower Mississippi Valley; the Texas famine; Iowa and Illinois cyclones; Ohio floods; an earthquake in Charleston, South Carolina; a yellow fever epidemic in Jacksonville, Florida; the Johnstown, Pennsylvania, flood; a tidal wave and hurricane in Galveston; and the Sea Island hurricane in

South Carolina. In addition, assistance was provided for the Russian famine; the Balkan war; Cuban reconcentrados; the Spanish-American War; and the Armenian massacres.³⁶

An example of the publicity and sentiment the Red Cross received following a disaster appeared in the Evansville Daily Journal, on March 16, 1884:

The Red Cross has become a grand educator embodying the best principles of social science and that true spirit of charity which counts it as a privilege to serve one's fellow-men in times of trouble. 37

At first, the major activities of the Red Cross were disaster relief. Assistance was provided in a total of twenty-one disasters from 1881 to 1904.³⁸ However, as noted earlier in Chapter I in the Annual Report 1903, emphasis was placed on educational activities as well.

The first experience in international disaster relief was in 1892 during the Russian famine. Two hundred twenty-five carloads of corn were donated by the American Red Cross.³⁹

The first overseas American Red Cross mission was undertaken prior to the Spanish-American War in 1898. Report of the suffering of Cuban reconcentrados, natives who resisted Spanish tyranny and who were held in concentration camps by Spanish authorities, inflamed public opinion in the United States. The New York Tribune on January 10, 1897, indicated that to send an American Red Cross mission of relief to Cuba would advance the cause of humanity. Prior to this, on December 24, 1897,

President William McKinley issued an appeal for funds or in-kind relief for victims of the war in Cuba. By February 9, 1898, Clara Barton, with a group of approximately twenty volunteers, arrived in Havana to dispense food, clothing, medicine, and later tend to the wounded when the Battleship Maine blew up. She toured the camps with Senator Redfield Proctor, who praised her efforts.⁴⁰

By April 1898, the talk of war between Spain and the United States became so widespread that it was decided by the American General Council that the Red Cross should return home. However, with the approval of the State Department, Red Cross relief efforts were extended. On April 23, 1898, another chartered Red Cross ship sailed for Havana, only two days before war was declared between the United States and Spain. The Navy, fearing the Spanish would capture the ship, stopped it in Key West where it stayed for two months. Clara Barton met the party in Key West and remained there until the blockade was lifted in June, when the ship sailed on to Cuba. There the Red Cross provided relief to the wounded victims of the war.⁴¹

The Red Cross coordinated war relief efforts with the Armed Forces at home as well. During 1898 the War Department ordered Red Cross services to be established in every camp in the United States. Red Cross field agents were appointed to large military stations to distribute supplies and perform other services for servicemen.⁴²

At the Hague Convention during 1899, Red Cross

societies were formally recognized in international law. As a result, the Red Cross also could provide neutral relief to victims of maritime warfare.⁴³

Congressional Charter of 1900

No act of Congress existed to direct the organization's activities, to give it national status, or protect the Red Cross name and insignia, which were continually being used in unauthorized ways. Eight attempts were made to obtain a congressional charter. Finally on June 6, 1900, President McKinley signed the first congressional charter for the American National Red Cross. The charter provided for enlargement of the corporation from 28 to 55 members, and widened the scope of Red Cross services, listing the field of prevention.⁴⁴ Several new members, Mabel Boardman being one of them, would provide leadership to oust Clara Barton.

In addition to protecting the insignia and name, the charter provided Red Cross with official status to give aid and maintain communication channels with the Armed Forces and other Red Cross societies. It also provided for relief activities in peacetime. In addition the bill called for the submission of an annual financial report to Congress.⁴⁵ Thus, no annual reports are found in the Red Cross Archives before 1900. The early reports were brief and explained the organization's activities, expenditures,

and assets. They included little additional information, however, about the organization, its future plans, or what was happening politically with the leadership or the organization.

Controversy within the American Red Cross

The year 1900 ushered in a time of dissension, a period of controversy. The office of the President of the American Red Cross was becoming increasingly significant. It provided opportunities to meet with socially and politically prominent people. Clara Barton was the recipient of many national accolades and decorations by foreign dignitaries. In this changing environment, internal strife and control of power became a prominent issue.

Because of a number of problems related to handling the war relief activities in the Spanish-American War, the New York Red Cross society voiced lack of confidence in the national organization. Their main concern stemmed from the reported self-seeking activities of Clara Barton, her lack of delegation in handling Red Cross affairs, with little provision to maintain the Washington office while she was gone for months. In addition, there was concern about the absence of a method of accounting for funds she received. This led to a movement to reorganize and change the Red Cross into a more business-like society.⁴⁶

Clara Barton's age and her state of health became another issue. Although eighty years old on December 25,

1901, she was reportedly active and mentally alert. She sensed the trouble that was brewing and tendered her resignation on July 10, 1900, and again on December 10, 1901. The Board of Control did not accept them and supporters urged her to reconsider each time, and as subsequent events were to show, these were unfortunate decisions.⁴⁷ The controversy that developed proved to be difficult for her, and resigning would have kept her from directly experiencing the turmoil and personal attacks that followed.

New Administrative Structure

The Red Cross Board of Control in 1901 included Clara Barton, President, her nephew, and three other active supporters. Seven more members of the board were opponents and three were inactive. Many opponents were from the New York Relief Committee and prominent Red Cross workers who wanted a more progressive organization. Mabel Boardman was one of the leaders of the opposition.⁴⁸ It is interesting to note that Barton is reported to have personally recommended her to the Executive Committee in 1901, apparently unaware of Boardman's feelings about her.⁴⁹

Under the new structure, bylaws specified that all money should be paid to and disbursed by the Treasurer of the Red Cross unless the board authorized otherwise.⁵⁰ Thus the question of allocation and spending of funds should have been answered, but apparently not sufficiently to satisfy her opponents. Criticism seemed to stem, not

from the field, but from the relatively new members of the Board who had little experience with the organization.

As a result of the annual meeting of 1901, the Board of Control was abolished to substitute for a Board of Directors with thirty members, nine of whom would make a quorum. The board was to meet before and after the annual meeting, and on call by the American Red Cross President. The Executive Committee was delegated authority to conduct the affairs of the organization. It consisted of the President of the Red Cross and eight members elected by the Board of Directors from within the group, with five constituting a quorum. Of the new Executive Committee, two of the six officers were in opposition to Barton.⁵¹ Most of the former members were reelected, which did not improve the controversy.

Mabel T. Boardman, a socialite and member of the Board of Directors, continued her attempt to seize control from Clara Barton. In addition to struggling for power, the two differed philosophically about how disaster relief should be provided. Clara Barton saw a need for immediate response at the disaster site and believed that donations should be accepted on site rather than channeled to the Treasurer in Washington, D.C., as her opponents believed.

At the 1902 annual meeting, after considerable debate by both factions, Barton was elected President for life. New bylaws were enforced that abolished the former Board of Directors. A president pro tempore could be

appointed in the President's illness or absence. The Executive Committee appointed by the President would conduct the business of the organization between regular meetings. The President also could appoint a national advisory board as well as an emergency field committee and the membership and auditing committees. The President of the United States and his cabinet also were made part of the Board of Consultation.⁵² Part of the controversy at this meeting stemmed from the vote for the bylaws, which was mainly by proxy. Barton was reported to have indicated by mail that there would be a slight change in the bylaws.⁵³ However, the change was considered to be major.

At the meeting, Mabel Boardman, friend of President Theodore Roosevelt's sister, threatened to bring these new actions to the attention of President Roosevelt, and seventeen members of the Red Cross joined her in sending a letter to him. In addition to pointing out the bylaw changes, they indicated their concern about safeguarding the Red Cross funds.⁵⁴

By January 2, 1903, Clara Barton was notified by President Roosevelt through his secretary of the letter from the minority group and also of the resignation of the Red Cross Treasurer, who reportedly left because of the alleged lack of accountability in the management of funds. In light of these facts, the President stated that he and his Cabinet could not serve on the Red Cross Board of Consultation to which they had been appointed at the annual

meeting. This action is said to have left Clara Barton devastated. Nearly a month later, she asked for a reprieve or pardon for her so-called transgressions in using the President's name or that of the Cabinet and apologized for failing to ask his permission first,⁵⁵ apparently to no avail.

Part of her letter, which appeared in the New York Daily News on February 2, 1903, follows:

Most Honored President: Having received your commands from the hand nearest your own, which should be regarded as from yourself, it is perhaps temerity to address even a word beyond the reply given that messenger; but recalling the adage that great generosity attends great power, I trust your clemency if this be an act of trespass....⁵⁶

The controversy continued, and Mabel Boardman pushed for a repeal of the present charter and a complete change in personnel to restore the public's confidence in the Red Cross. She felt these actions could be accomplished only by a congressional investigation. Information was given to the news media that was not first investigated as to its accuracy. A tremendous amount of interest was generated about this entire affair, as many newspapers throughout the country carried reports, both pro and con.⁵⁷

The annual meeting of 1903 was not attended by the opposition. Those in attendance passed a resolution welcoming an investigation but stating that the committee should be appointed by the General Counselor of the American Red Cross. Friends supported Clara Barton, stating that she had used her personal funds for the Red Cross and that she had

lived frugally throughout her life.⁵⁸ A new set of bylaws was adopted with the President's term being three years or longer as the "meeting" would determine. A committee of three was appointed to investigate the differences between the two factions. Proposed members were Redfield Proctor, United States Senator, who met with Barton in Cuba during the Spanish-American War; John G. Carlisle, former Secretary of the Treasury, who was later replaced by Fred C. Ainsworth, Adjutant General of the Army; and William Alden Smith, Congressman.⁵⁹

The Congressional Investigation

The investigating committee met initially on April 12, 1904, in the committee room of the Senate Committee on Military Affairs. Senator Proctor presided. Both factions were represented by attorneys. The charge against Barton was maladministration, not misfeasance. It was decided that an expert accountant would be engaged from the Treasury Department to review the accounting books.⁶⁰

A meeting on May 3 failed to produce a witness, reportedly of questionable honesty, who had indicated earlier he could provide damaging evidence against Barton from letters she had written. She was subsequently exonerated by the investigating committee. Knowing that harmony could never be restored, she submitted her resignation to the Red Cross Executive Committee on May 14, 1904. The three-member investigating committee submitted a report on

May 27, 1904, stating that "The agreement of parties is the end of the law and the parties in this controversy having reached an agreement by friendly conferences and mutual concessions, the committee is of the opinion that no further action on its part is needed or desirable."⁶¹ Red Cross Chairman Walter P. Phillips, and Board members Samuel M. Jarvis and J. B. Hubbell submitted a report of this transaction in the Annual Report 1903 that read, "We find nothing but malice, resentment and jealousy of a few people whose ambition has been thwarted."⁶² The investigation was dropped, and no further review of the books was done, a process that would have taken many more months.

The immediate aim was to rebuild the organization. The investigating committee proposed that an intermediate and permanent plan go into effect. Control would be immediately transferred to a twelve-person Board of Trustees, chosen jointly by members of both factions. Matters would be handled by this Board until the reorganization was complete. The reorganization also called for a new charter. At a special meeting of the corporation on June 16, 1904, all but three of the former trustees and officers resigned, including the new President, Mrs. John Logan, who "bitterly denounced the opposition." On June 16, 1904, Rear Admiral William K. Van Reypen, former Surgeon General of the Navy, was elected President, until replaced by officers under the new charter.⁶³ The year was devoted to closing up the affairs of the association to prepare for a

new charter, and no relief work was undertaken. 64

Congressional Charter of 1905

The congressional charter signed in 1905 spelled out two activities that the American Red Cross was responsible for providing: services to the Armed Forces and disaster relief. The charter obligations are described as follows:

The purposes of this corporation are and shall be: to furnish volunteer aid to the sick and wounded of armies in time of war.... To perform all the duties devolved upon a national society by each nation which has acceded to said treaty [the treaty of Geneva].... To act in matters of voluntary relief and in accord with the military and naval authorities as a medium of communication between the people of the United States of America and their Army and Navy....To continue and carry on a system of national and international relief in time of peace and to apply the same in mitigating the sufferings caused by pestilence, famine, fire, floods, and other great national calamities, and to devise and carry on measures for preventing the same. 65

Under the reorganization, sixty incorporators were named, including five women and William Howard Taft, Secretary of War, who was a friend of Mabel Boardman. He was named the new President of the American Red Cross. He continued in this capacity even upon election as President of the United States, setting a precedent that has continued to this day, although in an ex officio capacity. The new act encompassed acts of the 1900 charter, but in addition required verification of all receipts and disbursements by the War Department auditors. Also, the

Central Committee would include five government officials, one each from the departments of State, Justice, War, Navy, and Treasury, who would be appointed by the President of the United States. The President also would appoint the Chairman of the Central Committee. This change in the charter afforded much more government involvement and control. It also provided a quasi-governmental status for the American National Red Cross for the first time.⁶⁶

From 1901 until 1904, the criteria for organizing auxiliary societies were not formulated. A certain independence from the national organization was important, although the national organization was supported financially by donations secured through the local societies. The new charter provided for more supervision of the auxiliary societies and would give order to their development.

Following the Reorganization

The years immediately following the reorganization were filled with activity focused on strengthening the organization in disaster relief and educational endeavors, and in forming new Red Cross societies. The previously active first aid programs lapsed for a time with the new regime. As new programs were begun, Red Cross branch societies enrolled doctors and nurses for war and disaster relief.⁶⁷ Educational programs were aimed at preventing accidents and disease and providing first aid assistance.

During 1905 the major focus was on the

organization of state and territorial branches. All Red Cross members who paid \$1.00 for membership would become affiliated with the local Red Cross in the state in which they resided. All officers at the state and local levels volunteered their services except the secretary and assistant treasurer. At the national level, a new board of consultation was appointed, made up of the Surgeons General of the United States Army, Navy, U.S. Public Health Service, and Marine Hospital Service.⁶⁸

Major relief activities during 1906 included the distribution of money received from donations for famine relief for Americans residing in Japan. That year the Philippines had a typhoon, Mt. Vesuvius erupted, and famine relief activities were begun in Japan because of flooding. But the greatest test for disaster relief in this country came as a result of the San Francisco earthquake and fire. The successes and failures of the relief activities were studied to assist in future planning, for the magnitude of the disaster was far greater than the organization was prepared for. Fortunately, local relief committees and the United States Army worked together to help provide assistance.⁶⁹

The year 1907 was quiet with little activity occurring in the way of disaster or war relief. No appeals for funds were made, and no reference was made in the annual report to any educational activities,⁷⁰ except for the sale of Christmas seals to fight tuberculosis.⁷¹

An active year followed in 1908. An emergency relief board of fifteen members was appointed by the Red Cross President to prepare for, study, and supervise emergency relief. The new home nursing program provided instruction in combating day-to-day sickness in the home. One sale item was the first-aid textbook authored by Major Charles Lynch, a prominent Army surgeon, who volunteered his time to the Red Cross.⁷²

At the close of 1908, membership in Red Cross was only twelve thousand. Something broader than involvement of socialites and an exclusive group of supporters was needed to keep the organization on a sound basis. Boardman, though she had fostered earlier this type of support, led the move for change to a broader citizen involvement.⁷³

Another change was the addition of the first professional welfare worker of national reputation. He was Ernest Bicknell, who helped shape the Red Cross for the next twenty-five years. Although his responsibilities were vast, the available resources were meager for him as well as the whole organization. Boardman and the three paid employees worked in Room 341 of the State, War, and Navy building, with an annual budget of \$20,000. Without the large number of committees and volunteers who were committed to the organization, the work would not have been done.⁷⁴

In the meantime, Red Cross volunteer leaders

were developing peacetime programs. During 1909, Boardman assisted in coordinating efforts between the Red Cross and the Federation of Nurses to recruit nurses under the general direction of the Red Cross War Relief Board. These nurses were to be the first general group of professionals to serve the Red Cross as volunteers. A Central Committee on Nursing was appointed to enroll nurses, enabling nursing to be one of the best prepared groups when World War I started in 1914.⁷⁵

Disaster relief was prevalent in 1909 both in this country and overseas. Among them were mine disasters, earthquakes in Portugal and Italy, and a hurricane in Key West. Following the Cherry Mine disaster in Illinois in which 300 men died, the Red Cross influenced the passage of Workmen's Compensation laws.⁷⁶

By 1910 Red Cross adult education activities were becoming increasingly diverse. First Aid instruction was introduced to industries including mining, lumber, railroad, telephone, and telegraph. To facilitate the delivery of first aid instruction throughout the nation, a specially designed Pullman car, Instruction Car Number One, was put into service. First aid contests were held to stimulate interest. A number of first aid instructional items were developed and sold, such as first aid packets and first aid "cases" for automobiles, schools, and homes. First aid textbooks were translated into Italian, Slovak, Polish, and Lithuanian to assist immigrants. To support its expanding

programs, the Red Cross formed two departments at National Headquarters, First Aid and Nursing, which were under the War Department. That same year, Jane Delano, the first chairman of Red Cross nursing and earlier the Superintendent of the Army Nurse Corps, submitted her first annual report on the organization's growing activities in nursing. She provided the impetus for the development of home nursing and health and hygiene instruction for adults.⁷⁷

Other organizational changes also occurred during 1910. Former subdivisions of state branches were renamed chapters, which remains the current terminology. In addition, state boards developed that had as members the governor of the state and three to ten leading citizens. Their function was fund raising. Chapters were directed to elect officers, including a chairman, vice chairman, secretary, and treasurer, as well as an executive committee. Chapters were to report directly to the national Central Committee, not to the Red Cross state boards.⁷⁸

Several people who played prominent roles in the formation of the Red Cross died during 1910. They were Florence Nightingale, the founder of modern nursing, and Jean-Henri Dunant and Gustave Moynier, both of the International Committee of the Red Cross. All three deaths were noted in the Annual Report 1910.⁷⁹ However, in 1912, when Clara Barton died, no mention was made of her death in the annual report. In addition, Mabel Boardman, who served in various prominent positions as a member of the

Board of Incorporators and on the Central Committee, was actively involved in preventing friends of Barton from erecting a memorial to her. The National Archives files contain letters indicating that Boardman continued for years to pursue any information that would denigrate Clara Barton's accomplishments.⁸⁰ In spite of these negative activities, however, the Red Cross moved ahead to strengthen its programs and provide services to the public.

On May 3, 1911, Congress approved an act to give the President the authority to detail an officer from the Medical Corps of the Army to be in charge of the Red Cross First Aid Department, and Major Lynch was officially named a staff member. To augment first aid instruction, a second first aid railroad car was obtained to provide instruction to industry. Statistics revealed that in mining areas that had first aid instruction, the number of accidental deaths was cut in half.⁸¹

Red Cross chapters were proving their ability to respond promptly to local disasters. Foreign relief also continued with assistance given to China, Mexico, Canada, Albania, Turkey, and Italy.⁸²

Also during 1911, the high standards of enrollment for Red Cross nurses spurred hospital and training schools to increase their own standards of training. It was decided that Red Cross nurses also must belong to their professional nursing organization, the American Nurses' Association. Thus, the Red Cross was instrumental in improving

the overall standards of nursing.⁸³ By 1912 three thousand Red Cross nurses were enrolled, adding to the nursing corps for the Army and Navy Departments to call upon in the event of war or for war relief in other countries.⁸⁴

Disasters in 1912 included the wreck of the Titanic, floods in West Virginia and Mississippi, mine disasters in Oklahoma and West Virginia, and fund raising for victims of the China famine, American refugees in Mexico, victims of an earthquake in Turkey, and relief in response to the Balkan War.⁸⁵

According to the Annual Report 1912, first aid programs remained active. Spanish translations of the first aid textbook were in the planning stages, and Chinese and Portuguese versions were printed. A first aid film was developed by the Edison Company. Accidents were increasing in industry because of the increased use of machinery, but the Red Cross was addressing the problem. As far as is known, the Red Cross was the first organization to teach accident prevention and first aid.⁸⁶

Rural nursing services during 1912 continued to develop, providing services to areas where there was little or no medical care and laying the foundation for what was later to become public health nursing. The home nursing and first aid instruction course for women included ten lessons on first aid, fifteen lessons on hygiene and home

nursing, and fifteen lessons on dietetics and household economy. The first aid lessons were taught by doctors, and the latter two sections were taught by nurses.⁸⁷

During 1913, so much disaster relief was provided that four general agents were appointed, one each in the Atlantic, Mississippi, Mountain, and Pacific areas to oversee relief activities, as revealed by the Annual Report 1913. In addition, the need for a New York office was found, with the Russell Sage Foundation donating a room for the Red Cross to use. Over four thousand Red Cross nurses were enrolled by then, and the Town and Country Nursing programs employed more than twenty trained nurses. Teacher's College, Columbia University, offered the first course in the nation on rural problems in public health nursing, a boon for preparing nurses for the program. Additional activities included a film on activities of the visiting nurse, and on first-aid work among police.⁸⁸

Also in 1913, Woodrow Wilson, the newly elected President of the United States, became the President of the American Red Cross when President Taft left at the close of his term. Plans for a new, permanent headquarters were begun, which would serve as a memorial to the women of the Civil War. This proposal became more and more of a necessity as Red Cross programs and numbers of staff grew.

The Pullman Company replaced the worn-out car Number One, which had reached thousands of people with first aid instruction. In 1913 alone, over forty-one thousand railroad

employees were given instruction.⁸⁹

World War I--Europe

World War I began in Europe on August 1, 1914, and the American Red Cross became actively involved when sister societies requested aid. Fortunately, the year was essentially free from domestic disasters. Relief was provided for famines in China and Japan, and for the victims of war in Europe. Congress passed an act enabling the American Red Cross to charter a ship flying the Red Cross and American flags to transport medical supplies and surgeons and nurses. The steamship Red Cross⁹⁰ made its first run to Europe on September 13, 1914. Shipments were forwarded to Montenegro, Serbia, Russia, Germany, Austria, England, Poland, Italy, Holland, Turkey, Armenia, France, and Belgium.⁹¹ It apparently was safe for the American Red Cross to transport materials and personnel because of the Hague convention. The American Red Cross and the Rockefeller Foundation also sent volunteers and supplies to Serbia because of the ravaging typhus outbreak.⁹² All Red Cross personnel, except a hospital unit in Belgium were withdrawn from Europe during October 1915 due to decreased funds and the feeling that sanitary services were organized by that time.⁹³

During 1914, four divisions were established throughout the nation to help manage Red Cross activities. Also that year, Congress agreed to contribute approximately

\$400,000 for the headquarters memorial building if \$300,000 could be appropriated by private subscription.⁹⁴ A new educational program, the National Water Safety Program, was begun to help combat the increasing toll of deaths from drowning. The program was successful because of Commodore Longfellow's personal commitment to take water safety instruction to the people by traveling the countryside. Other adult education activities included the development of first aid, water safety,⁹⁵ and visiting nurse films.

The war in Europe continued to create special needs. The Red Cross established the military and civilian relief departments each with a director general. The former national director's position was abolished, but the position was created for vice chairman of the Central Committee. Other newly formed boards were the war relief, national relief, and international relief boards, according to the Annual Report 1915.⁹⁶

Programs included the continuation of the Christmas seals program to fight tuberculosis, and in the area of first aid, the operation of two Pullman cars that helped staff to certify, between December 1914 and November 1915, 46,839 railroad employees in first aid. Statistics continued to show a decrease in accidental deaths.⁹⁷ A railroad car was left in Washington state, where an additional 7,265 lumbermen were instructed in first aid. First aid instruction also was made available to sailors through the Seamen's Church Institute and to the District of Columbia

Metropolitan police. With automobile deaths now surpassing those caused by horse-drawn vehicles, bicycles, and motorcycles, first aid instruction for police was becoming more important. First Aid contests continued to be of interest, with a major contest held on the polo grounds at the Panama-Pacific Exposition in San Francisco.⁹⁸

The Department of Instruction for women continued under the supervision of the chairman of the National Committee on Red Cross Nursing Service. In addition, the Red Cross was able to meet all the requests for nurses and even to maintain a waiting list. Communities became more interested in forming visiting nurse's services. The Red Cross made sixty-seven supervisory visits to affiliate associations and eighteen visits to communities wanting services. A loan fund for postgraduate public health nursing was instituted. Other activities included a library fund for Town and Country Nurses, which provided current information in the traveling library.⁹⁹

During 1916, a huge increase in membership occurred. The previous year there were 22,500 Red Cross members, but in 1916 there were 286,400 members. The number of Red Cross chapters also increased from 145 to 250. Problems arose in trying to keep close relationships between the chapters and national headquarters. Thus a new department was formed to handle chapters and membership.¹⁰⁰

An important unit, authorized under a War Department code, was a sanitary training detachment. It was not a

military unit, but a Red Cross chapter function to teach first aid, training men to join Red Cross hospital units or to enter the medical service.¹⁰¹

Red Cross base hospital units, comprising physicians, nurses and other administrative and civilian employees, were mobilized after a trial run in Philadelphia. Each base hospital was sponsored by a "parent," examples being, Bellevue and Presbyterian Hospitals. After a unit was certified and before being ordered abroad, the assigned personnel received intensive training. Upon their arrival in Europe, detachments of nurses worked under the supervision of the chief nurse of the Army or Navy to supplement the Armed Forces nursing staff.¹⁰²

A decision also was made to prepare women for service as nurse's aides in base hospitals. Certification in the Red Cross course Elementary Hygiene and Home Care of the Sick provided the basis for selection. Some early confusion existed as to the meaning of the term "nurse's aide." This title was used only for persons selected for service in a Red Cross base hospital unit. Prospective nurses' aides would take the course described above, get their certificates, and then be placed on the rolls at national headquarters. No salary was provided, but travel and maintenance was given if desired. Instructor classes developed so rapidly that chapters were urged to form education centers, with nursing directors supervising the organization and teaching classes. The outcome was

uniform, efficient instruction. Houses were loaned or rented as instruction sites, and equipment was obtained to assist in the teaching. Classes also were given in clubs, churches, schools, stores, and industries, waiving fees if students could not afford them. A great demand for instructors resulted, and local leagues of nursing education helped the Red Cross to recruit nurses to teach. In addition, five national service schools were established in the summer encampment for women under the auspices of the women's section of the Navy League to teach Elementary Hygiene.¹⁰³

Other adult education activities included courses in dietetics, and a course to prepare surgical dressings. Certificates were given to participants, who passed the courses and to "instructors, who demonstrated the ability to teach." No explanation was given as to the criteria for demonstrating this ability, however. The course on surgical dressings was first taught by nurses, and later by able laymen. Because of the overwhelming amount of surgical supplies produced by chapters, the country was divided into districts to distribute the supplies.¹⁰⁴

World War I--The United States

The United States declared war on Germany on April 5, 1917. The year ushered in the need to greatly expand American Red Cross services. Programs included activities every man, women, and child could participate in to further

the cause. Large numbers of volunteers were recruited to make up the major work force of the American Red Cross.

New members did respond, as there were 6,385,000 compared with 286,400 the year before. Many new Red Cross chapters also were formed. In 1916 there were 250 chapters compared with 3,287 in 1917.¹⁰⁵

The Red Cross also decentralized its structure, enabling chapters to report to a center to which they could communicate instead of reporting to National Headquarters. The Executive Committee also created thirteen divisions with structures similar to that of National Headquarters to unify and standardize programs and activities, according to the Annual Report 1917.¹⁰⁶

The Department of Military Relief of the Red Cross expanded to include the Bureaus of Medical Service, Base Hospitals, Camp Service, Canteen Service, and Sanitary Service. The Canteen Service had eighty-four refreshment stations and ten restaurants providing food at cost, located near military stations in more remote areas, as well as 430 Canteen Service Stations. These stations were serviced by ten or more women who met trains to provide light refreshments, or to fulfill specific requests telegraphed ahead by the commanding officer. The Sanitary Service was developed to aid public health authorities to improve sanitary conditions in and around army camps, cantonments, and naval bases. In addition, communicable disease clinics and four laboratory cars, one each in

New York City, Chicago, San Francisco, and Nashville, diagnosed and treated contagious diseases.¹⁰⁷

A new service called Home Service was formed to improve the morale of servicemen. It carried on functions the government could not do, such as providing temporary financial relief to families, performing personal services for returning servicemen, and acting as an information service. The Red Cross developed a nationwide system to train prospective workers in the program through Home Service Institutes. Leading schools of philanthropy and universities cooperated to organize twenty-five Red Cross Institutes located strategically throughout the country, at least one in each Red Cross division. The program involved six weeks of intensive training, with lectures, reading, and practice field work. To begin the effort, a three-day conference was held for the directors of the institutes. During 1917 there was already an enrollment of three hundred and a waiting list.¹⁰⁸

A sizable increase was seen in the number of people being trained for first aid. At first, the majority were women who wanted to prepare for emergencies at home or in services provided by the Red Cross. Later, the thrust was first aid instruction to servicemen. The number of people certified in first aid in 1917 was 67,291, compared with 8,950 in 1916.¹⁰⁹ The number of Water Safety courses also increased, with 52,439 people certified.¹¹⁰

The Department of Nursing was made an independent

bureau, and a National Committee was enlarged to include representatives from the three national nursing organizations as well as from the Red Cross. Jane Delano served as chairman. The fact that she was both the director of the Department of Nursing and the former chief of the Army Nurse Corps helped facilitate cooperation between the Army and the Red Cross. The age limit for nurses was decreased to twenty-one, with an indefinite upper limit. Training schools for nurses were modified to meet the higher Red Cross standards. Over three thousand nurses were engaged in service, with almost two thousand of them overseas. Two thousand more were teaching or in committee work. Another active nursing program was Home Nursing. Certificates were awarded to 31,188 participants in Elementary Hygiene and Home Nursing.¹¹¹

The new American Red Cross National Headquarters was ready for occupancy just when diplomatic relations were broken with Germany. The new building could not have been available at a more opportune time, as the workload and number of staff greatly expanded.

From its early history until World War I, the organization had developed sound relationships with government and with the people of the country by laying foundations to provide the two mandated services, disaster relief and services to the Armed Forces. These actions helped to strengthen the organization for war activities that were soon to become more demanding.

From 1914 to the end of World War I in 1918, the Red Cross was greatly involved with the war effort and at the peak of its popularity. President Woodrow Wilson said in May, 1917

I have today created within the Red Cross a War Council to which will be entrusted the duty of responding to the extraordinary demands which the present war will make upon the services of the Red Cross both in the field and in civilian relief. 112

In response to this charge, the Red Cross netted over \$100 million through the War Fund drive in June 1917. During the next two years it raised \$400 million to finance Red Cross missions overseas. 113

There was constant and rapid change in 1918. The world's greatest relief organization was geared up to provide a variety of services. A large increase was seen in the number of executives and personnel at National Headquarters as well as division offices and chapters. The number of personnel required ran into the millions. The regular full-time staff was 8,512 (1,955 were volunteers and 6,234 were paid staff, with 323 unclassified). Some programs were staffed primarily by volunteers: 55,000 served in Canteen Service in the United States, 40,000 in Home Service, and 3,000 in the Motor Corps. 114

Examples of services included the recruitment of forty-seven ambulance companies that brought together 4,760 men trained in first aid. These men were later turned over to the Army for overseas service to help man twenty-four base hospitals that the Red Cross administrated

jointly in France with the Army. Nearly ninety-two thousand wounded were treated in these hospitals.¹¹⁵

The Executive Committee delegated all control for issues related to the war to the War Council. A War Finance Committee directed the raising of Red Cross War Funds. The first Christmas Membership Drive was held on Christmas Day in 1917. The second major campaign, the War Fund Campaign, was opened May 20 and continued until May 27. It was launched by President Wilson marching down Fifth Avenue in New York City at the head of a Red Cross parade of seventy thousand men and women. Two thousand similar parades were held throughout the country.¹¹⁶

The War's End

The war ended on November 11, 1918. A Christmas Roll Call was planned, which it was believed would be the biggest membership drive yet. However, with the Armistice just a little more than a month prior, the result was disappointing. Although public interest was flagging, the Red Cross would need to continue its support to servicemen. Soldiers in Europe would still need assistance, and servicemen would be returning home to their families with special needs related to adjusting to a different life.

Two factors helped to diminish the effectiveness of the roll call: the reduced enthusiasm about anything relating to the war, and the influenza epidemic. The Red Cross was going to have to reevaluate its programs and

activities to provide new meaningful programs appropriate
to peacetime.¹¹⁷

Summary

In Chapter II research of the historical background of the American Red Cross including World War I is directed by the first major research question, What is the historical background of the Red Cross and its relationship to adult education? Three supporting questions focused on:

1. How did the Red Cross respond to government requests?
2. How did the Red Cross respond to national crises, such as disasters?
3. What adult education programs did the Red Cross initiate?

The early historical events during the Battle of Solferino, Italy, influenced the formation of the International Red Cross by Jean Henri Dunant in 1863, with inspiration from Florence Nightingale. The response to requests by Clara Barton to form a Red Cross organization in the United States was directly affected by the opinion of the U.S. government that the Geneva Convention Treaty in 1864 violated the Monroe Doctrine, which specified that the U.S. government was not to become entangled in political alliances. Later receiving support from the International Committee of the Red Cross (ICRC), Barton

finally obtained sympathy for the Red Cross movement from President Garfield and his Cabinet. The American National Red Cross was founded in 1881 under the name of the American Association of the Red Cross, being incorporated under the laws of the District of Columbia for its first 19 years.

The Red Cross in its early history was a small organization of few members. Its activities were handled almost entirely by Barton, who actively participated in disaster relief activities, beginning the first summer of its operation. Assistance was provided during the Michigan forest fires, and other early relief activities were given during and after floods in the lower Mississippi Valley, in earthquakes, tornadoes, hurricanes, and during a yellow fever epidemic in Florida.

Additional early Red Cross activities included the formation of auxiliary societies; among the most active societies were Minnesota, California, Washington, Oregon, and New York. In addition, the first services to the Armed Forces were provided during the Spanish-American War in 1898. The first Red Cross social service worker, Ernest Bicknell was employed by the Red Cross in 1908.

In 1900, the congressional charter addressed governmental concerns about the way the Red Cross was managed. The charter served to enlarge the Board of Incorporators and provide protection for the Red Cross insignia, name, and gave official status to provide aid and

maintain communication channels with the Armed Forces and other Red Cross societies. The two mandated services were disaster relief and services to the Armed Forces.

The congressional charter of 1905 helped to further define the two mandated activities. Under this charter, sixty incorporators were named, and the trend was begun for the new president of the United States to become the President of the American Red Cross. This act also required verification of all receipts and disbursements by War Department auditors. In addition, five governmental officials were included on the Central Committee, the policy-making body. This charter provided quasi-governmental status for the American Red Cross. The Red Cross continued this status, developing sound relationships with the government and laying groundwork for its two mandated services, which enhanced its ability to work with the Armed Forces during World War I.

In further answering research question one and the third supporting question, What adult education programs were initiated by the Red Cross during this period? research showed that on a national scope first aid and home nursing programs were developed in the early twentieth century. These programs provided a focus on preventing disease and accidents. Diversification of these activities occurred in first aid with the introduction of educational programs in industry, mining, lumber, railroad, telephone, and telegraph companies. A specially designed Pullman car

took first aid information throughout the country, with physicians providing the instruction. Textbooks and other aids such as first aid packets and kits were sold. First Aid textbooks also were translated into other languages to assist the increasing number of immigrants.

The Red Cross established Town and Country Nursing, the forerunner of public health nursing, with The Teacher's College, Columbia University, offering the first educational program in the nation on rural problems in public health nursing. The Red Cross established a loan fund for nurses to prepare them for public health nursing. It also contributed to adult education programs in nutrition.

The Red Cross national water safety program was initiated in 1914, developed to combat the increasing death toll from drowning. Traveling throughout the country, Commodore Longfellow helped bring instruction to the citizens.

Selling Christmas seals was initiated by the Red Cross to fight tuberculosis, thus spreading information about the need. This program was later taken over by the National Tuberculosis Association.

As the threat of World War I increased, the Red Cross offered courses to learn how to prepare surgical dressings. Instructors had only to demonstrate that they could teach to conduct the classes.

During World War I, the Red Cross became involved with the Armed Forces in providing first aid training.

Men were taught first aid to prepare them to join Red Cross hospital units or to enter the Armed Forces medical services. Beginning the nurse's aide program was another first for the Red Cross, the term being used to describe women selected for service in a Red Cross base hospital unit. Because instructor classes formed so rapidly for this program, education centers were developed, with nursing directors providing supervision and teaching courses. This approach resulted in uniform and efficient instruction. In addition to the nurse's aide program, five national service schools were established under the support of the Navy League to teach the course, Elementary Hygiene.

The emerging role of the American Red Cross as an adult education agent represented the implementation of a number of adult education programs and activities that touched many lives and reflected the changing times, both nationally and internationally. Educational programs that developed early in the history of the American Red Cross and through World War I provided a basis upon which programs and activities could be built during peace and expanded in preparation for World War II.

Notes for Chapter II

1

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2

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3

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4

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5

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6

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7

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8

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9 The Red Cross...A World-Wide Adventure in Humanitarian Service, p. 10; Dock and Stewart, pp. 138-139; and Gustave R. Gaeddert "European and American Background," "The History of the American National Red Cross" Vol. 1 (Washington, D.C.: American National Red Cross, 1950), p. 47.

10 Gaeddert, Ibid, p. 33.

11 Ibid, p. 37.

12 Ibid, p. 47.

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14 Dulles, Ibid, p. 8; and Gaeddert, "The European and American Background," pp. 2-3 and 21-23.

15 Gaeddert, "The Barton Influence," p. 2.

16 Box 1, R.G. 200, file 004. Politics and Political Matters, description of the U.S. Sanitary Commission and American Association for the Relief of the Misery of Battlefields, National Archives.

17 The Red Cross...A World-Wide Adventure in Humanitarian Service, p. 10.

18 Gaeddert, "The Barton Influence," p. 16.

19 Dulles, pp. 12-13; and Gaeddert, "The Barton Influence," pp. 11-12.

20 Gaeddert, "The Barton Influence," p. 16, citing Clara Barton Diary, March 24, 1878.

21 Ibid., and Dulles, p. 13.

- 22
Container 63, Clara Barton Papers, file Susan B. Anthony, Susan B. Anthony letter to Clara Barton, April 9, 1869. Manuscripts, Library of Congress.
- 23
Gaeddert, "The Barton Influence," pp. 19-20, cited Clara Barton's Diary, entry April 11, 1881.
- 24
Dulles, p.15.
- 25
Ibid, p. 18; and Gaeddert, Vol. 11, pp. 31-32.
- 26
"Letter From the Secretary of the American National Red Cross transmitting the Report for the Year Ended December 31, 1903," Annual Report 1900-1917, p. 4, (no publisher or date). The annual reports appear in various formats, often changing from year to year with publisher and date of publication omitted at times. The annual reports are combined in a bound volume for the years 1900-1917, and then the fiscal year changed for 1917 so that the last half of the fiscal year is found in Annual Report 1917-1919.
- 27
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- 28
Nutting and Dock, pp. 317-318.
- 29
Annual Report 1903, p. 4.
- 30
Gaeddert, "The Barton Influence," pp. 29-31; and Annual Report 1903, p. 5. Both publications state that the American Red Cross received formal recognition from the International Committee of the Red Cross after ratification.
- 31
The Red Cross...A World-Wide Adventure in Humanitarian Service, p. 11.
- 32
Dulles, p. 11.
- 33
Gaeddert, "The Barton Influence," pp. 41-42.

34 Ibid., pp. 44-47; and Dulles, pp. 47, 48, and 51.

35 Box 1, file 004., Chronology of the Founding, Development and Services; and Gaeddert, "The Barton Influence," p. 59.

36 Annual Report 1903, p. 5.

37 Container 14, Clara Barton Papers, Evansville Daily Journal, March 16, 1884, Mississippi Flood, 1884. Manuscripts, Library of Congress.

38 Dulles, p. 19.

39 The Red Cross...A World-Wide Adventure in Humanitarian Service, p. 11; and Dulles, p. 36.

40 Dulles, pp. 42-44.

41 Ibid., pp. 44-45.

42 Ibid., pp. 49-50.

43 Ibid., p. 9.

44 Gaeddert, "The Barton Influence," pp. 32-40.

45 Ibid.

46 United States Department of the Interior, Clara Barton (Washington, D.C.: 1981), pp. 54 and 57; Gaeddert, "The Barton Influence," pp. 184-185; and Hurd, p. 104.

47 Dulles, p. 64.

48 Gaeddert, pp. 184, 188-189 and 197.

49 Gilbo, p. 2.

- 50 Gaeddert, "The Barton Influence," p. 188.
- 51 Ibid., pp. 194-197.
- 52 Ibid., pp. 205-206; and Dulles, p. 70
- 53 Gaeddert, "The Barton Influence," pp. 200-201, and Dulles, p. 70.
- 54 Gaeddert, "The Barton Influence," pp. 206-209; and Dulles, op. cit., p. 71.
- 55 Gaeddert, pp. 208-209.
- 56 Box 1, file 002., Investigation, Clara Barton letter to the President, January 27, 1903, New York Daily News, February 2, 1903, National Archives.
- 57 Annual Report 1903, pp. 7-9.
- 58 Gaeddert, "The Barton Influence," pp. 217-218.
- 59 Annual Report 1903, p. 21; and Gaeddert, pp. 219-220.
- 60 Gaeddert, "The Barton Influence," pp. 230-231.
- 61 "Letter From the Secretary of the American National Red Cross Transmitting the Annual Report for the Year Ending December 31, 1904", Annual Report 1900-1917, (n.p., n.d.), p. 2.
- 62 Annual Report 1903 p. 12.
- 63 Gaeddert, "The Barton Influence," p. 244.
- 64 Annual Report 1904, p. 2.

65
The American [National] Red Cross, "Annual Report for the Year Ended June 30, 1940," (n.p., n.d.), p. 13.

66
Ibid., p. 14.

67
"Letter From the Secretary of War, Transmitting a Report of the Proceedings of the American National Red Cross for the Year 1906," Annual Report 1900-1917, (n.p., n.d.), pp. 6-9. As the American Red Cross first aid program lapsed, Clara Barton, no longer with the Red Cross, founded an independent organization, The National First Aid Association of America.

68
Annual Report 1904, p. 21, and "Letter From the Secretary of War, Transmitting the Report of the Proceedings of the American National Red Cross" [Annual Report for the year 1905], Annual Report 1900-1917, (n.p., n.d.), pp. 4-5.

69
Annual Report 1906, pp. 6-7.

70
"Report of the American National Red Cross, 1907, Letter From the Secretary of War, Transmitting a Report of the Proceedings of the American National Red Cross for the Year 1907," Annual Report 1900-1917, (n.p., n.d.), p. 2.

71
Gilbo, p. 43.

72
"Fourth Annual Report of the American National Red Cross," [for the year 1908], (Washington, D.C.: Government Printing Office), Annual Report 1900-1917 (n.p., n.d.), pp. 7-8.

73
Hurd, p. 122.

74
Ibid., pp 122; 125-126.

75
Dock and Stewart, p. 178; and Hurd p. 129.

76

"Fifth Annual Report of the American National Red Cross," [for the year 1909], (Washington, D.C.: Government Printing Office), Annual Report 1900-1917 (n.p., n.d.), pp. 6-7; and Dulles, pp. 115-116.

77

"Sixth Annual Report of the American Red Cross Covering the Period From January 1-December 31, 1910", (Washington: Government Printing Office, 1911), Annual Report 1900-1917, (n.p., n.d.), pp. 8, 15, and 17. Dr. Mathew J. Shields, known by some as the Father of Red Cross First Aid, was employed by the Red Cross as a first aid instructor in 1909. He began teaching first aid as early as 1899 in Jermyrn, Pennsylvania, having received training from St. John's Ambulance Society in England. He was instrumental in translating the First Aid textbook into other languages. Cited from Estelle Rebec and Gustave R. Gaeddert, Historical Division, "The Development of First Aid, Life Saving, Water Safety, and Accident Prevention," of "The History of the American National Red Cross" Vol. VII (Washington, D.C.: The American National Red Cross, 1950), p. 9, footnote 16.

78

Ibid., pp. 6-7.

79

Ibid., p. 13.

80

The following letters, found in Box 1, file 004., National Archives, appear to be written to disclaim the accomplishments of Clara Barton during the Civil War.

Letter to Mabel Boardman from the War Department, the Adjutant General's office, January 23, 1917, in response to her inquiry about Miss Barton's brother and his retention overnight with another prisoner by his commanding officer.

Letter to Mabel Boardman from the Treasury Department January 11, 1917, in response to her inquiry about whether Miss Barton was employed by the federal government during the Civil War period. Miss Barton was employed part-time during this period and is reported to have received a salary during part of the time she was involved in Civil War activities.

Miss Boardman in her book, Under the Red Cross Flag at Home and Abroad, p. 67, states that there is only one mention of Miss Barton's name in the War Department records. Apparently she did not believe that Miss Barton, if employed by the government, could also have been involved

with the Civil War effort. However, memos were found in these files that show copies of requests from both the Acting Secretary of the War and from a brigadier general, and lieutenant colonel giving permission for Miss Barton to go to the front lines. In addition, her diaries contain many accounts of her Civil War involvement.

81

"Seventh Annual Report of the American National Red Cross, Letter From the Secretary of War Transmitting [the] Seventh Annual Report of the American Red Cross [for the year 1911]" (Washington: D.C., Government Printing Office, 1912), Annual Report 1900-1917, (n.p., n.d.), pp. 3, 32, and 34.

82

Ibid., pp. 26-28.

83

Ibid., pp. 36-37,

84

"Eighth Annual Report of the American Red Cross", Letter From the Secretary of War Transmitting the Eighth Annual Report of the American National Red Cross [for the year 1912] (Washington, D.C.: Government Printing Office, 1913), Annual Reports 1900-1917, (n.p., n.d.), p. 4.

85

Ibid, pp. 7-8, and 11-13.

86

Ibid., pp. 17, 19-20.

87

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103 Ibid., pp. 57-58.

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105 "The American National Red Cross, Annual Report, December 1917," (n.p., n.d.), Annual Report, 1916-1919, (n.p., n.d.) p. 4.

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CHAPTER III

PEACETIME AND PREPARING FOR WAR AGAIN

The Events of the Times

Introduction

This section gives background information about events occurring after World War I up to the beginning of World War II. It provides a framework on which to build evidence that shows the depth and breadth of Red Cross involvement as an adult education agent. Considerable space is allocated to Red Cross structural changes and national events that affected the organization and, consequently, the adult education programs offered during this period.

The Armistice

The process of winding down the tremendous wartime effort and adjusting to peace was not easy for the Red Cross. The majority of the staff had been wartime employees, leaving few staff with peacetime experience, according to Marion B. Clausen, a writer with the American Red Cross Historical Division. Clausen also cited that little planning had been done for peacetime activities. Red Cross chapters voiced a real fear that the huge war machine would suddenly disintegrate and local volunteers would leave.¹ Looking to National Headquarters for direction, chapters

wanted to know what the peacetime programs should be, but word was slow in coming.² Signaling the intention to return to a peacetime function two months after the Armistice, President Woodrow Wilson appointed Dr. Livingston L. Farrand as Chairman of the Central Committee.³

Resignation of the American Red Cross Council

In an apparent attempt to ease the transition from the War Council to the Central Committee, four members of the Council were named to serve as members of the Executive Committee, according to Clausen.⁴ The American Red Cross War Council transferred the authority and responsibility of the organization on March 1, 1919, to the Central Committee, the same structure that was in place before the war.⁵

The American Red Cross Commissions in Europe

The Annual Report of 1919 described the following activities that began the winding down process. Less than one week after the Armistice, the American Red Cross Commissions that directed the organization's wartime activities in Europe met to plan for the future. They projected that by March 1919, most of the United States operations would be transferred to various national governments or to other relief societies. Several American Red Cross chapters, organized abroad by Americans living in foreign countries, would be able to provide help with some of the relief activities that remained. The Commissioners also projected

that the majority of American troops would be transferred home by March 1, reducing the activities and expenditures in Europe.⁶

Reality, however, was another matter. American troops were in Europe much longer than anticipated, resulting in increased requests for American Red Cross services. Six months after the Armistice, 165,000 more families were under the care of Red Cross Home Services, more than in any month during the war. Expenses during January and February 1919 were also greater than any two wartime months.⁷

There were other overriding events that made the transition from war more difficult. The Annual Report of 1919 further revealed that the emergency needs of civilian populations overseas became apparent after the war, especially in Poland and the Balkan states. American Red Cross leaders felt they had to provide services because of "implied obligations" and the expectation of the "inhabitants." The Red Cross decided to leave a limited number of staff in the Balkans for one year to assist with public health work.⁸

Most American Red Cross foreign commissions closed as quickly as possible, terminating by June 1919 in Belgium, Switzerland, and Palestine.⁹ The American Red Cross Commission in Europe was vested with the responsibility of handling the remaining activities there. Not until 1922¹⁰ were all of the Red Cross commissions recalled from Europe.

During 1922, extensive relief programs of child health and disease prevention were carried on in cooperation with the American Relief Administration's feeding program in Central Europe. The relief program helped these nations learn how to care for their own people.¹¹

Establishment of the League of Red Cross Societies

After the war, according to the Annual Report of 1919, it was assumed that the general congress of the national Red Cross societies of the International Committee of the Red Cross (ICRC) would meet in Geneva to evaluate Red Cross problems caused by the war. The American Red Cross, the most active Red Cross organization during the war, would provide leadership. To this end, the former Chairman of the American Red Cross War Council, Henry P. Davison, developed a plan consisting of a worldwide, scientific health and welfare program.¹²

The congress, however, did not materialize. Instead, Red Cross representatives of the five great allied powers--the United States, Great Britain, France, Italy, and Japan--met in Paris in May 1919 to organize the League of Red Cross Societies. Additionally, invitations were sent to twenty-four other national Red Cross societies recognized by the ICRC. However, the Red Cross societies of the "late enemy" were excluded. The new League established its headquarters in Geneva to work hand in hand with the ICRC in promoting health and welfare measures.¹³ While

the Red Cross concentrated on development of the League of Red Cross Societies, President Wilson worked toward building a lasting peace through the initiation of the League of Nations. Although he supported the Versailles Treaty, which contained the Covenant of the League of Nations, the Senate could not be convinced of its value.¹⁴

Peacetime Structure

The American Red Cross, upon returning to the structure of the Central Committee, gave serious consideration to the reduction of wartime services. As described in the Annual Report of 1919, a Committee of Liquidation appointed in May 1919 sold supplies no longer needed and reduced activities as quickly as possible.¹⁵

The Red Cross had planned to serve an Army of four million for some time; ergo, a commensurate number of supplies had been ordered. At the end of the war, the American Red Cross found itself with approximately \$24 million in outstanding orders and with large stocks on hand. The War Council was able to cancel some of the contracts for goods not shipped, and in other instances goods were stored at no cost to the Red Cross until they could be sold or disposed of. A Committee on Cancellation and Liquidation of Contracts was formed to handle just these types of situations and to cancel as many contracts as possible.¹⁶ A Salvage Committee, which handled government sales and Red Cross property in the United States,

completed its work and was discontinued by 1923.¹⁷

Congress authorized the Secretary of War to transfer to the American Red Cross medical and surgical supplies and food left in Europe that would not be needed by the Army abroad or at home. The American Red Cross was to use these supplies in providing relief to war-torn countries. This action, however, caused a continuing problem for the American Red Cross, as controversy and dissension resulted about how the materials were handled.¹⁸ The liquidation of foreign obligations continued to be timeconsuming, but was "practically" terminated in 1923.¹⁹

Volunteer and Paid Staff

Clausen cited one major issue that the Red Cross faced was the need to change from a largely volunteer staff to a core of paid staff. When the war ended, so did the services of many volunteers. Immediately after the war, volunteers were still wanting to help the Red Cross. However, a number of key Red Cross administrative staff who had left important jobs were obligated to return to them as soon as possible. As a result, the organization was faced with the probability of a higher percentage of paid staff in what had traditionally been a voluntary agency. Internal controversy focused on policies, philosophies, and programs. The outcome, however, was a more flexible and adaptable staff who were willing to abort ideas and try new ones to determine what would work better for the

organization and for the country. ²⁰

New Programs after the War

The Red Cross began to look at how the extensive war experience could be used for peacetime activities, not only for the citizens of the United States, but inter-²¹nationally, as well. During the summer of 1919, plans were formulated for peacetime activities. These activities translated into the major health education programs of Public Health, Public (Health) Nursing and Child Welfare, Home Service, Disaster Relief, First Aid, and the Junior ²²Red Cross.

Declining Public Interest

Response to peacetime appeals for funds differed from wartime responses, resulting in a decline in membership as reported in the Annual Reports of 1920 and 1921. During 1920, the Red Cross membership was 20,386,238,²³ and in 1921, it dropped to 18,965,013.²⁴ Popular public speakers were hard to obtain, resulting in some thirty nurses touring the Chautauqua circuits to promote Red Cross programs.²⁵ During the program, a male vocalist would sing "The Rose of No Man's Land" and coming to the bar, "mid the war's dark curse stands the Red Cross nurse," the curtains, draped with the American and Red Cross flags, would part. The impressive figure of the Red Cross nurse would appear in her starched white uniform, covered partially by her navy

cape lined in crimson. This scene, dramatic as it was, was no match for the wartime appeals. Even nurses could not give public health the emotional appeal of the wounded on the battlefield.²⁶

Criticism and Reorganization 1920 to 1921

Dulles, author of History of the American Red Cross, contended that during the 1920s there was little concern about the Red Cross and more interest in jazz, trans-Atlantic airplane flights, prohibition, and gangsterism.²⁷ Coupled with declining interest in the Red Cross, there was criticism of it, both internal and external.

According to Clausen, all complaints were examined to determine if it was necessary to change policies and practices. Some of the complaints concerned soldiers having to pay for Red Cross supplies. This was partially true, as the military had requested that the Red Cross charge for the costs of meals and for rooms. Supplies had, however, been free on the war front. Other complaints were aimed at the knitting program, considered to be costly and unnecessary, and about the fact that the Red Cross did not assist veterans with mental problems. Nurses received more than their share of criticism with "wild stories about whole boatloads of pregnant nurses being returned to the United States."²⁸ Other complaints focused on the Red Cross forcing cigarettes into the

soldiers' hands. Accusations were so diverse that they were in some cases contradictory.

A fair amount of criticism was also initiated at the chapter level, reflecting the continuing antagonism between the chapters and National Headquarters, with such concerns as too many orders being given from national headquarters to the chapters. Other criticism on the local level concerned the fact that some people believed chapters to be dominated by only one person and Red Cross workers to be extravagant. One of the biggest concerns was that National Headquarters had not returned to its prewar size and programs. In addition, a rash of letters was received with complaints about graft and corruption in the sale of surplus supplies in Europe.²⁹

Internally, the criticism from John Skelton Williams, Red Cross treasurer and comptroller of currency of the U.S. Treasury, proved to be by far the most frustrating and time consuming to address, according to Clausen. He cited that Williams sent thirty letters between July and mid-October 1920, with 225 points of concern.³⁰ Williams stated that he needed information to answer public criticism. An example of his questioning was a twenty-nine page letter included in the Central Committee minutes in November 1920.³¹ The real reason for his concern is unknown. He may have been influenced by the Red Cross old guard, who sought to return to a small emergency relief operation.

New Organization, 1921 to 1925

The Annual Report of 1921 disclosed that the outstanding feature of that fiscal year was the reorganization of administration and a reduction of divisions from fourteen to nine.³² The primary responsibility of the organization was described as the care of disabled veterans and their families. And the most important functions were public health nursing, disaster relief, and the Junior Red Cross at home and abroad.³³

Another proposed major organizational change was the promotion of chapter initiatives, with National Headquarters providing policy and giving unity to chapter activities. Also, a greater amount of centralization was suggested, with a simplified line and staff organization. In addition, the office of general manager was abolished, and vice chairmen were assigned to domestic operations, foreign operations, and finances. All departments and bureaus were to be replaced by services, and territorial divisions were to be consolidated and streamlined.³⁴ According to Patrick Gilbo, author of the American Red Cross: The First Century, the major purpose of the new structure was to reduce costs and to emphasize again the chartered activities of military and disaster relief, along with meeting social needs not addressed by other agencies.³⁵ In fact, other social welfare agencies were afraid of being displaced by the extensive Red Cross program. The Red Cross extended casework services

above the poverty line in dealing with servicemen and their families, giving a new professional dimension to the field of social work.³⁶

According to Dulles, another controversial aspect of the new structure was that volunteer service "unchecked or unadvised by expert knowledge" could not be relied upon as heavily as before. The new chairman, Judge John Barton Payne, replaced Dr. Farrand, who resigned in 1921 to become President of Cornell University. A former Secretary of the Interior, Judge Payne was a colorful, able executive, who locked horns with Mabel Boardman on this issue. Boardman, influential since replacing Clara Barton, was told emphatically by Judge Payne that the Red Cross could not be maintained on emergency relief only, which was her wish.³⁷

The gradual transfer of medical social service functions to the government Veterans Hospitals began in February 1922.³⁸ The move was made when it appeared that the government would be able to take over this program, which had been initiated by the Red Cross. The designations of Medical Social Service and Camp Service were abolished in 1922. However, their functions were included under the War Service,³⁹ providing an umbrella for services to the Armed Forces.

During 1923, President Warren Harding died. He was described by Judge Payne as "an ungrudging official who among his multifarious duties found time to be service-able to the Red Cross whenever called upon."⁴⁰

Calvin Coolidge, the new President of the United States, accepted the presidency of the American Red Cross, as well.

As documented by the Annual Report of 1924, the American Red Cross continued to provide relief in a number of disasters including tornadoes, mine disasters, floods, and two typhoid fever epidemics. It also raised funds for the catastrophic earthquake in Japan.⁴¹

Recovery Period, 1925 to 1930

Reorganization during 1925 decreased from six divisions ultimately to two branch offices.⁴² The next few years saw little change, with efforts focused primarily on organizational efficiency.

The Red Cross membership roll call of 1925 hit a new low of slightly over three million adult members, contributing significantly to the organization's financial woes.⁴³ An increase in disaster relief activities, resulting from Florida hurricanes in 1926, Mississippi Valley floods in 1927, and Caribbean storms in 1928, may have helped to push the membership up to over four million.⁴⁴

At the close of the 1920s new Army regulations stated that nurses could be recruited by means other than through the Red Cross. Previously, the Red Cross had recruited and served as an actual reserve for the Army and Navy Corps. The Red Cross, however, continued its nurse enrollment program.⁴⁵

When President Herbert Hoover, who also assumed the Red Cross presidency, was elected in 1928, he projected an era of triumph over poverty. History, however, tells a different story.

Dulles reported that during the winter of fiscal year 1930-1931, at President Hoover's request, the American Red Cross was asked to provide relief to the victims of the summer drought, involving twenty-three states in the South and Midwest. In Congress it was suggested that \$25 million be granted to the Red Cross for this project, but wanting to uphold the principle of philanthropy, the Red Cross refused the grant. One year later, the Federal Farm Board was authorized by the President to dispose of its surplus wheat and cotton to help the unemployed, and again, President Hoover asked the Red Cross to distribute it. This was accomplished by processing the cotton and wheat into commodities. These actions actually helped pave the way for Roosevelt's New Deal. In implementing this program, the Red Cross eventually reached all but 17 of the 3,098⁴⁶ counties in the United States.

Red Cross during the Depression

Dulles stated that the Red Cross was caught in the middle of two differing philosophical approaches espoused by the government: public relief versus private charity. Most newspapers joined in the controversy. The majority of the press supported the Red Cross position to oppose

Federal aid, but public opinion was divided. At the next fund drive, the public responded positively to the Red Cross by pushing the funds over the \$10 million mark and also by providing volunteer help.⁴⁷

The Red Cross provided stop-gap assistance to the victims of the depression. The organization distributed food, fuel, seed, and clothing under the guise of drought relief until "stronger reserves" could be mobilized by the government, such as the Federal Emergency Relief Administration. At the peak of the relief activity, the Red Cross helped approximately two million people.⁴⁸

President Hoover predicted prosperity, but in a few months the stock market crashed. He announced he would cut taxes and expand public works spending. A program was presented to Congress requesting the creation of a Reconstruction Finance Corporation to assist businesses, aid farmers facing mortgage foreclosures, provide banking reform, give loans to states to feed the unemployed, expand public works, and economize government. His view, though, was that people should be primarily cared for by local and voluntary agencies.⁴⁹

Clausen stated that dust, drought, grasshoppers, famine, bank failures, and closed factories caused the paralysis that spread through agriculture, commerce, and business communities as a whole, fostering a disaster of unprecedented magnitude.⁵⁰ Farmers could not sell crops to cover expenses. Debts mounted. A vicious cycle

resulted, as production caused workers to be laid off, resulting in decreased national purchasing power.

Tremendous numbers of people were unemployed, reaching more than fifteen million.⁵¹ The depression caused a major role problem for the American Red Cross since its charter primarily addressed aid in wartime and in the event of great national calamity. How the organization was to react would effect its function and how it would be perceived in the future.

The New Deal

Clausen indicated that Red Cross leaders, having worked closely with President Hoover, watched the election results with interest. In the eyes of Red Cross leaders, the election of President Franklin Roosevelt reflected a significant change in public opinion that could effect the Red Cross, as well. The gold standard was gone, and now society was beginning to pass along debts that their children would have to pay.⁵² Private funds would probably be more difficult to obtain, as the focus turned toward tax-supported government programs. However, the Red Cross gained over one hundred thousand members at the Roll call⁵³ of 1934.

According to Dulles, when President Roosevelt took office in May 1933, victims of the depression were given direct assistance by the federal government. Public works projects such as the Federal Emergency Relief

Administration and the Civilian Conservation Corps were established. Federal grants were given to states and local governments for work relief or for direct home relief to prevent suffering. The new government programs "had completely by-passed the Red Cross and other welfare agencies." Apathy toward the Red Cross again seemed to be on the horizon, since the government was assuming most of the burden of relief, according to Dulles.⁵⁴ The need for public health nursing and social casework, however, continued to be required in small towns and county districts.⁵⁵ It is interesting to note that the Annual Report of 1934 revealed the "greater variety of cooperation with government agencies" and "growth in interplay with government resources."⁵⁶ The new government programs must not have completely overlooked the value of Red Cross programs.

Red Cross programs to distribute supplies of wheat and cotton helped to bring relief to over 26 million people including 32,000 Indians. The wheat operation began in March 1932 and was completed in August 1933. The cotton program started July 1933 and was discontinued February 1934. A total of 85 million bushels of wheat and 844,063 bales of cotton were used to make products such as bread, flour, and clothing for people in distress.⁵⁷

Activities during 1935-1939

Judge Payne died in 1935 while still in office.

President Roosevelt shortly thereafter appointed a new chairman, Admiral Cary T. Grayson, a friend of the President and a former White House physician.⁵⁸

Ernest P. Bicknell, Red Cross pioneer, and Clara D. Noyes,⁵⁹ director, Red Cross Nursing Services, also died that year.

During 1936 and 1937, disaster relief included floods in Pennsylvania, the Ohio Valley, and New England. These activities continued to provide the Red Cross with an opportunity to carry out part of its mandated services, involving the efforts of the entire organization.⁶⁰ In addition,⁶¹ chapters continued to provide unemployment services.

The next year Chairman Grayson died while in office, on February 15, 1938. Norman H. Davis, Special Ambassador of the United States and internationally known diplomat,⁶² immediately resumed the duties of the Chairman. Also during 1938, gains were made in program activity and the number of Red Cross Chapters.⁶³

According to the Annual Report 1939, membership continued to increase as did the work among veterans, servicemen, and volunteer services. Chairman Davis began to change the focus publicly, appealing to chapters to increase membership by a million to help prepare "for any unusual emergency."⁶⁴ The outcome was a roll call of over seven million people, the largest since 1919, which exceeded nineteen million.⁶⁵

Development of Peacetime Adult Education Programs
and Services

Introduction

American Red Cross adult education programs and services of the times reflected events as well as the direction in which the leadership believed the organization should go. Described below are a variety of adult education activities that occurred between the end of World War I and the preparation for World War II. The intent is not to include every program, but to give examples of the programs thought by the author to be most significant or that best represented the thinking of the American Red Cross leadership during that period.

Generally, the Red Cross attempted to evaluate a situation and make the best use of available educational resources not only for cost and quality control, but also to provide for training course participants and instructors. An example was during 1922, when a careful study was conducted by the Red Cross Education Service. Leading educational institutions in the United States were contacted to determine which of them provided background training adequate for preparing personnel for Red Cross positions, and which institutions gave instruction in social service. Some universities had been subsidized by the Red Cross to develop courses for Red Cross chapter executives and Home Service secretaries who were responsible for carrying out

social services for the Armed Forces and their families. Subsidies also had been given to train public health nurses. The Red Cross staff was always eager to develop programs answering some need, to maintain them, and then to find ways of transferring the maintenance to other appropriate agencies.

As a result of the 1922 survey, beginning the next fiscal year all universities that had received subsidies from the Red Cross assumed responsibility for the training as a regular part of their curricula. Examples of courses offered were advanced training for Red Cross executives and secretaries, and public health nurses at the University of North Carolina, Chapel Hill, and the University of Wisconsin, Madison.⁶⁶

Red Cross Museum and Library

The Red Cross Museum was founded in 1919 as a memorial to Red Cross workers of the war. An additional service of the museum was to develop and send exhibits to national educational and medical associations, to schools enrolled in the Junior Red Cross, and to chapters. Visits to the museum in 1922 alone numbered 77,653.⁶⁷ To support its professional status, the museum joined the American Association of Museums in 1924.⁶⁸ It is noteworthy that not until 1931 were earlier historical documents included in the museum. At that time, some of the belongings and awards presented to Clara Barton were donated to the museum by the niece of Julian Hubbell, field director under Clara Barton.⁶⁹

Another aspect of the organization that fostered adult education was the Red Cross library, mentioned in the early Annual Reports of 1928 and 1931. Functioning as a reference and research library and specializing in Red Cross literature, it catalogued all available data on the American Red Cross and other Red Cross societies. It was the central office for locating and filing printed material related to the American Red Cross, in addition to borrowing and returning books from the Library of Congress and other libraries. A routing system to other National Headquarters offices was devised to bring material of special interest to the appropriate offices. The library remained intact until the Red Cross restructure of National Headquarters in 1984, when the library was dismantled to reportedly cut costs.⁷⁰

Department of Nursing

The major activity of the Department of Nursing continued to be nurse enrollment. At the close of the 1919 fiscal year, 351,426 nurses were enrolled. The Red Cross had recruited almost 25,000 nurses who served in the Armed Services or who gave care to civilian populations of invaded countries.⁷¹

During peacetime, adult education had become the second major activity in the Department of Nursing, especially through the Bureau of Nurses' Aides and Instruction and the Bureau of Dietitian Service. In 1917, a number of

programs came under the Department of Nursing, including Home Hygiene and Care of the Sick (called Home Nursing after 1941), dietetics, public health nursing in rural areas, disaster nursing, and instruction of nurse's aides. In time, separate departments were created for some of the courses. For example, in 1921 dietetics became a separate Nutrition Service, and later other courses merged to become separate departments, such as Home Hygiene and Care of the Sick, and Public Health Nursing.⁷²

The American Red Cross also looked beyond the needs of this country, establishing schools of nursing in Prague, Warsaw, Poznan, Sofia, and Istanbul, as well as in Haiti, the Dominican Republic, Puerto Rico, the Virgin Islands, the Philippines, and Hawaii. American Red Cross nurses managed the schools until new graduates or other staff could take over that function.⁷³ By the end of fiscal year 1923, activities in Europe were discontinued except for three schools of nursing.⁷⁴

A dietetics course, first offered in 1917, was revised as a result of the demand for a more complete study of the theory of dietetics. This course, which in 1922 focused on the preventive aspects of health education, was presented with the cooperation of the State Relations Service of the Department of Agriculture to supplement the work of the extension service.⁷⁵ It was continued by some chapters as a popular course even after the Nutrition Service was discontinued in 1932.⁷⁶ The course contained

information about prenatal, preschool, adult, and dietary needs of the ill.⁷⁷ Women trained in home economics were enrolled to serve as dietitians in the Army, the Navy, the United States Public Health Service, and Veteran's Bureau hospitals. The program continued to grow. For example,⁷⁸ the total number of dietitians enrolled in 1919 was 661,⁷⁹ compared with 2,900 in 1926.

During the influenza epidemics of 1918 and 1919, requests increased for the course, Home Hygiene and Care of the Sick. Continuing to be frequently requested, it was revised often to include updated content, new teaching aids, and methods of testing. The number of certificates increased from 34,033 in 1919⁸⁰ to 92,093 in 1920.⁸¹ During this period, the course was taught in public and private schools,⁸² as well as to adult groups.

A sad event for the Department of Nursing at the beginning of peacetime activities was the death of its founder, Jane Delano. She died in the spring of 1919, while in France surveying the status of Red Cross hospitals. The success of the recruitment of Red Cross nurses during the war was due largely to her efforts. She also was the co-author of the first Red Cross textbook on home nursing⁸³ Elementary Hygiene and Home Care of the Sick.

Public Health Nursing and Child Welfare Programs

In an attempt to supply trained public health nurses and to assist nurses who wished to enter the public health nursing field, a scholarship and loan fund of \$105,000 was appropriated by the Red Cross in January 1919. University courses were available in sessions of four, six, and eight months. These courses helped to stimulate interest in public health nursing.⁸⁴

After World War I, the Red Cross had 165 public health nurses in the field.⁸⁵ Services were established in chapters or in cooperation with other public or private agencies. The peak of public health nursing occurred in the 1920s, with 2,080 nurses working in public health, according to the Annual Report of 1922.⁸⁶ Also in the 1920s, graduate courses in public health nursing were developed in the Baltic States, Czechoslovakia, and Austria, with shorter courses developed to prepare health workers in foreign relief in Krakow and Prague.⁸⁷

Public health nurses also served in Alaska, the Canal Zone, the mountains of Appalachia, and fishing villages of Maine. As the role of the public health nurse became more prevalent in communities, local governments began to hire them in county health departments. Gradually the Red Cross was able to turn this service over to the local communities.⁸⁸ In 1939, new Red Cross policies recommended the increased development of

public health nurses only in outlying areas where no service existed.⁸⁹

Home Service and Recreation in Hospitals

After the war, many of the new activities revolved around Home Service and ways to assist returning servicemen and their families in the adjustment to peacetime. Several rehabilitation services were developed to make the transition easier. The Annual Report of 1919 revealed an increase in services. The year before 111,000 families of soldiers were helped, but in the single month of March 1919, 466,000 families were assisted.⁹⁰

Home Service Institute.--At the close of the war, there were thirty thousand Red Cross workers in Home Service, twenty-eight thousand of them volunteers.⁹¹ The majority of them needed some type of training. To begin to meet this need, a Home Service Institute was developed. Several kinds of courses were organized, but the Home Service Institute was the most successful. It consisted of six weeks of training, using teaching methods that included lectures, discussion, and field practice under supervision. By June 30, 1919, one-hundred fifteen courses had been held, certifying one thousand eight hundred students.⁹² Services provided by the trained Home Service worker were assistance to families of servicemen with information, advice, financial help, reinstatement and conversion of government insurance, and claims for compensation. These programs

helped to introduce relatively high standards of service in local communities. The service itself was extended to civilians during the influenza epidemic and to others when no other community services were available.⁹³

The need for training Red Cross home service workers at this time was so great that it was decided to discontinue training courses as quickly as possible, and instead substitute courses at colleges and universities. Cooperative agreements were obtained with fifteen educational institutions, largely state universities. The Red Cross, however, provided the laboratory or field experiences and supervision.⁹⁴

The work of Home Service staff was greatly increased during the New Deal and the depression eras. It was especially demanding after the passage of the Economy Act of March 1933 that removed thousands of pensioners from the roles.⁹⁵

Recreational Hospital Workers.--There were forty-seven reconstruction hospitals with a Red Cross recreational officer assigned to each, as well as assistants as needed. This service was deemed so valuable that it was extended to almost all Army, Marine, and Navy hospitals, to nurses in military hospitals, and to educational and physiotherapy aids in the reconstruction hospitals. To supply well-prepared workers, the need for training continued.⁹⁶

Department of Health Service

A Department of Health Service was established in December 1919 to coordinate all health activities. Previously, part of the program had been under the Department of Nursing (Public Health Nursing, Home Hygiene and Care of the Sick, and Home Dietetics), and part under the Department of Military Relief (First Aid and Life Saving). The Red Cross Chairman personally coordinated the development of the service and community health centers under the auspices of the Red Cross. However, the largest part of the program remained under the Department of Nursing, while the Department of Health Service supervised First Aid, Life Saving, and Medical Social Services programs in Public Health Services Hospitals.⁹⁷

To help diffuse differences of opinion in the Red Cross health programs, a Health Advisory Committee of ten physicians and public health officials was appointed in 1923. The committee stated that health education was a principal objective and provided a "definite constructive program which every member and every chapter could follow with confidence."⁹⁸

During 1939, Medical and Health Service reported that a dozen chapters had organized blood donor services as well as venereal disease clinics and dental hygiene programs. If any specific training was involved, it was not noted, according to the Annual Report 1939.⁹⁹

First Aid.--Following the Armistice, interest in first aid and life saving began to wane. Training efforts had included emphasis on educating servicemen not only to prevent accidents, but also how to help themselves and others if injury or accidents occurred. Later, an increased interest resulted in both programs in schools, colleges, and universities. Police and fire schools also included instruction in first aid and life saving.

During 1923, the Secretary of War requested that the Red Cross teach First Aid and Life Saving in army camps. Also, joint certificates, with the telephone company, were awarded in First Aid to their employees. The Red Cross First Aid Car began its nationwide tour in 1923 from Baltimore, Maryland. Other groups added to the tour for first aid instruction were forest rangers, employees on reclamation projects, and officers of Salvation Army Training Schools.¹⁰⁰

According to Dulles, at the close of the 1920s first aid programs were made available to police, firemen, and reserve officers. Life saving instruction was offered to camp counselors, YMCA and YWCA instructors, Boy Scout leaders and the military.¹⁰¹

A program, First Aid on the Highways, was initiated in fiscal year 1929-1930, with stations located at strategic points such as service stations, stores, and community centers.¹⁰² Many hospitals also had begun including first aid for nursing students in their curricula.¹⁰³ Plans for

itinerant instructors to meet rural needs were initiated in the late 1920s. This method extended instruction to hard-to-reach locations in a number of other programs as well, such as Nutrition, and Home Hygiene and Care of the Sick.¹⁰⁴ Other important developments during 1935 included Red Cross instruction for employees of the Civil Works Administration and the Civilian Conservation Corps as well.¹⁰⁵ In addition, the Home and Farm Accident Prevention Service was started because of the large number of farm and home accidents.¹⁰⁶ During 1939, in cooperation with the National Ski Association of America, First Aid was available for ski patrols and other groups.¹⁰⁷

Life Saving.--By 1922 groups participating in life saving included almost all schools and colleges in the United States, the United States Military Academy at West Point, the United States Naval Academy at Annapolis, the Boy Scouts, the Girl Scouts, the Camp Fire Girls, the YMCA, and the YWCA. In addition, many lifeguards at municipal pools and beaches had to pass the Red Cross Life Saving test to apply for employment.¹⁰⁸ Red Cross Life Saving tests and instruction were becoming recognized as the standard.

During 1922, a plan was made to develop instruction in how to handle canoes and rowboats.¹⁰⁹ The rate of drowning was still high, and the Red Cross felt that courses in boating water safety would help reduce the number of deaths. During 1923, to train workers and maintain

standard methods of training, the Red Cross offered regional conferences and training institutes,¹¹⁰ initiating a trend that continues today.

Red Cross Institute for Crippled and Disabled Men

The Red Cross, first hand, learned about the need to rehabilitate disabled servicemen. In March 1919, the Red Cross sponsored an International Conference on Rehabilitation in New York City. Information was shared on caring for the crippled and disabled.¹¹¹ This conference provided the vehicle to disseminate valuable techniques for rehabilitation to benefit the disabled not only in this country but also abroad.

Part of the educational program for the disabled consisted of teaching patients new vocations such as typing, linotyping, oxyacetylene welding, typewriter repair, jewelry making, and making artificial limbs. The program also offered an employment service.¹¹² This program was another Red Cross adult education activity that was developed to meet a specific need of the time.

Red Cross Institute for the Blind

A Baltimore, Maryland, estate known as Evergreen was loaned to the government for the use of men who were blinded as a result of the war. Accordingly, the War

Department established a school called the Evergreen School for the Blind. As the result of an agreement with the War Department and the Federal Board for Vocational Education, the Red Cross managed it, from 1919 to 1927.¹¹³ The purpose of the institute was rehabilitation. Courses offered were preparatory courses such as braille, typing, and English; vocational courses to prepare ex-servicemen for work in the areas of agriculture, commerce, and industry; avocational courses such as music and bookbinding; and recreational courses including swimming and music appreciation. As a result of the extensive investigation of available jobs for these servicemen and raising awareness of their needs, the actual number of job opportunities increased.¹¹⁴ The school was later under the supervision of the Veteran's Bureau with the Red Cross providing supplementary services. Although the school closed in 1925,¹¹⁵ Red Cross chapters continued to transcribe books into Braille under the direction of staff at the Library of Congress and the National Advisor on Braille for the American Red Cross, with 1,336 certified braillists and 82 blind proofreaders by 1930.¹¹⁶ A number of chapters are still providing this service today, which was recognized earlier by the Red Cross as a necessity in rehabilitation.

Volunteer Services

Adult education in Volunteer Services included many other programs. Volunteers provided manpower for the

majority of these Red Cross activities. They gave disaster relief, taught courses, or were involved in other activities for Nursing Services and taught first aid and life saving programs. Another large group of volunteers were members of the Hostess, Hospital Service, and Recreation Corps, later known as the "Gray Ladies." Courses to learn how to perform services or to teach classes involved tens of thousands of volunteers. One example was a course for Gray Ladies developed at Walter Reed Hospital and given by medical officers. This was a three-month training course that included two lectures a week. Other areas gave similar types of courses to prepare women to serve in hospitals.¹¹⁷

During 1934, Volunteer Services in cooperation with Civilian Relief developed training for volunteers and new workers that covered the purposes and principles of casework. Additional field training was available through institutes held in various states, offering intensified training in casework under the direction of a National Headquarters instructor.¹¹⁸ As an example of the numbers of volunteers involved, during 1934, 322,000 volunteers gave over nine million hours of work overall.¹¹⁹

Evaluation of Adult Education Programs

The number of adult education programs increased between 1930 and 1940. This thesis is supported by the statistics reported in the Annual Reports of 1930 and 1940.

For example, in chapter activity there was an increase from 583 chapters in 1930 to 931 chapters in 1940 that offered the Home Hygiene course. Home Service increased its chapter activities to ex-servicemen, servicemen, and families in 1930 from 2,941 chapters providing the service to 3,545 chapters in 1940. Activity jumped from 634 chapters participating in first aid courses during 1930 to 2,322 in 1940. Water Safety also saw an increase from 1,096 in 1930 to 1,578 in 1940.¹²⁰

Winds of War

Confidential Preliminary Report

Clausen states that trying to keep interest in educational programs alive at the chapter level was overshadowed by the accelerating plans for a war emergency. It was considered unpopular and almost forbidden in the Red Cross to discuss or consider activities related to war, especially preparedness issues. However, on the national level, a small committee of five was appointed by Judge Payne in 1934. Four of the members were National Headquarters staff; the fifth was an area manager. No Board of Incorporators or Central Committee members were part of it. To further protect its secret mission, the committee called itself the Military Relief Committee. The purpose of the committee was to study the preparation needed to react promptly in the event of another war. Primarily, the committee was to thoroughly study the situation, continue

to communicate with Army and Navy officials, and determine what had been effective in planning for World War I.¹²¹

Three contingencies would be considered: the United States as a belligerent; war involving the western hemisphere but not the United States; and war in which the United States was not involved. World War I was studied to consider services needed in the event of another war.¹²² There would be new services, expansion of existing services, and the elimination of some previous services. New bureaus would be the Bureaus of Medicine and Sanitary Service, Prisoners Relief, Civilian Training, Insurance, Communication, Transportation, Enrollment (nurse enrollment for the Army and Navy), Cables, and Construction.

In addition, an Eastern area division might be added. The committee would also look at the administrative structure required, the personnel and funds needed, and public relations approaches to help obtain funds. The line of command to the Armed Forces would be through Red Cross field directors to commanding officers. During a major disaster, the Red Cross would deal directly with the Chief of Staff and Chief of Naval Operations, Chief of Engineers, Assistant Chief of Staff G-4 (Supply), Corps Area Commanders¹²³ and others.

Between April 1939 and the outbreak of the war in Europe on September 1, 1939, the pace of Red Cross preparedness accelerated in an attempt to keep up with the swift-moving events in Europe.¹²⁴ As the crisis grew in

intensity, liaison activities between the American Red Cross and the Army increased.

Services to Armed Forces

The most important outcome of the Confidential Preliminary Report was the organization of Services to Armed Forces (SAF) on June 1, 1941, under the direction of Robert E. Bondy.¹²⁵ According to Dulles, considerable research and negotiation took place before this was accomplished. Services to Armed Forces coordinated all activities on behalf of servicemen. Included in SAF were former services of Camp and Home Services, Military and Naval Welfare Service, and Information Services. In addition, chapters producing commodities related to military needs were supervised, and under this service at the Army's request, medical technologists were enrolled. SAF also supervised joint councils made up of representatives from the Red Cross and other welfare agencies to meet the needs of servicemen at local Army bases. Lastly, supervision from this service included the promotion and enrollment of blood donors for blood plasma.¹²⁶

Planning in the Event of War and Providing Foreign Relief

Dulles contended that as war activity increased in Europe, the Red Cross did not send personnel as it had at the beginning of World War I. For one thing, other Red Cross societies did not request help as they had previously.

The Army Medical Corps was developed to the point that additional assistance was largely uncalled for. Civilian aid was the primary need, and the American Red Cross answered by sending funds to all Red Cross societies of "belligerent nations" requesting aid. However, a large portion of the aid was sent to France, Poland, and Britain.¹²⁷ During 1940, the International Committee of the Red Cross and the League of Red Cross Societies formed a joint commission to facilitate relief activities to civilians in war-torn countries, primarily France and German-occupied Poland.¹²⁸

Dulles further cited that the American Red Cross encountered its first problem in upholding the principle of neutrality. Previously aid had been given to both China and Japan. However, in 1938 President Roosevelt asked the American Red Cross to give the American people a chance to subscribe specifically to China's relief fund.¹²⁹ The Red Cross apparently had no choice but to comply with a fund drive for China.

Supplies also were sent to the Red Cross Societies of Romania, Hungary, Latvia, and Lithuania. Late in August 1939, at the request of the State Department, the American Red Cross helped with the repatriation of American citizens living in Europe. All incoming boats were met by Red Cross chapter representatives. American Red Cross volunteers also were engaged in the production of surgical dressings, refugee garments, and other

articles.¹³⁰ Dulles reported that after June 1940, it was impossible to send relief to countries occupied by Germany and ensure that supplies would reach the intended country. Great Britain received the majority of relief during 1940-1941 in the form of medical supplies, clothing, funds for nurseries for "bombed-out children," and canteens.¹³¹ A cooperative project also was established to study communicable disease in England and another project enlisted American physicians to serve in England. Additionally, unoccupied France received assistance of food and hospital equipment, clothing, milk, and vitamins, especially helping the children. Relief also was given to Spain, the British Middle East--which included Egypt, Syria, Eritrea, and Abyssinia--¹³² Greece, Yugoslavia, Finland, and again to China.

In the fund-raising strategies recommended by the leaders of the American Red Cross, a more patriotic focus was stressed to "check on loyalty factors for paid and¹³³ volunteer personnel." During this prewar period, Nursing Services also increased efforts to enroll nurses for the Army and Navy,¹³⁴ although the relationship was not as close as it had been prior to World War I.

Plans for mobilization included the Red Cross as the only agency to provide volunteer relief for the Army in time of war. A new War Department ruling, stating that no other civilian agency would be allowed to work with the Army in any theater of operations, provided the Red Cross with the

foundation needed to do extensive planning with the Armed Forces. Relationships were also improved with the Navy, as the Red Cross was designated as an auxiliary of the naval medical department.¹³⁵

Dulles reported that Red Cross plans for war activities seemed to be limited as compared with activities during World War I. The Army now had an Auxiliary Welfare Council that handled some of the same welfare inquiries that the Red Cross had handled earlier. Also, no longer would the Red Cross be involved in supplying and maintaining base hospitals and recruiting ambulance sections, since the medical corps would handle these responsibilities. It appeared that Red Cross functions would primarily expand the Home and Hospital Services and provide supplementary supplies to camps and hospitals.¹³⁶ But according to the Annual Report 1940, planning with the Army and the Navy involved review of past and current programs and convinced the military that the current program of the Red Cross "constitutes one of the most essential phases of national defense,"¹³⁷ thus expanding the opportunities for service and education.

New Thrust in Adult Education

During 1939 and into 1940, plans were under way to train one hundred thousand nurse's aides, at the request of the Office of Civilian Defense. Also, plans were made to enlist and train an undetermined number of nutrition aides, and in First Aid to teach 5 percent of all personnel in

municipal departments, in industry and large corporations. Before the bombing of Pearl Harbor, programs were well developed to conduct training that would contribute to the war effort, such as Home Nursing, First Aid, and Water Safety courses.¹³⁸

Summary

In Chapter III research of the historical background from the end of World War I to the beginning of World War II continues to be directed by the first major research question: What is the historical background of the Red Cross and its relationship to adult education?

To summarize the events of the times, following World War I, the American Red Cross experienced organizational problems and public criticism when attempting to decelerate wartime activities, reduce staff, redefine policies and programs, and develop peacetime programs. The American Red Cross was successful, however, in developing and initiating a plan for the League of Red Cross Societies, which worked to promote world health.

During peacetime, a return to the structure of the Central Committee took place, and a number of committees were established to liquidate supplies. During 1921 a reorganization of the administration took place, and divisions were reduced from fourteen to nine. An attempt was

made to promote chapter initiatives and provide policy from National Headquarters.

The drought and subsequent problems of the depression involved the Red Cross in service to the American people, with the distribution of wheat and cotton commodities. Services also were provided to help alleviate suffering overseas and domestically.

Though the public was unaware of the preliminary planning by the American Red Cross in the event of war, the cooperative agreements between the Red Cross, the Army, and the Navy provided guidance when World War II erupted. Efforts of Nursing Services to continue the nurse enrollment program, as a partial reserve for the Army and Navy, were also farsighted in helping the Red Cross to recruit nurses for the next world war. Establishment of the new Red Cross Services to Armed Forces also paved the way for the organizational machinery to go into action when called upon. Red Cross foreign war relief activities gave United States citizens new insight to the plight of the world, and it facilitated chapter production of materials such as bandages before the United States was officially engaged in war. All of these national and international events had an effect on adult education programs in the Red Cross, as to what would be taught and how it was taught.

To begin to answer the problem statement relating to the depth and breadth of Red Cross involvement as an adult

education agent, the data presented in this chapter were analyzed. Community courses included First Aid, Life Saving, Home Hygiene and Care of the Sick, and Home Dietetics. The period between the wars saw increases in course attendance and the number of courses offered. However, when the threat of World War II heightened, activity in these courses temporarily decreased.

Emerging trends in adult education were the development of peacetime adult education programs, between the wars, building on training efforts begun during World War I. These programs provided services for veterans and their families, and met specific needs of citizens. Examples of these programs were Public Health Nursing, Life Saving, Highway Emergency First Aid Stations, Home and Farm Accident Prevention Programs, and First Aid in industry. Other trends involved programs the Red Cross initiated and developed, later being transferred to other appropriate agencies for maintenance. Examples of these programs were Public Health Nursing, when county governments later took on this function, and medical social service activities transferred to other agencies after World War I.

Continuing a trend in the use of advisory committees, the new Health Advisory Committee was appointed in 1923. It was to assist in the development of quality services and in diffusing differences of opinions. Regular conferences and institutes were held to maintain standards of teaching. Another trend was the use of itinerant

instructors, initiated in the late 1920s, and extending instructors to hard-to-reach places. An additional new program was the development of boating safety programs in 1922.

Other adult education activities included the development and maintenance of schools of nursing overseas, and the development of the Red Cross museum and library. The last trend was the use of colleges and universities after the war to train a large cadre of volunteers and paid staff in Red Cross Home Service.

During 1939 and into 1940, plans were made to train one hundred thousand nurse's aides at the request of the Office of Civilian Defense. In addition, the Red Cross was asked to provide educational programs for nutrition aides and 5 percent of all municipal department and industrial personnel in first aid. Programs were well under way before the bombing of Pearl Harbor. Red Cross mobilization for war and its relationship to adult education is discussed in Chapter IV.

Notes for Chapter III

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2

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3

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- 30 Ibid., pp. 153-155.
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CHAPTER IV

THE EARLY WAR YEARS, 1941-1943

The Events of the Times

Introduction

Red Cross activities during 1941-1943 of World War II were closely meshed with the events of the times. Examples of these activities provide a foundation for analyzing the depth and breadth of involvement of the Red Cross as an adult education agent.

"The American Red Cross inevitably moves with the life of the times." ¹ This statement from the History of the American National Red Cross, "National Headquarters in World War II," described what was expected of the Red Cross during the war. With the bombing of Pearl Harbor, Red Cross resources were quickly mobilized. Less than two hours after the raids began, 18 U.S. ships were sunk, and 3,219 servicemen were either dead or missing. ² Even as the fires still smoldered, the Red Cross chapter in Honolulu was providing aid under the threat of more raids. Red Cross volunteer first aid teams and nurses gave first aid and provided shelters, canteens, and transportation. ³

Red Cross Chairman Norman Davis talked to President Roosevelt on the evening of the bombing to determine the next actions the Red Cross should take. A Presidential proclamation gave official notification on December 12,

1941, of the War Fund Campaign to raise \$50 million, a sum decided upon before the onset of the war.⁴ Considered conservative by some staff, others felt that the amount was sufficient to fund the first year of wartime activities. It was the opinion of the vice chairman in charge of finances that the Red Cross could never match the \$400 million that had been collected during World War I.⁵ However, the War Fund Campaign goal of \$50 million was exceeded by over \$20 million.⁶ The next year's goal of \$125 million, too, was oversubscribed by more than \$22 million.⁷

With war now a reality, the young and old, trained and untrained became involved in the Red Cross. Initially, 1.7 million volunteers and one thousand personnel responded to the Red Cross call for help.⁸ By the end of fiscal year 1941-1942, Red Cross membership had increased to over fifteen million adults and more than fourteen million Junior Red Cross members.⁹ The nation was ready to pull together in a great effort to defend its freedom, protect its shores, and fight with its allies.

Global assignments after the bombing of Pearl Harbor included England, Ireland, Iceland, Newfoundland, Bermuda, Trinidad, Curacao, Aruba, Australia, India, New Caledonia, and other points where Red Cross services were requested by military authorities.¹⁰ The organization of Services to the Armed Forces (SAF), completed six months before the bombing of Pearl Harbor, and the readiness of

other Red Cross services helped to improve the Red Cross response when war was declared.

George Korson, author of At His Side: The Story of the American Red Cross Overseas in World War I, interviewed numerous Red Cross workers after the war and described in detail Red Cross activities during World War II. Several examples follow that further illustrate the involvement of the Red Cross in the early war years and reflect the events of the times.

Early Red Cross Services in the Pacific

Casualties were left at the Sternberg General Hospital in Manila after General Douglas MacArthur withdrew his forces in the Philippines. At his request, the American Red Cross prepared to transport the wounded to Australia on the S.S. Mactan, the first ship chartered and staffed by the Red Cross during World War II. After Japanese attacks on Manila, one pier remained functional that could handle the three-hour procession of the wounded who boarded the ship on December 31, 1941. The fact that the Japanese refused to grant "safe passage" for the Mactan resulted in a suspenseful trip. It ended, however, without Japanese intervention. On January 24, the Red Cross transferred the patients from the ship to the Australian Army General Hospital No. 13. MacArthur was reported to conclude that the "American Red Cross is to the Army and Navy what pepper and salt are to food."¹¹

MacArthur, upon arrival in Australia, was consulted by Red Cross staff, Field Director Irving Williams and Charles K. Gamble, who was later made a Red Cross commissioner in Australia. The purpose of the meeting was to discuss the Red Cross program. Korson reported that shortly after the meeting, the flow of Red Cross workers began to Australia, New Zealand, and the islands of the South and Southwest Pacific, many coming by troop transport.¹² Australia became a training ground to prepare soldiers for the invasion of Japanese-held territory. It also served as a leave area for officers and men of the Army and Navy, and for Army nurses. At the request of the military, the Red Cross developed clubs where beds, meals, and snacks were provided at cost to members of the Armed Forces on leave. Most clubs were for enlisted men, but officers also had clubs, for example, in Australia, New Zealand, and New Caledonia.¹³ Rest homes and rest areas were operated, too, by the Red Cross. The largest rest area included fourteen buildings at Mackay, Australia. It became operational on April 1, 1942, and averaged eight hundred occupants daily.¹⁴

Other services were given by Red Cross field directors and recreation specialists who helped servicemen to adapt to their new environment and provided a vital link between them and their families. Field directors experienced nearly all of the training that the soldiers received, sleeping and living in the open with them. The Red Cross recreation program, staffed by recreation

specialists, provided two categories of service--assistance to hospitalized men, and help for the able-bodied troops. The able-bodied program in camps was administered by the Red Cross assistant field director for recreation under the supervision of the field director. Recreation items such as checkers, playing cards, books, and equipment for table tennis and baseball were supplied by the Red Cross. Hunting and fishing trips were examples of other recreational activities planned by the Red Cross.¹⁵

During mid-December 1942, soon after the Australians entered Gona to the north, the American forces captured Buna, which had been the Japanese stronghold in New Guinea since late July.¹⁶ On August 7, 1942, when the marines landed on Guadalcanal, the Red Cross also went ashore. Greeting them were waves of bombs from four Japanese bombers, all lost during the raid. Another wave of forty Zero fighters, thirty-eight of which were intercepted by U.S. fighter planes, followed the initial attack. Fighting on the island resulted in heavy losses on both sides. On January 3, 1943, the Sixth Marine Division arrived in the final drive at Guadalcanal against the Japanese.¹⁷

Red Cross Services in Europe, the Middle East, and the Mediterranean

Before war raged in the Pacific between the United States and Japan, the Red Cross was providing services in

the United Kingdom. Military and Naval Welfare Service had been established during the first week of December 1941 by Robert C. Lewis, a Red Cross supervisor. The program, though not described by Korson, was inaugurated for servicemen assigned to the U.S. Embassy. During late January 1942, the first contingent of American troops arrived in Northern Ireland. Additional Red Cross staff were close behind, arriving by March 5. Included in the staffing were a field director, two assistant field directors, a recreation director, two medical social workers,¹⁸ and several recreation workers and secretaries.

The first tasks in Great Britain involved responses to social needs. A new policy had been started by the Army to give each soldier an eight-day furlough every five or six months. The Red Cross was requested by General Eisenhower to establish service clubs for the Armed Forces, as the cities there were overtaxed and could not handle additional men on furlough. The first two Red Cross clubs were opened on May 6, 1942, followed by numerous other clubs that soon covered the United Kingdom. Added to the club operations in the United Kingdom were aeroclubs for the airmen, clubs for nurses, camp clubs, clubs staffed by black employees where there were concentrations of black servicemen, clubmobiles, and "donut dugouts"--all developed¹⁹ at the request of the Army.

In addition to operations in England during 1942 and 1943, the Red Cross followed the Armed Forces to the

Middle East, North Africa, and Italy, including Sicily. More than five hundred thousand American troops were engaged in the campaign that diffused the power of Germany and Italy in North Africa. An additional seventy thousand servicemen along with Red Cross workers were stationed in the Middle East Command extending from Africa to Persia.²⁰ During September 1943, upon the unconditional surrender of Italy, American and British troops invaded the Italian mainland.²¹

The American Red Cross increased its staff and developed adult education programs to try to keep pace with the needs of the Armed Forces. As the Red Cross moved with the times, it gave a variety of services that helped the Armed Forces, and it provided the vital link to home.

Red Cross Relief Activities

According to the Annual Report 1943, worldwide civilian relief programs during the war years were under the supervision of the Joint Relief Commission of the International Committee of the Red Cross and the League of Red Cross Societies.²² Before the United States entered World War II, Red Cross chapters responded to the "call from war victims overseas," as noted in Chapter III. From October 1939 to December 1941, the American Red Cross produced 25,213,522 surgical dressings, distributed 4,202,086 garments and 312,761 layettes, and shipped abroad nearly 8,500,000 additional garments and other relief supplies.²³ The total value of relief to all foreign countries

from September 1939 through June 1943 was over \$75 million, with almost \$40 million representing the value of goods purchased by government agencies to be distributed by the Red Cross. Over thirty-five million people in thirty²⁴ countries received assistance in this period.

The Red Cross was also very active in providing relief packages to prisoners of war in cooperation with the International Committee of the Red Cross. "From January 1, 1941, to June 30, 1943, the value of all relief supplies shipped by the American Red Cross and designated for United Nations [sic] prisoners of war in Europe and the Far East amounted to more than \$17 million," according to the Annual Report 1943.²⁵

New Red Cross Structures

Personnel Office

Margaret Clapp, author of "Organization of the Red Cross Personnel Office, National Headquarters, 1941 to 1945," stated that personnel functions were not well organized as World War II threatened. Early in 1941, as a result of the war in Europe, huge numbers of applications were received by the American Red Cross from people who wanted to serve. Demands placed on the Personnel Office clearly outweighed what the existing staff could handle. However, on July 1, 1941, recruitment, training, and employment of staff were centralized. Reorganization of the Personnel Office included the creation of personnel units in each of

the three area offices. These positions were to be filled with persons who had had "long-standing and meritorious Red Cross experience." But because of the lack of employment opportunities for personnel in the '20s and '30s, there were few staff available who actually knew personnel work.²⁶

By March 1942, the number of staff in the Personnel Service had increased from three to thirty-three. Other Red Cross services were looking to Personnel Service to recruit new staff for them as their programs grew rapidly. However, since the beginning of World War II, the responsibilities forced upon the Personnel Office were greater than the deluge at the beginning of World War I. Citizens from all over the United States wanted to join. With the overwhelming nature of the work and the slowness to react in some cases, the various Red Cross services formed their own personnel units and did their own hiring, adding to the confusion. This somewhat uncoordinated system of recruitment existed throughout World War II.²⁷

The functions of the Personnel Office at National Headquarters evolved to include recruitment, obtaining references, arranging for physical examinations, and processing records of the service personnel units. Policies and procedures regarding employee qualifications, salaries, and promotion schedules were handled by each service. Not surprisingly, this practice affected the morale of employees, according to Clapp.²⁸

Clapp also reported several more changes.

Chairman Davis earlier had had several office heads reporting directly to him, including the director of Public Relations and the director of Nursing Service. He added other heads of offices to report directly to him including the assistant director, Office of Insular and Foreign Operations, and the vice chairman, Junior Red Cross, a newly created position. In another change, the Office of General Counsel, formerly the legal adviser, became equal to that of a vice chairman.²⁹ Changes also occurred in the area offices during 1942. Because of the large population in the East and the increasing need for services and programs, the Eastern Area was divided to create two additional areas.³⁰

According to S.D. Hoslett, another staff writer from the American Red Cross Historical Division, the Personnel Office underwent two reorganizations, between 1941 and 1943. These changes were partly a result of the huge task of processing people for wartime services.³¹ The number of paid national staff ballooned from under one thousand in 1940 to over thirteen thousand by June 30, 1943.³²

Services to the Armed Forces

SAF, since its organization in June 1941, coordinated all activities on behalf of servicemen. These services by June 30, 1942, were primarily Military and Naval Welfare Service, Home Service, and Information Service.³³ According to Clapp, since SAF recruited the largest percentage of new staff, personnel management and training units were

established within SAF to facilitate these services.³⁴

Volunteer Administration and Advisers

A number of volunteer and paid staff were recruited as administrators and advisors to assist in the management of the Red Cross during the war, as was also the case during World War I. At least three people had been tapped earlier, in the event of war. They were S. Sloan Colt, President of the Bankers Trust Co., New York, to give full-time direction to the war fund campaign, Thomas W. Lamont of New York, and Nelson Dean Jay, partner of Morgan and Company, Paris. This group was designated as a sort of chairman's administrative council.³⁵

In addition, Chairman Davis called together well-known persons in films, radio, publishing, advertising, and public relations to form the National Public Relations Advisory Committee. Counted among the members were George H. Gallup, director of the Institute of Public Opinion, and Edward F. McGrady, vice president of the Radio Corporation of America. This committee assisted the Red Cross in its effort to more effectively advertise for help. Red Cross news was reported in movie theaters, heard on the radio,³⁶ and read about in newspapers and magazines.

Central Committee and Board of Incorporators

The final policy-making body during World War II was to remain the Central Committee rather than a war

council as in World War I. Chairman Davis, who had been reappointed by President Roosevelt just before the attack on Pearl Harbor, along with his volunteer assistants, provided leadership. But the authority on policy was the Central Committee. Other Presidential appointees were Sumner Welles, Under Secretary, Department of State; Surgeon General James Carre Magee, War Department; Surgeon General Ross T. McIntire, Navy; Daniel W. Bell, Under Secretary, Treasury Department; and Attorney General Francis Biddle, Department of Justice. All were reappointees except Attorney General Biddle, thus providing experienced men on the Central Committee.³⁷

Among members of the Board of Incorporators was Mabel T. Boardman, serving since 1900, with longevity surpassing that of Clara Barton. Also serving was George L. Harrison, who in February 1942 became a Special Assistant to Secretary of War Stimson, providing valuable service as a Red Cross liaison with the Army.³⁸

In the Annual Report 1941, Chairman Davis wrote that the report reflected "valuable contributions which our society is making to the nation's preparation for defense." The report expressed the readiness of the Red Cross and its administrative structure to support the war effort and to "bear any load the nation puts upon us."³⁹ This statement was a commitment to the Armed Forces, to the citizens of the nation, and to the Red Cross staff to forge ahead with programs required to support this effort.

Red Cross Adult Education Activities, 1941-1943

Introduction

Malcolm Knowles defined the adult educator "as one who has some responsibility for helping adults to learn." Among the examples given were program directors; executives; training officers; supervisors; program chairmen; discussion leaders in various religious, professional, or interest groups; and adult education professionals.⁴⁰ If adult education in the Red Cross is interpreted broadly as suggested by Knowles's definition, then many Red Cross staff were involved in some way as adult educators during the period of this study.

To look further at adult education and its mission, Knowles explained them as satisfying separate needs and goals of individuals, institutions, and society.⁴¹ Gordon G. Darkenwald and Sharan B. Merriam described part of the function of adult education as helping people to adapt to change in their lives and in society at large. They also concluded that adult education promoted civic competence and responsibility, giving opportunities to learn things that are personally meaningful.⁴² In this study, research questions focus on how Red Cross adult education was sanctioned, the administrative structure required to support adult education, the programs developed, delivery systems, volunteer recruitment, and unique characteristics of

educational programs. Analyzing Red Cross adult education activities in this context will help to reveal the depth and breadth of the Red Cross as an adult education agent during 1940 to 1947, and in a broad sense, its relationship to individuals, institutions, society, and the development of civic responsibility.

During the war, many Red Cross adult education activities were centered on programs related to SAF. With the President calling up the National Guard and expanding the Armed Forces, Red Cross training activities also escalated.

As the Armed Forces expanded and moved, so did Red Cross staff. Traditional Red Cross services continued to be offered but new services and jobs were added, such as Club Operations and volunteer dietitian aides, for which recruits had to be trained.⁴³ Besides the activity in SAF, Nursing Services participated in programs to train tens of thousands of nurse's aides.⁴⁴ Disaster Services, enlarged to meet the "emergencies of peace," participated in civil defense planning and training programs. First Aid and Water Safety programs were extended to Army camps, office buildings,⁴⁵ factories, schools, and other groups.

Most people providing Red Cross services were, in some way, engaged in adult education--in courses, orientation, or in-service training--to learn about their new jobs. Tens of thousands of new staff members and volunteers represented adult learners who would be recipients of

numerous and various training programs. Millions of citizens were enrolled in Red Cross classes to learn new skills to care for themselves and their families, and to provide services within their communities.

The Red Cross was in a position that required immediate action to facilitate the tremendous increase in programs and staff. To accomplish the development of programs and to accommodate huge numbers of new staff that needed training, the Red Cross had to look carefully at how it was going to offer meaningful programs. Would it be able to develop and implement training programs that were needed imminently? Could training programs of high quality be developed and maintained? At no other time in its history had the Red Cross been called upon to undertake the massive training programs that would be required. The Red Cross would be in a strategic and prominent position to accomplish this, and success was vital to the Red Cross and possibly to the nation.

According to Hoslett, at the beginning of the war the Red Cross had no training staff per se, or plans for a training program. Consequently, little direction could be given to the area offices or chapters when the war emergency occurred.⁴⁶ However, planning was under way at National Headquarters almost immediately for some of the more urgently needed training, such as Home Service. Various training programs and delivery systems emerged.

Delivery Systems

After war was declared, early attempts at job training consisted of orientation conducted by the Personnel Service at National Headquarters, two to three days of rather informal meetings. Following orientation, new employees met with the department to which they were assigned.⁴⁷ The first group brought in for orientation consisted of several assistant field directors who were to be trained before assuming their assignments on Army posts.⁴⁸

Informal training as well as formal training was conducted on all three levels of the organization: the local, or chapter level, the area offices, and National Headquarters.⁴⁹ Examples of local programs were Red Cross training institutes held in a wide range of states, continuing a trend that gained popularity in the 1930s. Among the subjects offered were swimming in aquatic schools, national defense, and home nursing.⁵⁰ Institutes were held for chapter workers to learn various subjects at colleges such as Vassar and Alabama Polytechnic Institute.⁵¹

Some training courses were given for credit by colleges and universities on subjects such as first aid and home nursing. In addition, colleges and universities worked with the Red Cross to increase the number of social workers and nurses as rapidly as possible.⁵²

Beginning in January 1942, training of SAF staff was started soon after the Personnel Training Unit (PTU) in SAF was established. According to The Handbook for Services to the Armed Forces and Veterans, professional assignments (employed personnel) and clerical workers for overseas duty⁵³ were required to attend training at national headquarters. By May 1942, one director of training for all branches of SAF was appointed.⁵⁴ The total number of SAF trainees enrolled⁵⁵ from its inception to June 30, 1943, was 6,864.

Recruitment

Course participants were recruited in a variety of ways. For Home Nursing, most instructors were obtained through professional nursing organizations.⁵⁶ The second reserve list from nurse enrollment also identified possible⁵⁷ instructors and supervisors for nurse's aides.

The need for training in first aid and water safety was different, the service being deluged with requests from citizens for training soon after the bombing of Pearl Harbor. Also, shortly after the war began, military authorities requested the Red Cross to teach water safety⁵⁸ to the Armed Forces. Trainees for SAF assignments were also recruited in a number of ways. Major sources included professional social work organizations; professional or semi-professional organizations in the field of accounting; hotel management; education; recreation; schools of social work; students on Red Cross social work scholarships; other

universities and colleges and their alumni associations and placement bureaus; councils of social welfare; city, county, and state social welfare agencies; federal agencies, especially from reduction-in-work forces; professional and private employment agencies; the National Roster of Scientific and Professional Personnel; advertising in public and professional journals; the Junior League and other service clubs; wealthy individuals who might serve as volunteers; radio and newspaper publicity; the U.S. Employment Service; high schools; secretarial schools; and domestic Red Cross personnel who could serve overseas.⁵⁹ Lists were furnished by the Adjutant General's Office, the U.S. Civil Service Commission, the College Placement Bureau, the Joint Army and Navy Commission on Recreation, and the U.S. Department of Education. A lower rate of success was through newspaper and magazine advertising, used less extensively at that time.⁶⁰

SAF scholarship programs helped to increase the number of medical and psychiatric social workers. This program was established July 1, 1942. Scholarships to accredited graduate schools of social work gave full tuition for one academic year. During 1943, seventy-five scholarships were awarded.⁶¹ Candidates had to be eligible for admission to a second year of course work in medical or psychiatric social work. Students also had to agree to work one year as a Red Cross employee in Home, Hospital, or Camp Service.⁶²

Tens of thousands of volunteers were recruited to serve part-time at the chapter level. Only a few hundred were utilized full-time, and most of them as commissioners or delegates. Among those recruited were people in high administrative positions such as national officers and committee members; chapter officers; disaster workers; instructors; war fund workers; Junior Red Cross sponsors; public information representatives; members of the Production Corps, Motor Corps, and Canteen Corps; nurse's aides; dietitian aides; hospital and recreation corps staff assistants; and others.⁶³

Selection of SAF trainees was based upon the submission of a formal application, several interviews, satisfactory references, a physical examination, and proof of U.S. citizenship.⁶⁴ Early in the war, interviews were conducted by the area offices, but endorsement was done by Personnel Service at National Headquarters. Headquarters and overseas staff were also recruited by National Headquarters.⁶⁵ By August 1942, a field staff person was assigned at National Headquarters to recruit specialized staff, such as recreation and social workers. Some duplication of effort resulted and problems arose when area offices were not informed of recruitment practices carried out by National Headquarters.⁶⁶

On May 27, 1943, a new decentralized recruitment and employment plan was announced, allowing area personnel services to recruit and hire for both domestic and overseas

positions. However, for overseas assignments National Headquarters chose club directors, assistant club directors, and accountants. Beginning in 1943, recruitment field teams were established. Area cities were visited to recruit staff and coordinate with chapters.⁶⁷

The first of each month, National Headquarters provided to the area offices a quota of staff needed in a particular job classification. Competition for personnel was great among government, business, and the Red Cross. Other organizations were reported to provide higher salaries, often better placement, better supervision, and more secure job opportunities than could be offered by the Red Cross. Another continuing problem was loss of staff to the selective service. Despite these obstacles, paid and volunteer staff were trained for a large variety of positions.⁶⁸

General Adult Education Courses and Programs

Evidence of adult education courses and programs preparing staff for their jobs is reflected in numerous communications in the Red Cross Archives and the National Archives. A number of these examples follow.

Accountants.--The Training Course for Guidance of Instructors to Special Accountants, developed during 1941, was used to prepared special accountants during what was described as "the present emergency." Instruction was reported to be theoretical and practical, solving actual

problems. Some of the content included information on general ledgers, camp and hospital audits, handling disbursements, miscellaneous headquarters audits, supplies, chapter finance, legacies, campaign quotas, disaster relief accounting, foreign war relief, statistics, and the retirement system. The memo to which the course outline is attached, from Director of Accounting Howard Simmons, February 13, 1942, described the need for accountants in foreign service as well as domestic field duties.⁶⁹

Public Information Workers.--In a memo dated July 28, 1942, from Edwin H. Powers, Eastern Area director of Public Information Service, the public information field worker and training were discussed. He indicated the value of training field staff and chapter workers about public information. He described a program "of sorts" started four or five years before. He stated that at the Eastern Area Office, all new staff were given orientation before starting work. A lecture, approximately one and one-half hours long, was included on public information. Prior to a more formalized approach, the new staff person visited each service. Training for executive secretaries was given over a longer period of time. He oriented them individually as well. At Chapter Workers Institutes, three to four days in length, information about the Public Information Service was given in two-and one-half hours. The content included the following:

I. Objectives--to interest the public in all Red Cross

activities, to inform members how money was spent, and to promote special services.

II. War Fund--its relationship to increased taxes and reduced air time and advertising space resulting from the closing of small radio stations and newspapers.

III. Education Begins at Home--various Red Cross organs were reviewed: Red Cross News Service--semi-monthly (five hundred free copies to each chapter); Highway First Aid Bulletin, every two months for operators of highway stations; Home and Farm Accident Prevention newsletter--offered alternate months from the above; The Volunteer Monthly--reporting the actions of the volunteers; Junior Red Cross News--for class membership in high schools; and the Courier--official Red Cross magazine, subscription \$.75 through the chapter or \$1.00 per year. A review was also done of Red Cross pamphlets, kits, movies, plays, and pageants.
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Roll Call Workers.--Evidence of training for roll call workers was found in a letter, dated October 24, 1940, from the Midwestern Area Office, St. Louis, to Garland Brewster, Roll Call Chairman, Pine Bluff, Arkansas. Small instructional meetings were held at which one-page guides could be followed for various types of target audiences. These types included larger firms, business districts, residential enrollment, and farm residents.
71 In addition, a memo dated September 18, 1936, from James Fieser, vice chairman in charge of Domestic Operations,

indicated that the Midwestern Area had experimented, starting the year before, on instructing executive secretaries about the roll call activity. The outcome was felt to be an improved attitude among the more important chapters, and bridged the branch office staff with executive secretaries.⁷²

Overseas Secretaries, Typists, and File Clerks.--A mimeographed sheet, dated April 1942 in pencil, was part of the evidence supporting training for file clerks. This sheet was evidently used for in-service training in becoming familiar with rules for alphabetical filing and for providing information on suspense files.⁷³

A course also was developed for groups made up of a combination of fully trained secretaries, typists, and file clerks. Hospital Services was described as the service responsible for the training with the help of Camp Service, because clerical workers overseas might be assigned to hospitals, camps, clubs, warehouses, and theaters of war offices. The course content consisted of the function of the Red Cross Hospital Service; the function of secretaries; instruction on handbooks; social work and types of patients; Hospital Recreation; Camp Service; Club Service; reports for loans and grants; reports of secretaries and transcriptions; Services to Veterans; office administration; bookkeeping; guide to style and rules for letters; the status of the Red Cross worker on the military post; supervision in the hospital; and communication and

letter writing. The teaching methods included discussion, excerpts from reports of secretaries who were overseas, dramatic recordings (actual transcriptions from soldiers who had returned from combat describing their feelings), and lecture.⁷⁴

Nursing Service.--Interest in Red Cross Home Nursing program was heightened by the war and the threat of raids. The course was a way to strengthen the home against illnesses and accidents, and to maintain morale.⁷⁵ Mothers wanted to be able to care for their families and to meet their own personal and home responsibilities.

During fiscal year 1940-1941, approximately thirty-seven Red Cross Home Nursing institutes and conferences helped instructors with methods of teaching. Cooperative arrangements were made to develop practice teaching centers in well-organized chapters and universities.⁷⁶ An example of a workshop was one developed in cooperation with the W. K. Kellogg Foundation, which was in operation for fifteen weeks from March through mid-June 1942. A total of 916 nurse instructors attended. It was difficult to maintain workshops because of lack of leaders. Other measures such as shorter conferences held throughout the country, lasting from one to five days, provided instruction in teaching methods.⁷⁷

To reach as many people as possible was the general goal of Home Nursing. An early estimate of the number of nurse instructors was fifteen thousand,⁷⁸ but only a few

instructors were paid--for example, 4 percent in Midwestern Area. Most nurses volunteered their time and taught the course in addition to holding other jobs.⁷⁹

Instructor criteria noted in the Instructor's Syllabus for the Course in Red Cross Home Nursing included the following: graduate of a high school or its equivalent; graduate nurse; enrollment in Red Cross Nursing Services; U.S. citizen; good health; enthusiasm; committed to the course; initiative; respect for individual differences and problems; neat appearance; and "attractive in manners and speech."⁸⁰

A Teaching Guide for Instructors of Red Cross Home Nursing, developed to offer assistance to nurses who had no teaching experience, was especially useful for volunteer nurses, public health nurses, institutional nurses, and private duty nurses. As part of the instructor training, nurses were to observe the course before teaching it. Directors of nursing services in large chapters and area office consultants were also available to assist.⁸¹

During this period of time a new Red Cross Home Nursing text was written and enthusiastically received. The four units were "Health and Happiness in Home Life," eight hours; "Community Protects the Health of the Home and Family," two hours; "To Take Care of Mother and Baby," twelve hours; and "What to Do When Sickness Invades the Home," twelve hours. Reference material for the course included

The Story of the Red Cross (ARC 626), and The Red Cross Home Nursing Story.⁸² Two and one-half million copies of the textbook were printed for course participants and other interested people who could not take the course. To become certified, course participants received a credit slip upon the completion of each unit, receiving a certificate at the end of the course if they missed no more than one class. An additional use of the course was by the League of Red Cross Societies, which announced a plan to translate the course into Spanish for South American countries.⁸³

During 1943, the number of Home Nursing classes increased by 64 percent and the number of participants who were certified increased by 35 per cent. Instructors totaled 21,108. Also, itinerant nurse instructors brought home nursing to rural chapters.⁸⁴

The Annual Report 1943 contained the recommendation that the course could be taught in separate units if completed within six months. Additionally, a home economics or health education teacher could co-instruct the course for non-adult groups. Another change was that the chapter could release the names of certified participants who wished to provide community service. However, the course was not designed for participants to be nurse's aides, as a more extensive course was designed for that purpose. Other materials developed were a school edition of the Red Cross Home Nursing Textbook with an instructor's and school administrator's guide; the development of a Home Nursing

pin to be worn only by certified participants; and a pattern for making pinafores, worn for home care and available from commercial pattern manufacturers.⁸⁵

To assist Nursing Services, a national advisory council was appointed consisting of representatives from health, education, and civilian defense who were "vitaly interested in a national adult education program dealing with health and to meet civilian needs under war conditions." Agencies represented were the U.S. Office of Education; Extension Service, U.S. Department of Agriculture; Community Service Society of New York; Maternity Center Association; U.S. Public Health Service; Children's Bureau; U.S. Department of Labor; Health and Medical Committee, Office of Defense, Health and Welfare Service; Medical Division, Office of Civilian Defense; and National Nursing Council for War Service, plus several lay persons representing the general public, including wives of three Surgeons General. Another part of the committee's function was to help adapt the Home Nursing course for high school students.⁸⁶

The Home Nursing program continued to expand as more medical and nursing personnel were released from civilian to military service.⁸⁷ Since the Army and Navy were now requesting three thousand registered nurses every month, the need was tremendous to provide nursing care for the Armed Forces and the civilian population.⁸⁸ Training for volunteer nurse's aides to assist registered nurses in more routine

job functions became more of a necessity. Adult education was accomplished with the cooperative effort of the Red Cross, the Office of Civilian Defense, and the Red Cross Volunteer Special Services. Table 1 lists the prewar and fiscal year 1942 and 1943 statistics for the Home Nursing course, showing a sharp increase in the number of active instructors, chapters with Home Nursing programs, certificates issued, and classes completed. The increase in the number of people taking the Home Nursing course was most likely due to mothers wanting to be able to handle family health emergencies because of the general lack of health personnel, and since many families had fathers in the Armed Forces away from home.

TABLE 1
 COURSES IN HOME NURSING
 FISCAL YEARS 1940-1941 TO 1942-1943 ⁸⁹

Fiscal Year	Active Instructors	Total No. Chapters	Chapters With Home Nsg.	Certif. Issued	No. Classes Completed
1940-41	2,525	3,735	999	80,939	5,712
1941-42	19,564	3,750	2,472	396,214	22,648
1942-43	21,108	3,757	3,054	533,483	37,142
Totals	43,197	-	-	1,010,636	65,502

Disaster Relief Operations.--No statistics appeared in the Annual Reports during this period that showed the adult education activities for disaster volunteers and paid staff trained for disaster relief. However, references were made to conferences and orientation courses for disaster nurses and other staff. The names and places of disasters, damages, injured, or killed, and the number of people assisted by the Red Cross were carefully documented. Disaster preparedness was also mentioned, but it was unclear if this related to training, community planning, or both.

The Annual Report 1940 indicated that seventy-six institutes were held in several states during the fiscal year to help chapters with their disaster preparedness plans. Data were not found to show the number attending. During 1940, the revision of a manual for chapter disaster preparedness and relief was used to prepare staff and to solve problems. It was also noted that the Disaster Relief Handbook (ARC 234) was being revised along with the Disaster Cost Experience Material for use with all types of disasters. It reviewed the financial and statistical data of each disaster operation since 1928. Sample cases were rewritten to teach disaster case recording. Research was also done on disaster operations to improve techniques.⁹⁰

Brief courses in disaster casework were offered at universities in Kentucky and Buffalo, New York, and lectures on disaster sanitation were given at two schools of public health, according to the Annual Report 1940. In addition,

during the fiscal year, discussions of disaster relief policies and procedures were held at the fireman's training school in Texas, indicating the extension of Red Cross information beyond the Red Cross. Plans were made to adequately respond to any emergency that the impending war would bring as the "civilian populations displaced or disrupted by war created problems not unlike those confronting the Red Cross in its large scale peacetime disaster relief." Included were rescue or evacuation, temporary shelter,⁹¹ feeding, clothing, and medical care.

During fiscal year 1940-1941, volunteers in 339 chapters participated in disaster preparedness institutes to become better prepared to meet emergencies. In addition the Disaster Nursing Reserve was established to provide supervisory positions during disasters; these programs were strengthened by special conferences and instructional material.⁹² The Annual Report 1941 also described the development of special material on disaster nursing, which was sent to local Red Cross nursing committees and other groups interested in training disaster nurses.⁹³ Five conferences were held in disaster nursing the spring of 1941, according to the Annual Report 1941. A total of 207 nurses attended.

Nursing Service in Red Cross Disaster Relief (ARC 782), revised in November 1941, was a course to prepare personnel for Red Cross Nursing Service. It amplified nursing in emergency situations. It also gave students an appreciation for the need and place of Nursing Services in

a disaster relief operation and the principal responsibilities. The content included the meaning of disaster, medical and nursing care given during disasters, and suggested references.⁹⁴

The Annual Report 1942 reflected the increased need for experienced disaster personnel for foreign assignment in SAF and in chapter activities. New staff were added to meet this need. In addition to carrying on the routine work, experienced staff ran training courses for new recruits.⁹⁵ The following year, in preparing for emergency mass care, the Red Cross provided aid to other civilian defense services by training large numbers of people in first aid and home nursing, and as volunteer nurse's aides. Chapters were prepared to assist their communities with civilian defense, including transportation, evacuation, and emergency medical services. Small warehouses, which contained garments, hospital and surgical supplies, cots, blankets, stretchers, and stocks of blood plasma for natural disasters, were established in 21 states,⁹⁶ the District of Columbia, and Alaska. During fiscal year 1941-1942, thirteen conferences were held on disaster nursing service in all areas with a total of 560 nurses attending. National Headquarters also held several similar conferences,⁹⁷ but the number in attendance was not reported.

First Aid, Water Safety, and Accident Prevention.--The Annual Report 1941 described the rapidly changing picture for this service. The solidness of the programs and the ability to react to change helped the Red Cross meet the national demand for accident prevention courses. In cooperation with the Army, the Navy, the Marine Corps, the Civilian Conservation Corps, industry, schools, and police and fire departments, courses were held in welfare and recreation departments, state and federal agencies, community organizations, and the Civilian De-
⁹⁸fense.

In the twelve months from July 1, 1941, to June 30, 1942, over 3.6 million Red Cross First Aid courses certificates were issued. Three million of this number were issued in the first six months after Pearl Harbor, ⁹⁹in large part to men and women in their preparation for civilian service. It was fortuitous that before Pearl Harbor was bombed, plans were developed with the U.S. Office of Civilian Defense to train personnel.

Two years before, the service had been strengthened with an increased number of staff and intensive intra-organization instructor training. Examples of adult education activities were the eighteen national aquatic schools certifying two thousand instructors in Water Safety. National aquatic schools in operation since 1921 were developed as national training centers for ten days each. ¹⁰⁰As public awareness increased, so did the requests for courses.

Other activity contributing to the increase in the number of courses was a War Department directive in March 1941, making instructor training available in First Aid and Water Safety for both the Army and the Navy. Intensive instruction in swimming and lifesaving was developed for servicemen to protect them in and around the water. As a result of the directive issued by the War Department to provide training as unit commanders requested, two hundred instructor training courses in First Aid and Water Safety were held for the Army and the Navy, qualifying 3,232 instructors, according to the Annual Report 1942.¹⁰¹

Another adult education activity addressing accident prevention was the course Home and Farm Accident Prevention (ARC 1027). It was nine hours long if the home accident segment was taken, and twelve hours if content on farm accidents was added. The course, completed during fiscal year 1940-1941, was based upon the Home and Farm Accident Prevention--Material for Leaders of Adult Groups (ARC 1027). It could be taught by a Red Cross Accident Prevention Instructor or a First Aid instructor in "good standing."¹⁰²

Other adult education activities involved the renewal of the first aid agreement with the Association Bell Telephone Companies. With the acceleration in war production industry, the need for accident prevention was recognized.¹⁰³

One of the primary responsibilities of the service

was to provide training courses and to maintain standards for instructors, medical doctors, and lay experts. Chapters supervised the delivery of the courses locally. Chap-¹⁰⁴

According to the Annual Report 1942, in the summer and fall of 1941 a staff representative was assigned to Hawaii to help the chapter update its training in First Aid, Water Safety, and Accident Prevention. A similar assignment occurred at the same time in the Philippines. Nothing could have been more timely. "The interest was high, the cooperation excellent, and the task finished on the eve of the war itself."¹⁰⁵

The Annual Report of 1943 revealed that the Volunteer First Aid Detachments were popular, resulting in 321 detachments and 8,287 members. These groups were found in schools, factories, foundries, federal government agencies, stores, hotels, county and state organizations, and other locations where training requirements were met.¹⁰⁶ They functioned primarily to serve the members of the sponsoring organization.¹⁰⁷

During fiscal year 1942-1943, a new course, Functional Swimming and Water Safety was introduced to train servicemen or those approaching draft age. Content focused on water safety skills most useful for survival and for assisting others during warfare. Course content contained in the Instructor's Guide, Functional Swimming and Water Safety Training Course (ARC 1059) was the result of a two-year effort between several branches of the Armed Forces

and the Red Cross.¹⁰⁸

During 1942, a First Aid course, the Ski Safety and First Aid Course (ARC 1040), was developed in cooperation with the Ski Association and experienced members.¹⁰⁹ Course content enlarged upon general first aid and served as supplementary instruction for members of the Emergency Medical Field Units, nursing auxiliaries, and members of other Civilian Defense units who had previously taken First Aid. The course, consisting of five lessons of two hours each, was taught by a First Aid instructor who held a current certificate or by a qualified physician or surgeon who received a Red Cross instructor's certificate. The focus of the training was on application of dressings, bandages, control of bleeding, prevention of shock, care of burns, application of splints and traction, artificial respiration, and stretcher drill. A minimum of lecture allowed students time for experiential learning. Students became certified by passing a course examination.¹¹⁰

At the end of the fiscal year, June 30, 1943, combined service certificates for First Aid, Water Safety, and Accident Prevention totaled 2,974,720, with 185,731 instructors trained for the service.¹¹¹ Table 2 shows the tremendous increase in certificates, with a total of 3,610,095 certificates issued during fiscal year 1941-1942 as a result of the war activity. Table 3 reflects a slight decrease in the number of certificates at the beginning of the war years in both life saving and swimming. For life

saving, 81,511 certificates were issued during fiscal year 1940-1941 compared with the figure of 69,692 certificates issued during fiscal year 1941-1942. And 178,821 swimming certificates were given for fiscal year 1940-1941, compared with 161,886 the following year. Although these figures do not reflect large decreases, the decline may have resulted from the number of young men available to teach courses because of the draft.

TABLE 2
FIRST AID COURSE CERTIFICATES¹¹²
FISCAL YEARS 1940-1941 TO 1942-1943

1940-41	577,267
1941-42	3,610,095
1942-43	2,743,506
Totals	6,930,868

TABLE 3
 WATER SAFETY COURSE CERTIFICATES¹¹³
 FISCAL YEARS 1940-1941 TO 1942-1943

Fiscal Years	Life Saving	Swimming
1940-41	81,511	178,821
1941-42	69,692	161,886
1942-43	72,457	148,757
Totals	223,660	489,464

Nutrition Service.--A consultative service was maintained at National Headquarters to assist chapters in educational activities in nutrition and health problems in their communities. Such services were provided through public health nursing, civilian relief, disaster relief, and the Nutrition Service.¹¹⁴ The health of the nation is particularly vital during a national emergency, and according to the Annual Report 1940, seventy-four chapters were engaged in nutrition services through classes for adults and conferences on budgets, special diets, marketing, food production, conservation, and preservation.¹¹⁵

Another part of the program was adult education and occasional supervision of individuals in charge of group feedings such as school lunches, day nurseries, summer camps, canteen corps, and some classroom teaching and consultation with teachers. Several courses of instruction were available. The Standard Nutrition Course, a twenty-hour course, provided information on food needs and values, how to improve diets at all income levels, and how to improve food habits and practices.¹¹⁶ General objectives of the course were to impart information on the relationship of food to physical and mental efficiency, stamina, strength, new conditions, courage, and morale. The methods of teaching included informal discussion, adapted to the educational background, experience, environment, and income of the class members. Class participation was encouraged. Audiovisual aids were used, "as people learn best by seeing

and doing," according to the course instructions. Content summaries, questions, and bridges to new content were all part of the course design. An example of the suggested outline of the procedure for discussion included:

1. Review of previous discussion;
2. Presentation of brief overview;
3. Discussion of questions growing from review;
4. Activities and illustrations to answer questions;
5. Summary discussion and assignment of readings and activities.

Topics of the course were "Are Americans Well Fed?," "Food for Energy," "The Body Building Materials," "The Body Regulators--Minerals," "The Body Regulators--Vitamins," "Meal Plans," "Buying Good Diets," "Diet Variations," "Training in Good Food Habits," and "Better Nutrition, a National Goal." Some of the supplements in the course were an interest sheet, registration questionnaire and reason for enrolling, daily food selection score card, personal food record, survey of what their community was doing in nutrition, and a suggested examination.

According to the Annual Report 1942, a modified nutrition course was also developed. The course placed emphasis on food problems of low-income groups. In addition an intensive course for Canteen Aides trained workers quickly for emergency group feeding, provided as a "wartime measure." A total of 1,731 chapters with 16,093

nutritionists and instructors offered the Standard Nutrition and Canteen courses. The Standard Nutrition Course was being revised in 1942 to include rationing and food conservation.¹¹⁹

The Red Cross, a member of the National Nutrition Advisory Committee of the Office of the Director of Defense, Health and Welfare Services, helped to plan a National Nutrition Conference for Defense called by President Roosevelt. The Nutrition Service also provided assistance to Foreign War Relief and Supply Service regarding food packages for prisoners of war. The Bureau of Home Economics of the U.S. Department of Agriculture tested the food products sent abroad.¹²⁰

A number of activities involved cooperation and collaboration with Volunteer Special Services in training staff. This effort included Red Cross overseas club personnel. With Volunteer Special Services, technical assistance was given on the establishment of the Red Cross Volunteer Dietitian Aide Corps and Red Cross Canteen Corps for community feeding projects.¹²¹

Various agreements helped the Red Cross to provide services more smoothly. For example, an agreement existed between the Red Cross and the U.S. Office of Civilian Defense and the Office of Defense Health and Welfare Services. The Red Cross was initially responsible for feeding the victims of war-caused disasters. The USO, however, was responsible for feeding troops on furlough. With requests

from the commanding officer, the Red Cross fed troops traveling on orders. As a result of an agreement with the National American Restaurant Association, facilities were made available to the Red Cross for use by the Canteen Corps during disasters. Another agreement with the Agriculture Marketing Administration encouraged the Red Cross to cooperate with the community school lunch program.¹²²

The Instructor's Outline for the Canteen Course (ARC 786) described the twenty-hour course. To become certified, a participant was allowed only one absence which had to be made up. The course promoted a standard of efficiency in operating canteens to ensure proper use of food supplies in emergency feeding. Participants also were taught how to feed two hundred to five hundred people. The methods of teaching included informal discussion, demonstrating how to use equipment, field trips to school or industrial cafeterias and to wholesale markets, and how to use stationary and mobile equipment in preparing large quantities of food. Ten hours of practice or demonstration were required for each student who had an emergency feeding problem to solve. Demonstrations in groups of four were planned to give experience in preparing food for emergency feeding. Each group rotated experiences and was responsible for a part of the preparation. Experiences included planning the menu, food preparation, food service, and housekeeping, with a group leader coordinating the group

activities. Class periods ended with an analysis of the demonstration and a summary of the group discussion followed by the introduction of the next class topic.¹²³

Table 4 shows a significant increase in the number of certificates issued in Standard Nutrition. For the fiscal year ending June 30, 1941, 3,013 certificates were awarded for all nutrition courses. During the next fiscal year 1941-1942, the number of certificates escalated to 157,228 for the Standard Nutrition Course.

Table 5 illustrates the number of participants certified in the Canteen and the Canteen Aide Courses. Data, not available until fiscal year 1942, showed continued increases in certificates for both courses. Though this service trained smaller numbers of people than did First Aid, for example, it provided a vital service to the American public during the war years in assisting them in food preparation, conservation, and general health.

TABLE 4
 STANDARD NUTRITION COURSE CERTIFICATES¹²⁴
 FISCAL YEARS 1940-1941 TO 1942-1943

1940-41	3,013*
1941-42	157,228
1942-43	221,959
Totals	382,200

*Total for all nutrition courses. Separate data were unavailable.

TABLE 5
 NUMBER OF PARTICIPANTS CERTIFIED 125
 Fiscal Years 1940-1941 to 1942-1943

Fiscal Year	Canteen Course Certificates	Canteen Aide Certificates
1940-41	No Data	No Data
1941-42	25,362	5,937
1942-43	65,030	17,135
Totals	90,392	23,072

Services to the Armed Forces Adult Education

Introduction.--Some of the most intensive adult education activities during War War II occurred under the auspices of the SAF. Examples of courses, how they were sanctioned, and their delivery systems will be described in this section.

The War and Navy departments asked the American Red Cross to provide welfare services for the "expeditionary forces." On March 23, 1940, agreements were made with the Surgeon General of the Army for the Red Cross to assist the medical departments of the Army in case of national emergency, and to assist in the responsibility with the Army for the welfare and recreation of soldiers and sailors.¹²⁶

All Red Cross activities sharply increased after war was declared, but SAF bore the brunt. In the early part of 1942, SAF concentrated on developing plans for operations with "daily conferences, called 1:30 meetings." Work was closely coordinated with the representatives of the War and Navy departments, helping the Red Cross to "adjust" to war activities.¹²⁷ During January 1942, the War Department assigned to the Red Cross the responsibility of establishing recreation clubs near the large encampments of U.S. troops overseas, as described by George Korson, author of At His Side, in the section, "The Events of the Times."

Adult education programs had to be developed for a

number of job classifications. The Personnel Training Unit, organized in January 1942, coordinated this effort. In the beginning, classes were held at various sites, such as the museum in the National Headquarters main building, and across the street at the Daughters of the American Revolution. Later, classes moved to the 18th Street Red Cross building. From June 1942 to June 1943, the PTU was housed in the Printcraft Building in downtown Washington, D.C., purchased by the Red Cross to expand its facilities.¹²⁸ By June 14, 1943, the PTU was moved to the campus of the American University with a full-time staff of twenty faculty.¹²⁹ The Red Cross occupied in part the College of Arts and Sciences at the University.¹³⁰

Mary Settle, who later became the Chief of the Personnel Training Unit, stated:

Housing for staff in Washington, D.C., was very difficult at this time and it was costly and unproductive to continue to house students in hotels. The American University administration building and one of its large dormitories was used for housing and for staff having responsibility for uniforms, training personnel, screening and processing. It became the training headquarters for all personnel going overseas in World War II. ¹³¹

Curricula.--The curricula broadened from the early orientations provided for field directors and assistants to four programs by November 1942. Training was designed for each of the following: Camp Service, Hospital Service, Club and Recreation, and Home Service. During July 1943 a separate course was developed for recreation workers.¹³² The

purpose of the training was to equip new recruits for effective and helpful service either domestically or overseas. The training for SAF itself varied from two to six weeks, depending upon the classification of the trainee. Classwork was followed by supervision in the field in which groups of trainees experienced first-hand what the new job would be like. Field experiences were in military hospitals, selected camps, or clubs in and around the Washington, D.C., area.¹³³

As reported in the Trainee News, Vol. 1, No.1, the curriculum was mostly lecture.¹³⁴ Being very aware of the need for incorporating experiential methods of teaching into the curriculum, the faculty tried to analyze and improve the methods of teaching on a continuing basis. Part of the dilemma was due to the short period of time in which a number of topics had to be presented, and the large number of participants, as up to eighty or more students might be assigned to one class. Another problem was that some trainees had their assignments cut short, receiving only one week of training in Washington, D.C., and in the field. An additional challenge was the diverse student population. They ranged from lawyers, doctors, teachers, social workers, and businessmen to secretaries and young college graduates. Faculty turnover and an insufficient number of staff also hampered the training effort.¹³⁵

As often as possible, large classes were split into smaller groups to permit group discussions. Also field

trips to hospitals and servicemen's centers were arranged for groups. Case material, particularly for the hospital and camp service classes, was used for class discussion. In addition, visual aids such as exhibits, sound films, posters, and bulletin boards were used. New approaches to teaching the content were constantly considered, according to Miss Settle and Hoslett as evidenced in the research.¹³⁶

An example of some of the early course content included the mission of Red Cross, its history, orientation about the various services, how to work with the military, protocol in wearing the Red Cross uniform, and what supplies to take overseas. Later, more information was given about different cultures, particularly food in certain Eastern countries.¹³⁷ In addition, information was provided on the specific Red Cross service to which they would be assigned,¹³⁸ although this did not always occur.

Miss Settle described the curriculum stating:

More was needed to prepare trainees than a brief orientation to the Red Cross. I was asked to develop a coordinated training plan that would include the orientation to the mission, structure, function, and goals of the American Red Cross and the International Red Cross.

She added that the orientation also included:

the structure, function, responsibilities, relationships and interrelationships of the various service programs of the American Red Cross and their working relationships with the military, specific job training, military protocol, briefing on the theater of operations to which the trainees might be assigned, responsible behavior in uniform representing the Red Cross, and attitudinal

training in regard to the culture and conditions trainees would face overseas.

She went on to say:

After arriving overseas, trainees were given more specific training by administrative staff on their jobs and the cultures and conditions of the theater to which they were assigned. As we received more feedback on the needs for training from the overseas operations, the curriculum was changed and improved. This was a continuing process throughout the the expanding war. 139

No one knew the problems the trainees would face. The training staff worked together under difficult conditions, not knowing many times when recruits would arrive, or how many would be coming, and receiving occasional criticism about the usefulness of the trainees' instruction. By and large, the trainees reported an intensive program that gave them general information about the Red Cross, the military, protocol, and their job functions. 140

Input from staff who returned from overseas was very helpful in determining the job functions. Later, some instructors were hired from this group who provided first-hand information to the trainees. 141

Trainee News.--Insights are given into the training process in reading the Trainee News, a mimeographed paper written by the trainees themselves. Inauguration of the newsletter occurred on July 19, 1943. In the Trainee News, a description was given of the two-week orientation in which the Training Unit staff, staff members of various Red Cross units, and men from the Army and Navy "come to discuss problems of mutual interest and help you prepare to

do a better job." ¹⁴² Trainees describing their experiences mentioned trips to the Hecht Company to be fitted for uniforms, described as professional looking with white scarves and gloves; a stop at the Pentagon for immunizations; after-hours activities at the theater or time spent at the Loft, a lounge for trainees at American University; swimming in the Shoreham Hotel pool; movies; the National Gallery symphony; and many hours of classes. ¹⁴³

Famous people such as Eleanor Roosevelt gave addresses at graduation ceremonies. On November 15, 1943, the Trainee News reported her address to the Class of 92 (the number of classes held so far), which had 125 members. In part, Mrs. Roosevelt said:

The good Red Cross worker should be an expert carpenter, engineer, plumber, painter, and cabinet maker, among other trades.

She added:

She must always be willing to listen to other peoples' troubles, but never have any of her own and she must never be ill. ¹⁴⁴

Staff who were on their new assignments also wrote back to describe their experiences. The Trainee News reported that "many have written in to warn new girls of the attitude taken toward the enlisted man. Just be as pleasant and friendly as possible to each and every soldier." This advice may have resulted from criticism that Red Cross "girls" preferred to strike friendships with the officers. ¹⁴⁵

An anonymous note received from the Gold Coast of Africa and reported in the Trainee News, stated that "The Red Cross was wise to assume that even a small group of white American girls would do a great deal to help the men in a place like this...."¹⁴⁶ It was important to receive news and advice from the field to assist the trainees in learning their new roles and to learn as much about reality as possible.

Examples of efforts to maintain morale were parties given by the current class of trainees for the incoming class. Also, the Embassy Club, the former Russian Embassy, was established in the spring of 1943 as a facility to train club recruits and provide opportunities for them to relax and meet other trainees. They helped to renovate the facility, making slipcovers and painting. The Trainee News reported in September 1943 that 182 trainees were living there and participating in the training program, which included canteen work; buying, planning, and preparation of food; house management; planning, execution, and participation in recreation.¹⁴⁷

Camp Service Workers.--James Bykofsky, who wrote the "History of Camp Service, 1917-1947," stated that Camp Service was organized during World War I as a part of the Department of Military Relief. Camp Service was the agency charged with conduct of Red Cross services on military and naval installations in the United States. The authority for the service was from the charter, which charges the

Red Cross "to furnish volunteer aid to sick and wounded of armies in times of war" and "to act in matters of volunteer relief and in accord with military and naval authorities as a medium of communication between the people of the United States of America and their Army and Navy," and from requests for specific services by the War and Navy Departments.¹⁴⁸

The major purpose of Camp Service was to fill gaps in the provision of services or materials to enhance health and comfort that the government could not provide. Examples were provisions that the military could not immediately offer or for which they had made no provision. Sweaters, socks, comfort kits, handkerchiefs, hospital equipment, and medical and surgical supplies were among the items listed.¹⁴⁹

Examples of staff who were trained as assistant field directors in Camp Service were lawyers, newspapermen, social workers, and construction engineers.¹⁵⁰ The focus was to prepare assistant field directors to give social service to able-bodied servicemen and women at military installations.¹⁵¹

There was no formal training for field directors until after Pearl Harbor.¹⁵² Later on, field directors were trained for clubmobile service, went on maneuvers with the units in Great Britain, and were given the same amphibious training as the servicemen. They embarked and disembarked from landing craft, crawled under fire, and swam in full equipment. Each had a jeep and trailer with comfort

supplies. They were hard at work by the time troops landed. Much of their training, as it was for other staff on overseas assignments, had to be on-the-job training.¹⁵³ Every location had a different challenge, and the faculty could not predict the specific functions that the trainee would be required to perform.

Shortly after Pearl Harbor, many of the new staff were not only inexperienced in social casework but also unfamiliar with Red Cross procedures and policies. The need for organized formal training with supervision was apparent. In January 1942, more formalized training was established at National Headquarters for two weeks followed by two weeks of experiential training at individual military stations before the job assignment. Because of the crush of new responsibilities, new recruits were often thrown into the work situation without sufficient supervised training.¹⁵⁴

During July 1942, area offices selected stations to provide two weeks' supervised training for trainees. This program continued until late 1943. At that point it was felt there was a "leveling off of personnel needs."¹⁵⁵ By August 1943, a switch was made in program emphasis to teaching more about basic attitudes, principles, and techniques involved in casework, since many of the trainees did not have this basic information, according to Hoslett.¹⁵⁶

Bykofsky reports that field directors working in Camp Services also coordinated local resources and provided

training courses for the military and their families. Among these courses were prenatal care, First Aid, and Water Safety.¹⁵⁷

Camp and Hospital Councils.--Plans were under way, as reported in the Annual Report 1941, to organize Chapter Camp and Hospital Service Councils at all large military posts to strengthen and coordinate services of adjoining chapters.¹⁵⁸ This effort was a result of the major thrust to increase Red Cross services to improve the morale of the Armed Services and to make living easier for service personnel. Cooperative understandings were developed with a number of public and private social agencies. Examples were the National Travelers Aid Association, the USO, Family Welfare Association of America, and the Navy Relief Society.¹⁵⁹ It is important to note that a number of activities were under way before Pearl Harbor, including foundations for working with other agencies and with the military, as noted earlier. This enabled the Red Cross to be proactive as well as reactive when war was declared.

Home Service.--This service safeguarded the welfare of the men of the Armed Forces and their families. It incorporated the functions of Civilian Relief when SAF was organized. Red Cross field directors in military stations and hospitals of the Army and Navy worked with chapters to "keep pace with the expanding forces of national defense." Home Service in the chapter included correspondent units, inquiry units, field representatives, and all personal and

family service given outside the military bases or Naval stations to men and women in the service and their families.¹⁶⁰

Ruth Walrad, writer of "The History of Home Service, 1916-1947," indicated that immediately after Pearl Harbor, management in SAF and Home Service met to determine in what direction the training program should go. Some of the more weighty concerns to be addressed were the need for recruiting and training chapter Home Service workers for chapters of various sizes, the kinds of training programs required, and whether the Red Cross should provide training in schools of social work. Home Service was the backbone for providing the important link of communication between home, the local chapter and the serviceman overseas, and was serviced by a large number of volunteers. Many chapter executive secretaries carried the duties of Home Service.¹⁶¹

It was concluded that training was needed for case-workers in large chapters, for Home Service secretaries in medium-sized chapters, and for executive secretaries in one-man chapters. Home Service would assume responsibility for training. Three training plans were decided upon: Training Plan I--one-year scholarships for professional training in cooperation with accredited schools of social work and adjacent chapters; Training Plan II--a three-weeks' Home Service course given by National Headquarters to trained social workers for positions as Home Service

secretaries, supervisors, field representatives, or correspondents; and Training Plan III--a brief training course for Red Cross workers who had no experience or training in social work, with training held in area offices under the direction of the assistant director of Home Services in charge of training, varying from two to three weeks.¹⁶²

A memo dated June 13, 1941, from Mr. John P. Sanderson, director of Home Service, to Robert Bondy, director of SAF, supported the urgent need for adequately trained personnel. In his proposal, Mr. Sanderson addressed training for new staff who were experienced in "social or public welfare"; the need for in-service training for staff who did not have experience in the welfare field; the development of general and specific institutes for chapter training; and the involvement of outside resources in training. The memo further cited the shortage of qualified personnel in both medical and psychiatric casework.¹⁶³

The training course for Home Service (ARC 1210) was revised and distributed to chapters in the spring of 1942 to prepare volunteer Home Service aides.¹⁶⁴ Through institutes, conferences, and visits to chapters, field representatives provided guidance and direction.¹⁶⁵

Institutes were planned by area offices in cooperation with Home Service, Chapter Service, and chapters. The content was adapted by the field representative to experiences of the chapter workers attending the course.¹⁶⁶

The area offices had the major responsibility for Home Service programs, which focused on new executive secretaries who could not meet the requirements of the national course. Training also was offered by the area offices for volunteer Home Service workers, as a refresher course, and for specific claims work. Training was conducted in the field and at area offices.¹⁶⁷ A memo from the North Atlantic Area indicates that the Home Service Training Course for volunteers was one of the "best things that Red Cross has ever had."¹⁶⁸

Club Service.--Clubs provided facilities for lounging, reading, writing, crafts, music, drama, athletic events, and dancing. The largest off-post facilities could accommodate service personnel overnight and had dining room facilities and a small bar. Larger clubs were found in London, Cairo, and Melbourne. In other areas such as Iceland and New Guinea, they were merely huts. The number of clubs and rest areas increased from eight at the end of June 1942 to two hundred by the end of 1943. Club-mobiles, adaptations of the club program, provided coffee, snacks, and music to men on duty. The number of men served on the front lines was not reported.¹⁶⁹

Mary Settle, recalling her early assignment with the American Red Cross stated that:

I was on leave from Florida State University to serve as a consultant for the Federal Works Agency during the defense mobilization period prior to World War II. I was recruited from the Federal Works Agency by the American

Red Cross and was assigned in October 1942 to be the Assistant Director of Club Operations. This operational department recruited, screened, and placed personnel assigned to Club Operations overseas. 170

The task of immediately recruiting many qualified staff and instructors must have been an overwhelming job. But new Red Cross recruits could not be sent overseas to work with the Armed Forces without adequate training.

Settle stated further:

There was a great influx of people being recruited from the chapters to be sent overseas. They first came to National Headquarters to be screened for the necessary processing 171

Staff going into club operations and to clubmobiles remained at the school four weeks longer to learn about club management, recreation, and other skills needed to manage the new assignments, according to Settle. 172

Club trainees were given their assignments at the end of the National Headquarters program, depending on the availability of transportation overseas. If it was not immediately accessible, trainees might continue training in the Washington, D.C., area or in the field.

Hospital Service.--The focus of Hospital Service training was to give structure to the charter obligation and to help servicemen attain their own rights and sense of responsibility. A shortage of trained psychiatric social workers existed; therefore, there was a need to teach basic psychiatric principles developed for non-psychiatric social workers and specified volunteers. 173 Employed staff aides

could be sent to National Headquarters for training provided they could be "spared from their assignment and were eligible under the current area quota." Domestic Hospital Service trainees included staff aides. Basic aid training at National Headquarters was followed by a direct assignment to jobs. For overseas assignments, the trainee had two more weeks of training in selected military hospitals. Overseas training might include a short orientation, a temporary assignment, or an immediate permanent assignment. The Hospital Program included social work and recreation for patients, both under medical supervision. The work was performed by professional social workers, "especially trained personnel in cooperation with Red Cross chapters and the help of volunteer workers." Medical and psychiatric social workers acted for the hospital patient in a way similar to that the field director acted for the able-bodied serviceman. Agreements between the Red Cross and the Army, and the Red Cross and the Navy, stated that hospital workers would be assigned upon request of the commanding officer. Domestically, Army general hospitals and Naval hospitals were staffed as needed by a Red Cross unit consisting of a medical social worker, recreation workers, and other staff. Station hospitals of at least 250 beds also were served by such a Red Cross unit.

Mobile hospitals also had medical social workers and recreation workers assigned at the request of the commanding officer. One of their duties was to accompany troops

in the country on maneuvers. Hospitals overseas were staffed according to the same plan, with staff assigned before going overseas. They had to be prepared to move with the units from one theater of operation to another. The Red Cross was asked to staff hospital ships in a similar way. The Annual Report 1943 reported that during the previous year, 446 medical social and psychiatric social workers were in Army and Navy domestic hospitals, an increase of 233 percent over 1942. Overseas there were 95 social workers during the fiscal year.¹⁷⁵

Recreation Services.--The Red Cross is credited by Elizabeth James, American Red Cross Therapeutic Recreation Service in the Military Hospital, as giving considerable impetus to the growth of this young profession.¹⁷⁶ In July 1943, the Basic Recreation Training School was added to the Personnel Training Unit, as stated earlier. This training was to prepare staff who had "essential personnel and educational qualifications but lacked training and experience for specific recreation jobs." Categories of workers included hospital recreation workers, domestic and overseas; program directors and assistants in overseas clubs; assistant field directors for recreation (men); and recreation workers for able-bodied servicemen (women). Trainees were selected by the area offices on the basis of aptitude, potential, and experience.¹⁷⁷ The training lasted four weeks and included recreation philosophy and skills. Trainees

were assigned to hospital able-bodied programs and to domestic and foreign programs, adding one week to the basic orientation, and one-week job function training related to the specific Red Cross service. They also served in Camp Service as women recreation workers and assistant field directors of recreation, or program directors and assistants in Club Service. By 1943, the training had been upgraded to college graduation with a major in recreation, sociology, psychiatry, physical education, music, drama, or arts and crafts.¹⁷⁸

The Annual Report 1943 revealed that the curriculum of the Personnel Training Unit was broadened as new demands were made. During that year new sections were formed to give specialized training for Hospital Service, club and recreation services, and Home Service. During the 1943 fiscal year the following training was accomplished with 6,864 trainees. Enrollment was in these categories: Camp Service--3,117; Hospital Service--2,058; Club Service--1,399; Home Service--239; and others--51. Of the total, 3,272 were reported as having assignments for overseas duty, and 3,592 were assigned to domestic service. During fiscal year 1942-1943 a new class registered every week, averaging 185 per class, compared with an average of 60 recruits per class at the beginning of the fiscal year.¹⁷⁹

Volunteer Special Services.--The Annual Report 1941 described the purpose of this service as maintaining "in every chapter a group of volunteer workers trained by

year-round work for prompt and efficient service in an emergency and for carrying on current activities."¹⁸⁰ This vital service supplied the human resources for many of the chapter activities during World War II. Services were provided through the following units or corps as of 1943: Administration Corps; Canteen Corps; Dietitian's Aide Corps; Home Service Corps; Hospital and Recreation Corps; Arts and Skills Units; Motor Corps; Staff Assistance Corps; Volunteer Nurse's Aide Corps; and Production Corps.¹⁸¹ The Braille Corps, though not mentioned in the Annual Report 1943, was included in earlier annual reports during this period of study, 1941-1943, and apparently continued to function, although on a smaller scale because materials were available from other sources.

Volunteer Special Services offered training courses for a variety of activities. Production Corps was mostly on-the-job training, although instructor training courses were held to learn surgical dressing instruction precisely to government specifications.¹⁸²

The responsibility for training was left to each chapter service chairman who would arrange for the volunteers of a particular service to take the required training. The purpose of the training was to meet the national standards and any additional ones set by the chapter. In some instances instructor authorizations were through the area offices, but in others the chapter could authorize trainees. In addition, orientation to the

Red Cross was required for all volunteers to get certified, except Production Services, which would have impeded the growth of that service had orientation been required.

During fiscal year 1939-1940, examples of training activities included the lecture course for the Staff Assistance Corps given by chapters; food and nutrition classes sponsored by the Canteen Corps and taught by local qualified nutritionists; institutes; and classes on emergency feeding taught by Red Cross nutrition consultants.¹⁸³

Only eighteen hours of work a year were required of most volunteers in the early growth of the Volunteer Special Services, according to Constance Green and Harold R. Hutcheson, authors of "The History of Volunteer Special Services, 1916-47." However, the Volunteer Nurse's Aide was an exception as one hundred fifty hours of pledged service was required after extensive training, lasting eighty hours. As it stood, the chapter could by and large make whatever requirements were needed.¹⁸⁴

The Annual Report 1940 described the beginning of a tremendous increase in the Products Corps with thousands of volunteers sewing and knitting garments and making surgical dressings for use in relief operations in Europe.¹⁸⁵ Other sections were showing an increase in other activities that would continue throughout the war. Figures in Table 6 revealed volunteers responded to chapter needs. After Pearl Harbor was bombed and war declared, the number of volunteers increased more than a million each year through

fiscal year 1943. The total number of people volunteering for the American Red Cross from fiscal years 1941 to 1943 was 7,773,544. Under categories of personnel, Table 7 shows by far the largest number of volunteers, more than 7 million, were in Production. The next largest group of volunteers during 1941 to 1943 represented the Canteen Corps, totaling 146,396. A staggering number of volunteer hours were logged during 1941 through 1943--over 511 million. These figures reflected the tremendous attitude of the American people to do all that they could to help the fighting men, provide services that were needed, and support war relief for those less fortunate overseas. Even though some statistics are given that show adult education activities to train volunteers, it is an assumption that the numbers reported do not reflect the total adult education effort. For example, in the Annual Report 1943, the sum of certificates for volunteers was 197,953, but the total number of volunteers for that fiscal year was recorded at 3,838,366, according to Table 6.

TABLE 6
RED CROSS VOLUNTEERS ENGAGED IN SPECIAL SERVICES¹⁸⁷
FISCAL YEARS 1940-1941 TO 1942-1943

1940-41	1,215,597
1941-42	2,719,581
1942-43	3,838,366
Totals	7,773,544

TABLE 7

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NUMBER OF PERSONNEL IN VOLUNTEER SPECIAL SERVICES
FISCAL YEARS 1940-1941 TO 1942-1943

YEAR	ADMIN.	STAFF ASSIST.	PRODUCT.	BRAILLE	CANTEEN CORPS
1940-41	5,789	10,744	1,179,268	2,376	2,971
1941-42	17,096	28,812	2,579,011	3,714	37,854
1942-43	21,673	69,016	3,501,249	1,901	105,571
Totals	44,558	108,572	7,259,528	7,991	146,396

(CONTINUATION OF TABLE 7)

NUMBER OF PERSONNEL IN VOLUNTEER SPECIAL SERVICES
IN THE VARIOUS AREAS

YEAR	MOTOR CORPS	NURSE'S AIDE	HOSP. REC.	HOME SER.	HOURS OF SERVICE
1940-41	6,576	1,166	3,688	3,019	80,900,627
1941-42	26,604	16,669	11,452	6,119	174,352,368
1942-43	44,668	58,734	23,207	12,347	256,491,827
Totals	77,848	76,569	38,347	21,486	511,744,822

Evaluations.--Examples of evaluations of SAF adult education activities were found in the National Archives. Testimonials about the basic courses, Home Nursing, Nutrition, First Aid, and Water Safety, were not found. Several of the examples about SAF programs follow.

A memo on April 15, 1943, from Maxie Rappaport to Ferdinand Grayson, chief of the Personnel Training Unit Unit, described the evaluation of the Training Hospital Service Trainees, Class No. 60, stating that the program was "a victim of reorganization." Rappaport indicated problems with schedules, organization, and too many moves. The content was felt to be repetitious, contained some contradictions, and described military life too vaguely.¹⁸⁹ Another memo dated June 8, 1942, from H. F. Keisker, Administrator, SAF, Midwestern Area, to Robert Bondy, Administrator, SAF, indicated his concern about whether the trainees were getting Red Cross idealism and understanding their place.¹⁹⁰

Harold L. Houle, director, Personnel Training, SAF, related to Bondy on July 4, 1942, that in reviewing almost one thousand final papers (most likely student evaluations of the programs), almost every paper revealed "expressions of idealism and service."¹⁹¹ An example written by Braden Caldwell, Class of 21, was attached to the memo. It read:

The trainees course for field directors, assistants, recreationists and psychiatric workers quickly makes the trainee cognizant of the fact that they are embarked upon both a facinating [sic] and valuable career. This two weeks intensive instruction course has been remarkably well-conceived and expertly executed. Nor can one leave without having developed a deep desire to carry out the humanitarian services which the Red Cross enable him to do. 192

Another trainee from the same class, A.D. Crocker, indicated that he derived "much benefit from the course and would go into the field with even more enthusiasm than when I joined the American Red Cross--and certainly with more knowledge."¹⁹³

Ideas about the usefulness of the training varied. A discussion with a former Red Cross recreation worker, Barbara Pathe, who is now a Red Cross volunteer at National Headquarters, revealed that the only thing she remembers about the training was how to store a broom with the handle up and how to salute, neither being particularly useful in her experience.¹⁹⁴

To develop useful adult education programs would remain a challenge. Changes would be made as adult education activities continued to be requested. The next period of the study, 1944 to 1945 reveals additional adult education activities and the depth and breadth with which they were executed.

Summary

Data from research in Chapter IV begin to provide

evidence to answer the second major research question, How did the American Red Cross act as an adult education agent from 1940 to 1947? The supporting questions were:

1. How was Red Cross adult education sanctioned during this period?
2. What administrative structures were required to support Red Cross adult education?
3. What adult education programs and activities were developed?
4. Why were they developed?
5. How were they developed?
6. How were volunteers recruited?
7. Were there unique characteristics to the educational programs during this period?

Data suggest that the emergence of the American Red Cross as an adult education agent continued and gathered strength during this period. The breadth of involvement was evident in the response to needs, resulting in a large variety of educational programs. Examples of these programs were courses specifically designed to prepare staff for overseas and domestic assignments to help the Armed Forces, such as secretaries, caseworkers, club and recreation workers, hospital recreation workers, and volunteers in assignments that supported the Motor Corps, Production Corps to make supplies and bandages, nurse's aides, dietitian's aides, the Canteen Corps, and staff aides. During this period of time, adult education activities began to

flourish, with large numbers of adults participating in the programs. Evidence of the breadth of involvement also was seen in the development of extensive delivery systems, reaching outward from National Headquarters to the area offices and finally to the local chapters. Systems differed from service to service, but primarily consisted of training the trainer, who in turn taught the classes to community groups, to volunteers, or to paid staff who required staff development.

The depth of involvement was evident from the degree to which the Red Cross was committed to the war effort. It made immediate responses to requests by the Armed Forces and other arms of the government, and cooperated with other agencies to deliver services more effectively. Great numbers of volunteers responded to calls for help, assisting the Red Cross in its major tasks during World War II and increasing opportunities for the expansion of adult education programs. The Red Cross was able to continue to provide these educational activities and to serve the citizens and the military. The fact that the Red Cross was committed to evaluate its training programs and make changes when necessary also indicated its adherence to providing quality offerings and showed the depths of involvement of the Red Cross as an adult education agent.

Sanction for the development of adult education programs was given by Red Cross management, as a result of requests by the War Department. The congressional charter

also provided sanction for support of the mandated and related services. Examples of such courses were adult education programs in casework, medical and psychiatric social work, and the program for nurse's aides. Civil Defense requested training for 100,000 nurse's aides to be able to provide care in the event of a war emergency domestically, and to help alleviate the shortage of nursing personnel.

Other educational programs were sanctioned by Red Cross management, because needs were identified. Examples of programs were Home Nursing, because of the shortage of medical and nursing personnel, nutrition courses to improve the health of the nation and to conserve food products, and Water Safety and Home and Farm Accident Prevention courses to help prevent accidents.

Administrative structures required to support adult education programs included the overall administrative body of the Red Cross, the Central Committee. Examples of other structures were the Services to the Armed Forces, established in 1941. In addition, administrative structures were formed to help handle the tremendous numbers of staff and administrative loads soon after war was declared such as the enlargement of Personnel Administration from three to thirty-three personnel.

Many Red Cross staff fell under Malcolm Knowles' definition of adult educator "as one who has some responsibility for helping adults to learn." These Red Cross

staff included program directors, executives, supervisors, and adult education professionals.

Courses were developed primarily at National Headquarters by staff in the respective services. The Personnel Training Unit in SAF helped to develop curricula related to the various services with input from operational staff. Constant evaluation of the quality and effectiveness of the training meant frequent changes as recruits and supervisors provided feedback, either in writing or meeting with the staff upon return from assignments.

Recruitment for courses was from a variety of settings: professional organizations for nursing and social workers; organizations for accountants, hotel managers, education, recreation; employment and placement bureaus; councils of social welfare; service clubs; wealthy individuals, who could volunteer; high schools; secretarial schools; colleges and universities; U.S. Civil Service Commission; Joint Army and Navy Commission on Recreation; and the U.S. Department of Education. Some success was realized through newspaper and magazine advertisements. Scholarship programs also helped to increase the number of medical and psychiatric social workers. The above organizations served as sources for both volunteer and paid staff. Later, recruitment field teams were established at the local level to find paid staff and to meet their designated quotas.

Unique characteristics of adult education programs

were the unusual demands placed on staff to quickly develop adult education programs of quality and providing adult education to large numbers of volunteers, an activity so vital to the war effort. At times, programs had to be developed that were new, where there was no experience to draw on, such as the club and recreation programs, psychiatric social work, and water safety programs developed for servicemen in combat. An example of an increase in programs was the 233 percent increase from 1942 to 1943 in the number of medical and psychiatric social workers.

Each program was delivered by the Red Cross to meet the needs of the recipients. Examples were giving training to instructors in the military, who could teach their men first aid. Also, colleges and universities were used to extend the number of instructors to teach groups such as public health nurses.

The Red Cross continued to serve as a catalyst in the development and implementation of new programs to meet particular needs. Not only was the further development of the nurse's and dietitian aide programs a contribution to adult education, but the programs met a community and societal need at the stressful time of war, when health care professionals were scarce. Red Cross also provided impetus to the new field of recreation. Millions of people responded to adult education programs between 1941 and 1943. By and large the Red Cross appeared to be able to meet these demands placed upon it, but not without the

support of the citizens of the country and the Armed Forces. The activities of seven million volunteers provided manhours amounting to millions of dollars and contributed not only to the welfare of the United States, but also to that of our allies, providing a worldwide effect. The foundation laid for adult education activities during this period helped to promote the development of other programs and the maintenance of existing programs between 1944 to 1945, addressed in Chapter V.

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Box 613, file 331.11, attachment to the July 4, 1942 memo from Houle, Braden Caldwell, Class of '21, National Archives.

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Box 613, file 331.11, attachment to the July 4, 1942, memo from Harold L. Houle, A.D. Crocker, Class of 21. National Archives.

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Interview, April 28, 1987, with Barbara Pathe, former Red Cross recreation worker who served during World War II, and is currently a volunteer with National Headquarters.

CHAPTER V

THE WAR YEARS, 1944-1945

The Events of the Times

Introduction

The Red Cross continued to be closely involved with the Armed Forces. Red Cross staff helped to relieve the drudgeries of war and to improve the morale of soldiers through social services that either brought a small segment of homeland to them or helped them to momentarily forget the awful tasks that faced them. The following accounts further highlight the Red Cross involvement as an adult education agent during 1944 and 1945, a time in which victory was finally realized.

George C. Marshall became increasingly recognized for his expertise by both President Roosevelt and Prime Minister Churchill. Forrest C. Pogue, George C. Marshall: Organizer of Victory, stated that at each Allied conference, Marshall was the one whom Churchill rated most vital for making strategic decisions. Marshall, who would later become Secretary of State, promoter of the Marshall plan, and President of the American Red Cross, also won the respect of Congress and of the public.¹

As Chief of Staff, he assigned the following field

commanders: Chief of the Army Ground Forces, Lieutenant General Lesley J. McNair; the Commanding General of the Army Air Forces, General H. H. Arnold; Chief of War Plans, Brigadier General Dwight D. Eisenhower, later named Allied Commander-in-Chief in the Mediterranean and Supreme Commander; and General Douglas MacArthur, whom he recommended for recall to active duty as head of the U.S. Army forces in the Far East,² later to become Commander of U.S. Forces in the Southwest Pacific and Supreme Commander of the Allied Powers.

According to Pogue, during the months from the Casablanca Conference in January 1943 to the end of the war in Europe, General Marshall exerted his maximum influence on world war strategy. The decisions at Casablanca opened the way for war strategies in Europe and the Pacific.³

The Annual Report 1944 revealed that the role of the American Red Cross during this period, in large measure, continued to reflect military developments and the needs of the Armed Forces. "With our armed forces engaged in a war of global proportions, with their lines of communications extending over 56,000 miles, American Red Cross workers maintained established services in the United States and went into every part of the world to extend their services to the men and women in uniform."⁴

Red Cross in Great Britain and Western Europe

At the end of fiscal year 1943-1944, Red Cross

staff in Great Britain numbered nearly 2,119, plus people who were employed locally. George Korson, author of At His Side, stated that as of July 31, 1944, 38,298 paid and volunteer Red Cross staff were on hand to serve the troops in Great Britain and Western Europe. But the backbone of the operation was the 2,700 professional Red Cross workers.⁵ The Annual Report 1945, revealed that this theater of war remained the largest by far in numbers of troops. By June 30, 1945, the 4,100 Red Cross SAF workers in this area amounted to approximately one-half of the total number of overseas workers. Of this number, 600 workers were in the field, 1,100 in hospitals, and 2,400 in clubs.⁶ Staff continued to be trained to fill these positions,⁷ with training reaching its peak during this period.

American Red Cross headquarters in London coordinated the many activities and services provided for the Armed Forces. Most troops were stationed in isolated outposts, with many of the posts five or more miles from the nearest town or village. Traditional Red Cross services in Great Britain--field, hospital, and club programs--reached the farthest corners.⁸

According to the Annual Report 1944, clubmobile workers provided comfort articles and snacks to servicemen disembarking at British ports. "In a typical month they served a million cups of coffee, provided two million cigarettes, and three million doughnuts. In the rear of

each car there was a compartment where men could read hometown newspapers, magazines, borrow books, and sign the state register."⁹ Also in Great Britain, the Red Cross maintained 160 on-post clubs and 238 leave area clubs for servicemen.¹⁰

Another activity was the warehousing of huge amounts of supplies. For example, to prepare for D-Day, endless hours were required to plan for and order supplies and to properly identify them.¹¹

On June 6, 1944, a fleet of four thousand landing craft escorted by eight hundred warships moved toward the beaches of Normandy, beginning the effort that was to result in victory in Europe.¹² Red Cross field men accompanied assault troops onto the beaches. Most of them had trained arduously, learning how to embark and disembark from landing craft, to crawl under fire, and to swim with full equipment.¹³ A few days after the initial landing on Normandy beaches, Red Cross Deputy Commissioner Don S. Momand from New York City, arrived to head the American Red Cross operation on the continent, with temporary headquarters in Cherbourg, later moving to Paris.¹⁴

Korson reported that the day Cherbourg fell into American hands, paratroopers found the American Red Cross waiting for them with a sign, "This building reserved for an American Red Cross Club by Floyd Gates, Field Director."¹⁵ The club opened its doors on July 20, 1944.

During August 1944, 250 Red Cross workers stationed in Italy were moved with the United States Seventh Army for the invasion of southern France. Field directors, who accompanied invasion troops into France, later had the opportunity on V-E Day, May 8, 1945, to assist the prisoners of war who were freed from German¹⁶ prison camps.

The campaign in Italy proved to be more difficult and drawn out than expected. Not until June 4, 1944, was Rome freed, with fighting continuing in northern Italy¹⁷ until V-E Day.

During the first half of fiscal year 1945-1946, many new clubs were opened in the occupied areas of Germany and Austria, with seven hundred facilities maintained in this theater of operation.¹⁸ Club and recreation facilities were gradually concentrated in countries with the largest¹⁹ number of occupation forces.

Red Cross in the Middle East

In both Army and Red Cross terminology, the Middle East included Libya, Egypt, the Levant, Iraq, Iran, and also Central Africa, where bases of the Air Transport Command were located. Previously a front-line operation, the Middle East was very different from Great Britain. The only similarity was that troops were not in actual combat. Since there were only one-twentieth the number of troops in the Middle East as there were in Great Britain,

it was a challenge for the Red Cross to cover this broad area. The climate was reported by Dulles as almost unbearably hot. He also stated that the relations with Army authorities were not as cordial as they were in Great Britain because of what he described as faults on both sides. Transportation problems, inadequate numbers of staff, difficulty in recruiting local volunteers, and shortages of supplies added to the challenges.²⁰

According to the Annual Report 1944, the Red Cross established a trainmobile program to provide services along the supply route of the Persian Gulf. This operation was particularly helpful to servicemen often depressed by both the weather and loneliness.²¹

The Annual Report 1945 revealed that activity in the Middle East theater was reduced as the war shifted northward from the Mediterranean. The addition of North Africa to the territory on March 1, 1945, greatly extended the area to cover. The Red Cross offered recreation and club services, with clubmobiles providing services to airfields and remote military units. In the Persian Gulf Command, though, the Army PX operated snack bars. A total of 177 Red Cross workers and 33 clubs remained in the area.²²

Red Cross in the Pacific Theater

The Pacific Ocean Theater.--This theater consisted of a large territory, covering 22 million square miles. Because of the vast distances, difficulties were imposed

"without parallel in the history of the Red Cross," according to the Annual Report 1944.²³ Long months of inactivity resulted after Australia was saved and the "first sweeping advance of the Japanese had been stopped." The Pacific war was a "vast holding operation," according to Dulles. The majority of the troops were occupying distant islands to prevent capture by the enemy and to hold supplies. The pace of the war in the Pacific increased greatly during 1944 and 1945.²⁴

The Red Cross requested permission from Army authorities to provide services for assault and combat army organizations. Once the service was established, it was found to be valuable, prompting the Army later to request an expansion of it.²⁵ The Red Cross also provided recreation and club services. In the immediate Hawaiian Island group, however, other organizations offered recreational services. In this case, Red Cross service was restricted to on-post activities, including only field directors and hospital coverage.²⁶

The Red Cross in early 1944 established a Pacific Ocean headquarters in the Hawaiian Islands, serving the South and Central Pacific areas, with a commissioner as the administrative head.²⁷ According to the Annual Report 1945, in the Pacific Ocean Area, some 1,500 Red Cross workers were on hand--540 in the field, 350 in hospitals, 400 in clubs, and 200 at headquarters.²⁸

With the advance of the Armed Forces into the

Marianas, military action concentrated in the South Pacific. Entirely closed by then were the Red Cross facilities in New Zealand and the Fiji Islands. And in New Caledonia, New Hebrides,²⁹ and the Solomons, all were in the process of closing.

The Annual Report 1945 revealed that at the end of the 1944-1945 fiscal year, messages regarding the Armed Forces were transmitted through Hawaii at a rate of fifteen thousand a month. Also in Hawaii, huge hospital installations of five thousand to six thousand beds continued to function with the Red Cross Gray Ladies Corps providing individual attention to patients, and other activities such as parties and plays.³⁰ As an example of the extent that facilities were used, in the month of March 1945, approximately 447,000 servicemen took advantage of club services³¹ in the Pacific Ocean theater.

The Southwest Pacific Theater.--The Southwest Pacific operation included Australia, New Guinea, New Britain, and other points west of the 160th meridian and east of the China-Burma-India territorial limits.³² The Red Cross headquarters was moved four times during the 1944-1945 fiscal year, as the Armed Forces spread northward and westward, finally reaching the Philippine Islands. By June 30, 1945, the Southwest Pacific theater included 1,200 Red Cross workers--360 in the field, 300 in hospitals, 430 in clubs, and 110 at headquarters. By April 30, 1945, 78 clubs were established in the Southwest Pacific theater,

with active clubmobile services.³³

Red Cross in the China-Burma-India Theater

Fewer servicemen had access to Red Cross services in this theater of operation because military units were widely separated. Clubmobiles were found to be the best way to reach servicemen, though to find vehicles to handle the jungles and mountains was difficult.³⁴

The Annual Report 1945 disclosed that the Red Cross communication service in this theater of operation was the "best in the world." Using military locator files and military radio service, Red Cross messages were readily transmitted. The availability of the radio service was dependent on the extent the military used it. Although the number of Red Cross staff was smaller than in areas such as Europe, as of June 30, 1945, there were 800 Red Cross workers assigned in this theater, with 100 in the field, 100 in hospitals, 530 in clubs, and 70 at the headquarters.³⁵

Services to Aid Citizens and Servicemen

The following descriptions of specific services are offered to provide additional data about the vast array of activities for which the Red Cross worker had to be prepared. This information further emphasizes the need for adult education resulting primarily from military requests, but also reflecting national needs such as disaster relief.

Disaster Relief

During 1943-1944, sixty-eight thousand people were reported to have received disaster aid, with considerable activity beginning in April 1944.³⁶ The Red Cross provided the needed services for both disaster relief and the war effort. Although the usual number of floods and tornadoes occurred during the next fiscal year, 241,922 more people were assisted than the previous year.³⁷

Civilian War Aid

According to the Annual Report 1944, the original purpose of the service, introduced in 1940,³⁸ was to provide for needs, such as clothing, temporary shelter, and supplementary service that resulted from enemy action.³⁹ Other Red Cross services included the rescue of seamen and the evacuation of refugees performed by several coastal chapters. Modes of transportation, including ambulances and other motor vehicles, were kept ready for action. Supplies of cots, blankets, stretchers, leg and arm splints, garments, blood plasma, and surgical dressings were stored in 141 cities. A total of one million Red Cross disaster and civilian war aid workers were available if aid was required.⁴⁰

Evacuees and Rescued Seamen

This program provided help to rescue Allied seamen. Originally the program was developed to rescue seamen from

torpedoed vessels, but it was extended to include aid to others, such as repatriated seamen, evacuees from insular possessions and foreign countries, and passengers arriving from foreign countries.⁴¹ The Annual Report 1945 disclosed, that for reasons of security, little had been previously reported about the extent of aid provided by the Red Cross, but the report further disclosed that during fiscal year 1944-1945, 503,000 evacuees were assisted, and 6,700 seamen⁴² were rescued and aided.

Camp and Community Emergency Nursing Service

This service, provided by public health nurses to assist the families of servicemen, was expanded in some localities to include industrial families. A large portion of the nurses' time was spent in health education and in the supervision of maternity cases. In fiscal year 1943-1944, ninety-three thousand visits were recorded, and in 1944-1945, eighty-six thousand visits were made.⁴³

Other Services to the Armed Forces and Veterans

Welfare Services to the Able-Bodied.--In the United States, the Red Cross provided services to the military and naval personnel through field staff assigned to camps, stations, and hospitals, and other areas where servicemen were stationed. Services continued to be provided to the Armed Forces overseas. During fiscal year 1943-1944, domestic camp service was stabilized because of the pressing

needs of service personnel assigned overseas. A number of domestic camps had a marked decrease in the number of servicemen assigned to them, but few were closed.⁴⁴

The Annual Report 1945 revealed that traditional services of the Red Cross continued to be provided, with field directors remaining on call twenty-four hours a day. They provided counseling services related to family problems and gave financial assistance. During the fiscal year, the Red Cross lent over \$12 million to servicemen. In addition, recreational programs were requested by the Army Air Force for servicemen in redistribution centers. Also, female Red Cross staff were assigned to meet the needs of servicewomen who were sent to separation centers.⁴⁵

Home Service.--Long a service provided for servicemen, veterans, and their dependents, this program continued to include six functions: communications, information, reporting, benefits and claims, consultation and guidance, and financial assistance. The earlier program involved referrals to welfare agencies until September 1943, when the program policy changed. The Red Cross gave temporary financial assistance for maintenance, pending the receipt of family allowances, allotments, officers' pay, or federal disability or death pensions. Basic maintenance included food, shelter, fuel, clothing, household utilities, and incidental medical supplies and services.⁴⁶

Aid for the Sick and Wounded.--As stated in Chapter IV, the Army and Navy at the beginning of the war requested Red Cross hospital social services and recreation programs. Social services consisted of medical and psychiatric services. The demand by the military far exceeded the number of trained medical and psychiatric social workers recruited by the Red Cross. General social workers were also recruited for training. During fiscal year 1943-1944, 1,030 Red Cross medical, generic, and psychiatric social workers were assigned to domestic and overseas locations.⁴⁷ As of June 30, 1945, 6,500 hospital workers were assigned, with 2,200 going overseas and 4,300 given domestic assignments.⁴⁸

Claims Service.--The increased need for this service was the direct result of the discharge of large numbers of servicemen. The Red Cross, preparing for expansion of the program, increased the number of staff and provided training. By July 1, 1945, 314 Claims Service workers assisted veterans in claiming their benefits.⁴⁹

Red Cross Structure and Administration

Central Committee Changes

Changes during this period of time resulted from the deaths of two top Red Cross leaders. On July 2, 1944, Norman H. Davis, Chairman of the American Red Cross, died, and on April 12, 1945, the President of the American Red Cross, President Roosevelt, died. Before his death,

President Roosevelt appointed the new Red Cross Chairman, Basil O'Connor, his former law partner and president of the National Foundation for Infantile Paralysis, according to Dulles.⁵⁰

Harry S. Truman assumed the Presidency of the United States and of the American Red Cross. In his address before a joint session of Congress, on April 16, 1945, he stated:

So that there can be no possible misunderstanding, both Germany and Japan can be certain, beyond any shadow of a doubt, that America will continue the fight for freedom until no vestige of resistance remains! 51

He was ready to assume leadership, and to let the world know where he stood.

Personnel Administration

Another change in structure was in the personnel office, with decentralization beginning in May 27, 1943, but not completed until 1945. This structure, first noted in Chapter IV, included the assignment of quotas for each job classification. Employment guides were developed for each position, providing information about the duties of the position and the requirements of age, sex, education, training, experience, and personal qualifications. During 1944 and 1945, recruitment committees were established for larger chapters. Also during 1945, chapter committees became more important for all areas because of competition in the labor market.⁵² This change facilitated the

recruitment of staff and fostered a better organized personnel system.

Services to the Armed Forces

On July 1, 1945, the beginning of the fiscal year, a different grouping of services under four operating divisions was established. It consisted of Military and Naval Welfare Service, Home Service, Camp and Hospital Council Service, and Services to Veterans. During August 1945, a fifth service was established--Service in Veterans Hospitals. These divisions, mostly interdependent, coordinated the various phases of their work and represented the work done by most of the volunteer corps and the Junior Red Cross.⁵³

Fund Raising

Fund-raising campaigns yielded money that enabled the Red Cross to provide the needed services for the U.S. military and citizens. The final report for the Third War Fund Campaign for March 1944 was \$216,433,514.23, more than \$16 million over the national goal of \$200 million.⁵⁴ The Annual Report 1946 revealed that for the Fourth War Fund Campaign, March 1945, \$31 million was obtained over the goal of \$200 million.⁵⁵ Again the American public affirmed its faith in the Red Cross to provide aid to servicemen, war aid to civilians, and general Red Cross programs for U.S. citizens.

Red Cross Adult Education Activities, 1944-1945

Introduction

Evidence of the depth and breadth of Red Cross adult education programs continued to be visible during 1944-1945. Adult education activities flourished, and as needs arose, the Red Cross provided training for tens of thousands of volunteer and paid staff. During this period, the Red Cross maintained, modified, and developed a number of adult education programs. Among the concerns were quotas on age, Red Cross chapter quotas for specific kinds of workers, competition for certain categories of workers, and the development of new job functions such as providing rehabilitation for returning war veterans, and processing claims for veterans.

Recruitment

Recruitment of Red Cross workers for the vast number of jobs for which training was required remained a challenge. As the focus switched to returning veterans and the problems surrounding rehabilitation, the Red Cross rallied to meet additional needs, develop new educational activities, and recruit new types of workers to fill these vital roles.

Age Limits.-- Numerous memos were found in the National Archives that indicated frequent consideration of age limits. For example, a memo dated May 18, 1944,

from Joseph W. Leverenz, director of Personnel, states that there was a willingness to consider outstanding women who were twenty-three or twenty-four years of age for Red Cross assignments. Correspondence as early as 1942 was found that revealed the need to explore the age requirement for female recreation workers.⁵⁶ In an interview with Ruth Linvill, former vice president of the American Red Cross and daughter of Robert Bondy, administrator of SAF, she stated that the Red Cross later considered younger women for overseas assignments,⁵⁷ "because they could take it better." A memo dated October 2, 1944, from James T. Nicholson, vice chairman of the Red Cross, indicated that since the Selective Service had changed its policy of recruitment to under twenty-nine years of age, the Red Cross could then employ men at age twenty-nine or over, if they met other requirements. The memorandum stated that a previous policy for men was age thirty-one or over.⁵⁸

Upper age limits were also a consideration. For example, for domestic assignments, age fifty-five was a limit for males and females, and for overseas duty, fifty was the highest age allowed for both sexes. Exceptions could be made for either sex by the vice chairman. Examples of age considerations for specific jobs follow: stenographers and secretaries for hospitals and camp administrative offices, ages twenty-three to thirty-five; female staff assistants, twenty-five to thirty-five years; program directors for clubs, thirty to fifty years of age for males,

and for female assistant club directors, thirty-five to forty-five years of age.⁵⁹ Reasons for the specific age limits were not given.

Job Competition.--Job recruitment became more difficult because of the competition for jobs in industry and business, and the need for specific types of workers. During 1944, the ability to obtain quotas for assistant field directors was considered a crisis by Mr. Howard Bonham, director of Public Relations. Publicity campaigns were planned for selected national organizations such as Rotary International, Lions Clubs, Junior Chamber of Commerce, and U.S. Chamber of Commerce, with distribution of patterned stories in state publications, state educational associations, and local radio spot announcements.⁶⁰ A partial solution to the problem was presented by Vice Chairman Nicholson to Prue M. Baxter, assistant director, Employment, to consider the acceptance of more women as assistant field directors and upgrading some who had given satisfactory performances.⁶¹

Employment Ceilings.--On June 1, 1944, the War Manpower Commission, which set employment ceilings, declared that in 184 areas there was a current acute labor shortage.⁶² However, it was determined that the Red Cross was not restricted in its recruitment operations because of its essential services.⁶³ Generally, personnel requirements were determined by the course of the war, by military

activities, and how personnel were to be used.

Services to the Armed Forces Personnel Training Unit

As of December 11, 1944, according to a memo from Ferdinand V. Grayson, chief Personnel Training Unit, SAF, there were eleven "distinctly separate courses" offered by the SAF Personnel Training Unit at National Headquarters.

They were:

- o Basic Orientation--25 hours, prerequisite to all other courses, except Hospital Refresher Seminar
- o Camp Service Course--35 hours
- o Hospital Social Worker's Course--30 hours
- o Hospital Recreation Worker's Course--30 hours
- o Hospital Secretary's Course--30 hours
- o Hospital Staff Aide's Course--70 hours
- o Club Staff Assistant's Course--30 hours
- o Club Administrator's Course--30 hours
- o Home Service Course--70 hours
- o Basic Recreation Course--140 hours
- o Hospital Refresher Seminar--50 hours

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Basic Orientation Course.--All new staff of SAF continued to take the basic orientation course in Washington, D.C., later reduced from one week to three and one-half days. The new curriculum attempted to better correlate orientation with the job-function courses that followed. The peak of the training occurred in this period with, for example, over one thousand staff entering the

program during July 1945. From V-J Day on, however, registration continued to decline.⁶⁵

Recreation Training.--Recreation for the Armed Forces was one of the basic programs of Camp, Hospital, and Club Services. An interview with Ruth Bondy Linvill revealed her experiences in Club Services. When asked about the recruitment process, she stated:

I was not recruited, I applied. Everyone knew about the program. Pictures always appeared in the paper when someone went. Twenty-five years of age was the limit, and I was three years too young. Kathleen Kennedy was on the front page showing she just arrived in England, and she was only 22. The next morning I applied. 66

She indicated that because her father was overseas much of the time, she was unaware she could apply at an earlier age. She described her interviews as a "standard interview" and a "prime interview." During the prime interview, she was warned that there was lots of work to be done, and to remember that "Men are wolves; the Red Cross is counting on you."⁶⁷

In discussing her recollections of the training, she stated:

The training was for six weeks in classrooms at American University, and outdoors. It was general training because we did not know where we were going. There was also laboratory training--recreation, games, entertainment, playing tag--things as basic as this. 68

In her opinion, the laboratory training was "silly and basically useless." The best training she reported

receiving was experiential training after the six weeks orientation. This consisted of a two-week assignment on an Army post and on-the-job training at the new job assignments.⁶⁹

Her first assignment was in a basic club with a snack bar in a staging area outside Casablanca. Later she was given an empty Foreign Legion building to develop as a club. She reported that it required "a lot of ingenuity" to accomplish the task.

She next went to the clubmobile service, and then to Italy, where she participated in daily entertainment with songs and dancing for the servicemen. Other duties included making doughnuts and receiving on-the-job training, "as two experienced staff helped you." In being assigned, "you were supposed to have talent or experience; it was very selective. Red Cross was the best thing to get into--all wanted to help."⁷⁰

Initially, recreation training was a four-week course for staff who were untrained in recreation skills. A revised program was developed in January 1945 to follow basic orientation, because the previous course "did not prove entirely satisfactory," according to Hoslett. Job functions and recreations skills were coordinated into one course, with instruction being provided, in part, by the particular service to which the trainee was assigned.⁷¹ In its final format, the subjects of recreation training included analysis of groups, interpretation of recreation,

recreational leadership, use of volunteers, recreation program planning, tours and outings, parties and special events, hobbies and special interest, discussion techniques, dancing, facility planning, crafts, dramatics and music, and games. Most of the time was spent on the last five subjects in the above list.⁷²

According to Hoslett, staff educated in this field were women recreation workers and assistant field directors of recreation for Camp Service, hospital recreation workers for Hospital Service, and program directors, assistant program directors, and staff assistants for Club Service.⁷³

Concerns in the field of basic recreation were noted in several memos. One memo, dated September 14, 1944, from Mary Gold, associate chief, Personnel Training Unit, Services to the Armed Forces, raised questions to Eleanor Vincent, assistant national director, Military and Naval Welfare Service. A concern reflected the new trend in hospital recreation. Because the military had begun taking over recreational responsibilities in reconditioning patients, what role should the Red Cross take in training new staff? Another question related to training recruits, who were taught to believe that recreation was a voluntary, leisure-time activity. How would they accept it as a therapy mode in the hospital setting? A third question was what was being done in the field for the adaptation of recreation principles for providing services to the disabled?⁷⁴

A memo dated August 17, 1944, from Mary B. Lawson, assistant to the director, Military and Naval Welfare Service, reflected the urgent need for an in-service training program for recreation workers because of the increased number of "returned casualties, hospitalized for longer periods of time, [who] required a more skillful and diversified program than previously." Suggested were three possibilities: a traveling institute; centralized training centers, one on each coast; and training centers in the five areas with the curriculum "controlled" by the Red Cross National Hospital Service. Pacific and Eastern Areas were reported to be considering in-service training
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for recreation workers.

A proposed plan for training recreation workers in neuropsychiatric centers was described by Mary B. Lawson and Marion A. Maxim, assistants to the director, Military and Naval Welfare Service, in an August 19, 1944, memo. Based on figures given by a Colonel Menninger at a meeting of Hospital Service on August 17, 1944, it was estimated that there would be twelve thousand "psychoneurotics" in eleven reconditioning centers and nine thousand "psychotics" in twenty-seven locked ward centers. His recommendation was one recreation worker for every fifty patients, but the Red Cross was planning to assign one worker for every 125 "psychotics," and one worker for every five hundred patients in reconditioning centers.
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The outcome was the development of several training programs. Among them were in-service programs for generic case workers; for hospital workers, who functioned as case aides; and for recreation workers. Receiving training from four to six weeks at St. Elizabeth's Hospital, a psychiatric hospital in Washington, D.C., were 114 hospital workers.⁷⁷ Thirty-eight generic social workers received special training at the Army Air Force Convalescent Hospital, Ft. Logan, Colorado, for work with neuro-psychiatric patients. This program began August 1, 1945, under the direction of Lt. Col. John Milne Murray, a nationally known psychiatrist.⁷⁸ The course, Aviation Psychiatry, was scheduled for ten weeks, and covered such topics as the history of psychiatry, the theory of neurosis, mental illness--traumatic neurosis, psychoneurosis, war neurosis, psychosomatic disorders, syndrome in regard to war neurosis, reactions to danger, disturbance of sleep, methods of treatment, problems facing returnees, and analysis.⁷⁹ In addition, approximately seventy-five senior caseworkers were sent to schools of social work to learn supervisory skills. Refresher courses also were held at national headquarters for 175 case workers and 225 recreation workers. Medical officers were trained by the Red Cross Hospital Service in the Army, the Navy, and the Army Air Forces hospitals, according to the Annual Report 1946.⁸⁰

Staff aides, established in 1943, when it became

evident that there were insufficient numbers of professional social and recreation workers, continued to be trained in the fundamentals of working with people.⁸¹ They provided a service when professional social and recreation workers were unavailable.

One difficulty with recreation training was that no professional standards or accrediting body existed. Because of the newness of the field, there was also a lack of graduate education.⁸² The Red Cross was again pioneering in a new field.

The magnitude of the problems resulting from war experiences was now becoming evident as servicemen began returning home. Reading the course titles in the Ft. Logan project creates a vivid realization of the challenges the Red Cross faced in trying to train workers to provide care for servicemen who were emotionally disabled. In addition to adult education courses, one manual that assisted Red Cross workers in the care of the disabled was Helping Disabled Veterans (ARC 1263, October 1945), which addressed both mental and physical disabilities.

Camp Service Training.-- Training for Camp Service continued to be offered for assistant field directors, who provided social services to able-bodied servicemen and women at military installations. The initial plan was to recruit experienced staff, who would be given further training. Reality and a study bore out the fact that few

experienced staff were available, and additional training programs would be necessary. The focus in both class and field training was changed to basic attitudes, principles, and techniques in the case work approach in handling the servicemen's problems. Curriculum changes were begun in August 1943 and were in place by April 1945. The final subjects taught were: approach to servicemen's problems, job organization and administration (including bookkeeping, communications, and recordings), establishing and maintaining effective professional relationships, understanding and using related Red Cross Services, and information and Services to Trainees.⁸³

Home Service Training.--Various plans existed for training Home Service workers: the national course, area classes, chapter institutes, field staff meetings, and Home Service Corps training. All of these programs, however, gave little practical experience for the Home Service staff to learn about Home Service. As veterans began returning home, it became more evident that additional training would be necessary for the Home Service worker. Home Service staff worked cooperatively with field directors, with other agencies in the community, and with the Armed Forces. During fiscal year 1943-1944, over three million servicemen, veterans, and their families were given assistance by the Red Cross.⁸⁴

To ensure that staff was prepared to handle increased loads, a Home Service basic training program was

established in July 1945. This training focused specifically on the smaller chapter, staffed by volunteers, on chapters that had executive secretaries who had Home Service as a responsibility, and on chapters that had part-time paid Home Service workers. The Annual Report 1946 disclosed that an all-time high was reached in October 1945 for chapter case loads for active servicemen, and for veterans and their dependents.⁸⁵

Hospital Service Training.--The Hospital Service Training Unit trained social workers, hospital workers (staff aides), hospital recreation workers, and overseas secretaries. Some of the changes required in hospital training were presented in the above section on Recreation Training.

Secretaries, who had overseas assignments, were trained by the Hospital Service, because it was thought that many secretaries would be working in hospitals. Ruth Straub, now retired forty-year Red Cross employee, shared her first experiences with Red Cross as a clerk typist.

She, too, stated that she was not recruited, but saw advertisements in the newspaper about the need for staff. The age limit was a concern for her as it was for Mrs. Linvill, as she was younger than the twenty-five year limit that was initially required. However, when she became aware that the age limit was reduced to twenty-three years of age, she contacted the recruitment office in her hometown

of Louisville, Kentucky. Several months later she was called about the need for a typist. She arrived in Washington, D.C., starting employment on July 21, 1945. Upon arrival, she found herself assigned to a room at the Harrington Hotel, with four other girls. Transportation to classes at the American University was by electric trolley. All meals, transportation, and her room were paid for by the Red Cross. Her salary was \$150 a month.

She described training as mostly lecture, as there were several hundred trainees to a lecture hall. Classes were scheduled from 9:00 a.m. to 5:00 p.m. with no evening assignments. Her instructors had served overseas, enabling them to provide information about the living conditions. They came from all walks of life--social workers, members of the Junior League, recreation workers, to name a few.

Subjects discussed were Red Cross services; the clubmobile program; SAF field service; background on the military; responsibilities as a Red Cross worker, as all Red Cross workers overseas had officer status--second lieutenant up to general; information about the Geneva convention and what to do if taken prisoner of war; how to pack dufflebags; what to take overseas; and recreation training.

She indicated that she remembered no particular feelings about the training; however, she recalled no problems. She was supposed to be in training for six weeks, but was assigned overseas before the training was completed.

She was given travel orders, reported to New York City, and sailed for England on August 15 aboard the Queen Elizabeth, stripped down as a troop ship. As Claude Pepper also was present, the Lord Mayor of Southampton came on board to greet them. Her first night she stayed in a tent, but was bussed the next day to Paris to work at the Red Cross headquarters. Fifty clerk typists were requested, but two arrived. There was no time for orientation, joining several hundred, who were typing messages. The need to process messages was tremendous. Initially to learn how to do it, she sat with another typist.⁸⁶

SAF Statistics.--Statistics from the SAF, compiled May 19, 1945, revealed that as of April 30, 1945, there was a total of 8,411 Red Cross personnel on duty, or en route to the following theaters of war in overseas Camp, Hospital, and Club operations:

- o China-Burma-India--788
- o Great Britain and Western Europe--3,887
- o Middle East--199
- o Mediterranean--996
- o Pacific Ocean Area--1,227
- o Southwest Pacific--1,211
- o Brazil--17
- o Canal Zone--32
- o Greenland--12
- o Iceland--26

- o Labrador--4
- o Newfoundland--12

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From January 1942 through May 28, 1945, a total of 19,370 recruits were trained in 177 classes.

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Volunteer Special Services

The largest group of chapter workers was the volunteers. At this time, ten corps made up these services, according to the Annual Report 1944: Arts and Skills, formerly a unit of the Hospital and Recreation Corps; Canteen; Home Service; Hospital and Recreation; Motor; Production; Staff Assistants; Volunteer Dietitian's Aide; Administration, and Volunteer Nurse's Aide. The total number of certificates issued for training members of the corps for 1943-44 was 133,494. ⁸⁹ The Seven Year Report indicated a total of 253,309 certificates for training completed for organized and special corps during fiscal years 1943-1944 and 1944-1945. ⁹⁰

There were several significant changes during this period. One concerned the Surgeon General's Office ruling in January 1944 that all arts and crafts programs in army general hospitals were to be under the supervision of the occupational therapy departments, when there were existing departments. This arrangement provided for supervision and medical knowledge from the occupational therapist, and the arts and skills volunteer brought new ideas and techniques. ⁹¹

The demand for additional canteen workers required the renewal of the canteen aide training program, utilized enthusiastically in the coastal areas where the need was most pressing, according to the Annual Report 1944.⁹² Eighteen thousand Canteen Corps workers were counted as new members during fiscal year 1944-1945, adding to the total of 80,000 Canteen Corps workers.⁹³

Other changes included more Red Cross-trained nurse's aides. In February 1944, the Army requested that nurse's aides work as paid staff in Army hospitals. Red Cross training continued for nurse's aides, and according to the Annual Report 1945, 53,300 new nurse's aides were trained during that fiscal year, bringing the total to 195,000 during the war.⁹⁴

The volunteer Home Services Corps worker had to be relied upon more and more as the needs of servicemen increased. The age limit was lowered from twenty-five to twenty-one years. A total of 7,300 new members were recruited during fiscal year 1944-1945, bringing the total of Home Service Corps members to 15,000.⁹⁵

Gray Ladies, the largest part of the Hospital and Recreation Corps, completed a training course of ten lectures. In fiscal year 1944-1945, it was decided that members of the corps, who took a shorter four-lecture training course, could provide more services than they were previously allowed to. They were used in the Army reconditioning

and Navy rehabilitation programs, and in entertainment in recreation rooms in federal hospitals. The age limit was lowered from twenty-one to eighteen years for short-course members, to allow younger girls to provide entertainment and recreational activities for servicemen in the hospitals.⁹⁶

The dietitian's aide continued to be trained and utilized. New aides during fiscal year 1944-1945 numbered 4,300.⁹⁷ The staff assistant, doing work for Red Cross chapters, the Armed Forces, hospitals, ration boards, and war effort or community welfare agencies, numbered 12,900 new members during fiscal year 1944-1945. This brought the total of staff assistants to sixty-five thousand.⁹⁸

The following tables show the activities of the Volunteer Special Services, overall. Some services began to show a decrease by fiscal year 1944-1945, when the major thrusts of the war effort were diminishing. However, in Table 9, services related to hospital care showed increases such as nurse's aide, dietitian aide, hospital and recreation services, and arts and skills.

TABLE 8

RED CROSS VOLUNTEERS ENGAGED IN SPECIAL SERVICES⁹⁹
 FISCAL YEARS 1943-1944 TO 1944-1945

1943-1944	3,199,482*
1944-1945	2,633,583
Totals	5,833,065

*Included in this total are 2,925 nutrition aides and 8,825 workers at P.O.W. Packaging Centers, reported only in 1943.

TABLE 9
 NUMBER OF PERSONNEL IN VOLUNTEER SPECIAL SERVICES ¹⁰⁰
 FISCAL YEARS 1943-1944 TO 1944-1945

YEAR	ADMIN.	STAFF ASSIST.	PRODUCT.	ARTS AND SKILLS	CANTEEN CORPS
1943-44	10,099	128,214	2,752,860	715	103,512
1944-45	7,730	63,721	2,250,746	6,134	88,493
Totals	17,829	191,935	5,003,606	6,849	192,005

(CONTINUATION OF TABLE 9)

YEAR	MOTOR CORPS	NURSE'S AIDE	HOSP. REC.	HOME SER.	DIET. AIDE	HOURS SERVICE
1943-44	35,956	98,358	37,106	16,033	4,879	3,199,482
1944-45	34,289	110,170	49,882	15,019	7,399	172,993,705
Totals	70,245	208,528	86,988	31,052	12,278	176,193,187

Evaluation of Training

By now a large number of trainees had served in a variety of roles. Feedback was provided by recruits, and Red Cross staff tried to improve the training to better meet needs.

An example of an evaluation done on SAF adult education was found in a memo dated November 25, 1944, from Charlotte Johnson, National Director, Home Service. Included were an outline of Home Service jobs that were common to all personnel attending the classes; membership distribution of persons attending the last twelve classes; the percentage comparison of education and experience of area and chapter Home Service staff; the analysis of education in a graduate school of social work in relation to job assignment; analysis of the length of social work experience prior to employment in the Red Cross; and the percentage of turnover among Home Service field representatives as indicated by a comparison of workers on duty and recruits attending classes. This evaluation showed the membership distribution averaged 11.6 persons per class; the highest percentage attending from an area office was 42 percent from the Midwest. But the highest percentage from chapter Home Service staff was from the North Atlantic area. Percentage comparisons of education and experience of area Home Service staff and chapter Home Service staff showed that at least 35 percent of both area and chapter

staff had at least two years of social work education, and 74 percent of the area staff had over five years experience in social work as opposed to 89 percent for chapter staff.¹⁰¹

In reviewing the comments from the Trainee News, and information collected from interviews, it would appear that reactions were mixed to the SAF training for all courses at National Headquarters. Hoslett stated that there were both favorable and unfavorable reactions. He noted that some of the unfavorable criticism came from earlier trainees, when it was unknown what the course content should be. Often by the time a complaint reached National Headquarters, it had been corrected.¹⁰² The staff appeared to try to implement needed changes.¹⁰³ Hoslett went on to state that a "common impression was of the tremendous pressure of so much training concentrated in a few weeks--the attempt, as one trainee said, was 'to explain everything that the Red Cross had ever done or intended to do.'"¹⁰⁴ Hoslett also cited evaluations done in March 1943, November 1943, and in 1944 that resulted in a curriculum change in Basic Orientation. He believed that individual criticism reflected the vast differences in the trainees' background and experience.¹⁰⁵

The widespread demand for more specific job training was evident. Recruits, from their points of view, thought courses should include all they needed to know about their specific jobs in a particular location. An

example of the range of requests for additional training came from employees in the Middle East in 1944. It included accounting, Army regulations, Army-Red Cross relations, psychiatric case training, poster and lettering, French, Arabic, interior decoration, and jitterbugging.¹⁰⁶

Though the need for more specific training was frequently heard, some overseas administrators also wanted recruits to be given general training so that they could be "psychologically prepared" for any job assignment.¹⁰⁷ Obviously, not everyone could be satisfied. Some of the suggested changes in training were to put men recruits through Army basic training to eliminate the unfit who later broke down, and to put other recruits in better shape for their assignments. Other comments concerned changing attitudes of workers, which would have been difficult to accomplish in a short period of time. Hoslett was of the opinion that the problem could have been corrected by more careful selection of the worker, rather than through different training.¹⁰⁸

Other data that reflect evaluation of Red Cross services, and indirectly the Red Cross SAF adult education programs, were found in a memo from the Morale Service Division of the War Department. This confidential memo, dated June 13, 1944, from Robert Bondy, Administrator, SAF, to a Mr. Allen, was found in the National Archives. In essence, it reported the "favorable percentage of comments on Red Cross service listed by base censors in the theaters

of operations in the censorship of letters." In the report¹⁰⁹ itself, which was attached, it stated "In a sampling of 522,590 letters by the Base Censors in E.T.O. the following favorable and unfavorable comments were made concerning Red Cross: Officers, Warrant Officers and Nurses (210,057), favorable--1797, unfavorable 22; Enlisted Men, (312,843), favorable--3,290, unfavorable 54."¹¹⁰ This report represents a high number of unsolicited favorable responses about the Red Cross by both groups of officers, warrant officers, and nurses, and enlisted men.

Hoslett made note that not until fiscal year 1944-1945 was training overseas possible. By that time, sufficient personnel and resources were available. The major types of training at that time consisted of orientation, skills training, training for special groups, and in-service supervisory training--the least often mentioned in the files. He further commented that all theaters of war had some type of orientation training for new workers, which were often no more than two to three days, and ordinarily conducted by the Personnel Departments. Following orientation, the worker learned about the department to which he was assigned. Special skills training was done, for example, in areas where native materials had to be used such as in the Pacific Ocean Area. For the future, Hoslett saw the need for a basic over-all training in Washington, together with specific training in the theater to which the

recruit would be assigned. Both would be an integral
part of the over-all adult education program. ¹¹¹

Nursing Service

During this period of time, Nursing Service continued to supervise, in cooperation with Volunteer Special Services, the training of nurse's aides. As reported previously, the number of nurse's aides trained continued to escalate, and the program remained viable. Other activities included the nurse recruitment, public health nursing, and disaster nursing.

Red Cross Home Nursing.--Emphasis also continued to be placed on the Red Cross Home Nursing program. The purpose was to reach as many homemakers as possible with information about how to care for the ill in the home and to prevent disease. Need for this type of information seemed to increase as disabled servicemen and women came home. There were still great deficits of physicians and nurses for civilians.

Chapters had the responsibility to offer this course to communities. Common to the administration of courses were home nursing committees that contained membership representing a variety of community groups and professions. Volunteers taught 58 percent of the classes, but some itinerant instructors were paid, when it was evident that
there would be no other means to offer the course. ¹¹²

Content of the course was adapted to a new twelve-hour course, Six Lessons in Care of the Sick. This modification enabled more people to take the course, because of their limited time, and it was easier for people, who lived in hard-to-reach areas, to take the course. Other sections were soon to be available on mother and baby care and family health. The methods of teaching in these new sections enabled the adult learner to practice skills. The methods were designed from the Training Within Industry Service of the War Manpower Commission. This method included the following technique. The instructor gave an explanation and a demonstration of a limited number of skills, and then under supervised practice, the student repeated the skills until they were correct. This method also was used with secondary school students, and during the year, in three colleges with supervised practice teaching for nurses.

The Home Nursing textbook was adapted into a school edition. The text continued to be distributed through the International Red Cross to Spanish-speaking countries in South America.

During fiscal year 1944-1945, Home Nursing courses were taught in public health departments, in industry, and in civic clubs. As the number of courses reached a peacetime level, more of the instructors were regularly employed staff members, which gave an added stability to the program.

As planning continued for the post-war period, it was felt that policies under which the program was operating should be delineated. Therefore, principles, stated in a policy letter, August 2, 1945, formulated how the program would function. These principles were:

- o Principle No. 1--"Home nursing instruction is an outgrowth of the broad provisions of the charter of the American Red Cross."
- o Principle No. 2--"Red Cross Home Nursing courses are planned to give major emphasis to the care of the sick in the home."
- o Principle No. 3--"Red Cross Home Nursing courses are designed to help homemakers and potential homemakers become more skilled and resourceful in caring for the sick in their own homes."
- o Principle No. 4--"Red Cross Home Nursing instruction is given by authorized professional nurses: sections of the courses not dealing specifically with nursing care may be taught by cooperating instructors."
- o Principle No. 5--This statement "reiterated Red Cross recognition of the importance of a high quality of instruction."
- o Principle No. 6--This statement "expressed the recognition of the necessity for joint lay and professional leadership for the effective development of a chapter program."

These principles were an attempt to analyze the trends in Home Nursing and to develop a clearer understanding of what would be needed in the post-war period.

Evaluation of Home Nursing Adult Education.--From the beginning of the program, national staff were aware of the importance of quality education. Many nurses, though good at skills, had little or no teaching experience.

Over the years a variety of methods were tried to improve teaching methods of nurse instructors. Among these were the use of instructor's guides; special consultants on the national staff to develop the instruction materials; increase in the number of field staff, providing better supervision; employment of supervisors for larger chapters; working cooperatively with other nursing organizations to not only obtain potential instructors, but to help in the training; self-help groups to plan and discuss community resources; demonstration centers such as nursing homes, where potential instructors could observe; group conferences conducted by the nursing field representatives to discuss methods of teaching and provide refresher courses; workshops, such as those noted in Chapter IV with the Kellogg Foundation, and others given in New Jersey in 1944; instructor conferences, differing from workshops because demonstration and practice of skills was heavily stressed; teacher-training courses in colleges, one of the "principal lines of development in Red Cross Home Nursing in 1944-1945"; and

the increased use of paid instructors, thought to increase the quality of instruction.¹¹⁷ Although the above list represented a large variety of instructional methods, the attempt was always foremost in the minds of staff to improve the methods of teaching, and therefore, the delivery to the community. The following statistics indicate that the Home Nursing course was perceived as most important after war was declared until the threat of air raids had passed and victory seemed assured, noting a decrease in the number of certificates and classes in fiscal year 1944-1945.

TABLE 10
 COURSES IN HOME NURSING ¹¹⁸
 FISCAL YEARS 1943-1944 TO 1944-1945

Fiscal Year	Active Instructors	Total No. Chapters	Chapters With Home Nsg.	Certif. Issued	No. Classes Completed
1943-44	10,273	3,757	2,381	285,789	19,408
1944-45	6,413	3,754	1,832	205,677	15,427
Totals	16,686	-	-	491,466	34,835

Nutrition Program

The Annual Report 1944 revealed that the Nutrition program changed to meet specific needs of various groups during this period. Typical community courses were offered, but other classes included men only, and foreign-¹¹⁹ language speaking groups.

Methods of teaching were expanded. For example, course material was adapted to the problems that army wives faced in crowded living quarters with one-burner stoves and inadequate storage space. Visual aids, demonstrations, exhibits, and interpreters assisted instructors, teaching the foreign-language speaking groups. Because many people worked long hours, other methods of providing education were tried. Among these activities were food and nutrition information centers; food preservation centers; mobile units; demonstrations; exhibits for groups in industry, farm workers, and department store employees; question and answer columns in local newspapers; instruction in cafeteria and food management to lunchroom managers and kitchen staffs; lunchbox demonstrations to children and parents where no lunchroom program existed; canning demonstrations, radio talks, and educational programs for civic clubs, parent teacher associations, church and community¹²⁰ groups.

Nutrition Service continued to provide assistance to other Red Cross chapter services. For example, chapter

nutrition chairmen offered Canteen, Canteen Aide, and Dietitian's Aide courses for volunteers, who were potential members of the Canteen Corps and Volunteer Dietitian's Aide Corps. They worked with the Junior Red Cross, with the Nursing Service to teach Unit I of the Home Nursing Course, gave assistance to Home Service on family food allowances, continued to work with Disaster Service on disaster preparedness programs, worked with personnel referred from the Office of the Medical Director, continued to provide assistance in the SAF training related to hotel food management and service, and assisted in the planning of prisoner of war packages.¹²¹

According to the Annual Report 1945, much of the same activity that was undertaken in the previous year remained the same for fiscal year 1944-1945. However, additional emphasis was put on the need to work with restrictions of food because of the war effort. Food shortages and rationing were considered a "headache" by homemakers and operators of eating establishments. However, this provided opportunities for Red Cross chapters to provide up-to-date information about food and nutrition, and ways to make better use of foods that were available. During the fiscal year, a revised guide, Teacher's Manual on the Red Cross Nutrition Course in Secondary Schools, tied nutrition with biology, chemistry, art, history, and literature. The manual, a cooperative effort with the Junior Red Cross, was enthusiastically received. That year, the

Nutrition Service also supervised the large-scale emergency feeding for the Ohio Valley flood. The Annual Report 1945 also disclosed that area and chapter nutrition staff met with families of prisoners of war to discuss the "protection afforded to the health of the prisoners" because of the kinds of food sent to them.¹²²

Statistics indicated that nutrition programs for this period of time were decreasing in the number of certificates and the number of instructors authorized. No reason is given in the annual reports, but it can be hypothesized that these programs also lost their importance as the threat of war decreased and victory seemed assured.

TABLE 11
 NUTRITION COURSE CERTIFICATES¹²³
 FISCAL YEARS 1943-1944 TO 1944-1945

Fiscal Year	Certificates Issued	No. of Instructors in Canteen, Dietitian Aide and Nutrition
1943-44	86,237	3,976
1944-45	68,103	2,504
Totals	154,340	6,480

Disaster Education

The Annual Report 1944 revealed that this period of time placed demands on disaster nursing service because of the large number of disasters. To help respond to these disasters, chapter subcommittees on medical and nursing practice were formed and one nurse on the area nursing staff was designated to be a full-time coordinator of disaster nursing. Conferences were held for disaster and nursing staffs at National Headquarters and in area offices.¹²⁴ During fiscal year 1944-1945, training for disaster nursing was extended to all nurses who might be contacted to serve on disasters. The extent of the training or the number trained was not reported in the annual report.¹²⁵

Portia Kernodle, author of "Red Cross Nursing Service in World War II" of The History of the American National Red Cross, reported that although the first National Conference on Nursing Service in Disaster Relief was held in Washington during March 1943, a subsequent conference could not be called in 1944 because of nurse recruitment responsibilities. However, a second conference was held in September 1945 where post-war plans were made. Recommendations included putting more emphasis on disaster nursing within the total nursing program; training all area nursing staffs in disaster nursing; improving relationships with the United States Public Health Service at all levels; and using and training volunteer nurse's aides and other

auxiliary workers. Shortly after the conference, a text, Handbook for Nurses: Disaster Preparedness and Relief (ARC 500), was released in November 1945 for use by all disaster nurses.¹²⁶

First Aid, Water Safety, and Accident Prevention

Adult education programs during this period of time still involved significant activities with the Armed Forces, although safety in civilian life remained important. During fiscal year 1943-1944, increased emphasis was placed on functional swimming and water safety under war conditions, and on first aid training. In chapters an increased number of mobile emergency first aid units and first aid detachments were organized. Training for the Armed Forces continued to stress adult education courses for instructors in first aid and in water safety, depending upon the request of the commanding officer. Of Red Cross field staff assignments for the year, almost half were for military training centers, for both domestic and overseas programs. Of all the certificates issued for fiscal year 1943-1944, 24 percent were for the Armed Forces. As did nursing, this service, too, supported chapter committees to help plan and implement courses. Training instructors, as in the other services, was considered of prime importance. Of approximately 33,450 instructors for units in the Armed Forces, 18,700 taught first aid and 14,75 were water safety instructors.¹²⁷ According to the

Annual Report 1945, the number of first aid classes decreased. This change was viewed as a return to normal conditions. With the advances in medical science, a complete revision of the First Aid Textbook was done, with the National Research Council providing its resources for input and review. Also the highway first aid program remained intact with two thousand highway first aid stations.¹²⁸

In Water Safety, instruction was offered to young men approaching draft age. Seventeen water safety schools were held during the fiscal year and filled to capacity, with attendance from chapters and the Armed Forces. In addition to water safety, instructors were trained in first aid and accident prevention. Combat swimming taught soldiers how to stay alive when thrown into raging seas, when landing on beaches, or crossing rivers.¹²⁹ During fiscal year 1944-1945, the new contribution was convalescent swimming, a technique developed by the Red Cross for servicemen. This technique was used not only to relieve combat fatigue and tension, but for rehabilitation of disabled veterans. Almost three hundred instructors were trained for army convalescent hospitals. "No better testament to the value of combat swimming instruction could be found than in the ruling of the Army that it be required for all training in the European theater after V-E Day." Training was also increased for troops waiting redeployment to the Pacific. Though the Annual Report 1945 noted that the epidemic

of infantile paralysis closed many water facilities, the water safety programs continued to grow.¹³⁰ The following statistics bear that out. First Aid, however, showed a decrease in statistics as did Nutrition and Home Nursing.

TABLE 12

131

FIRST AID COURSE CERTIFICATES
FISCAL YEARS 1943-1944 TO 1944-1945

1943-44	761,781
1944-45	392,576
Totals	1,154,357

TABLE 13

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WATER SAFETY COURSE CERTIFICATES
FISCAL YEARS 1943-1944 TO 1944-1945

Fiscal Years	Life Saving	Swimming
1943-44	91,669	232,758
1944-45	93,805	269,699
Totals	185,474	502,457

Evaluation of First Aid, Water Safety, and Accident Prevention.--Sound principles of teaching seemed to prevail and the quality of instruction continued to be high. Even though the number of certificates began to decrease in first aid as the threat of war diminished, needs still remained as planning began for the postwar period. The continued requests from the Armed Forces attest to the high quality of the adult education programs.

Victory

War and victory both had an effect on the Red Cross and its education programs. Months before victory was declared on V-E Day the general feeling of citizens was reported by Kernodle as a feeling of assurance that victory was close, that is before the German breakthrough in the Ardennes Forest--the Battle of the Bulge.¹³³ Red Cross staff was also planning postwar activities months before victory was realized, which later on would provide a sound basis for its adult education programs.

Red Cross workers continued to provide services even though war was officially over in Europe. Occupation troops required more recreational activities than in wartime, as was the case in World War I. The need for services continued in the Pacific Ocean area as well, even after Japan suddenly surrendered on August 16, 1945.¹³⁴ Dulles stated that the Red Cross participated in the occupation of Japan, with quick adjustments required by field directors. Landing with

military units were eighty-six Red Cross field workers; their first job was the immediate relief of American prisoners of war. One hundred Red Cross clubs were established in Japan, less than three months after the surrender. In addition, by the end of the year, twenty clubs were added in Korea.¹³⁵

Little has been stated about the importance of blood and blood donors during the war, since there were no adult education programs, as such, involved in the service. It would be a gross oversight, however, not to give credit to the Red Cross and the many thousands of donors, who made the difference of life or death for many soldiers. To give an example of the response of the U.S. citizens, following the invasion of Normandy, Gilbo reported that a record 123,284 pints of blood were collected for conversion into plasma the week of June 5, 1944. Over twenty-five thousand staff and volunteers manned the Blood Donor Service at the peak of its operation in 1944.¹³⁶

The story about victory in World War II and Red Cross accomplishments through its volunteers and staff may be best told by the following statistics from the Introduction to the Red Cross: A Course for General Orientation of Red Cross Workers.

The Productions Corps in chapters made 2.5 billion surgical dressings for Army, Navy, and overseas relief; 63.5 million garments and 1.5 million layettes were made. Over 31 million kit bags and miscellaneous articles for

servicemen also were produced.

The Camp and Hospital Council Service had a 5 million-volunteer membership, who represented 52,100 community organizations. Over 200,000 nurse's aides were trained, nearly 9 million first aid certificates were awarded, and more than 1.5 million people were taught home nursing skills. More than 27 million (eleven-pound) food packages were packed by volunteers in five packaging centers for the relief of 115,000 American and 1.3 million Allied prisoners of war in Europe. An average of 4,246,000 volunteers served each year during the war with 7.5 million volunteering in one year. The ratio of volunteers to paid workers was almost 204 to 1. Many volunteers were trained for their work, as were many of the paid staff. No figures were found to reveal the exact numbers, however. Adult membership in the Red Cross rose from 5.7 million in 1939 to 36.6 million in 1945. Junior Red Cross membership also grew from 7.5 million to 19.9 million. Funds contributed by the American people to the Red Cross between 1939 and 1945 totaled \$682,240,000. Lastly, relief aid was given to 75 million people in forty countries between 1940 and 1946.¹³⁷

Summary

In Chapter V, during the period 1944-1945, data continued to support evidence of the depth and breadth of Red Cross involvement as an adult education agent, and

provide information to answer: How did the American Red Cross act as an adult education agent from 1940-1947? Data point to a switch in focus to adult education programs for the returning veterans and the problems in rehabilitation. Responses by the Red Cross to the Armed Forces and to the needs of citizens relating to the effects of war were major stimuli for modifying existing programs.

Examples of modified programs were the further development of the SAF club and recreation programs, when the Red Cross helped to pioneer a new field, and staff aides, who learned the skills needed to work with people, relieving the load on the professional social and recreation staff. Staff numbering 38,298 were in Great Britain and Western Europe to serve the troops and to help improve their morale. Of this number, there were 2,200 professional staff, considered the backbone of the operation. By June 30, 1945, 600 workers were in the field, 1,100 in hospitals, and 2,400 in clubs. Training by the SAF Personnel Training Unit for these workers reached its peak during July 1945, with 1,000 enrolled that month alone. After V-J Day, registration began to decline. Courses that were offered were basic orientation, courses for Camp Service, hospital social workers, hospital recreation workers, hospital secretaries, hospital staff aides, club staff assistants, club administrators, Home Service workers, and basic recreation workers. These staff, once trained, moved with the troops, and were at one time or another representing

the Red Cross all over the world.

Claims Services were increased at the end of the war, when large numbers of service personnel were discharged. Adult education programs were available for these staff, as well. During October 1945, an all-time high was reached for handling case loads of active service personnel, veterans, and their dependents. Earlier, to assure that staff were well prepared, a Home Service basic training program was established, focusing on workers in the smaller chapter, who were either volunteers or executive secretaries, and chapters with part-time paid Home Service workers.

In Hospital Service training, from January 1942 to May 28, 1945, a total of 19,370 recruits were trained in 177 classes. The largest group of chapter workers were, however, volunteers.

Ten corps made up the following services: Arts and Skills, formerly part of Recreation; Canteen; Home Service; Hospital and Recreation; Motor; Production; Staff Assistant; Volunteer Dietitian's Aides; Administration; and Volunteer Nurse's Aides. During 1944 to 1945, 253,309 course certificates were issued. The need for canteen aides was reaffirmed especially in the coastal areas. During the same fiscal year, 18,000 new Canteen Corps workers were trained. By June 30, 1945, 195,000 nurse's aides had been trained during the war. New dietitian's

aides were needed, training 4,300 of them during fiscal year 1944-1945. Gray Ladies, the largest segment of the Hospital and Recreation Corps, had adult education courses--one consisting of ten lectures, and a shorter course of four lectures. The total hours of volunteer service for fiscal years 1944-1945 were over 176 million hours.

A new focus in Water Safety was the development of convalescent swimming for disabled veterans. Other programs continued to be offered such as Home Nursing, nutrition courses, and first aid programs, including Highway First Aid Stations.

The breadth of Red Cross involvement as an adult education agent was evident in the SAF training programs that prepared staff for assignments all over the world. Other courses such as First Aid and Safety were taught in the United States and overseas. The effectiveness of delivery systems was evaluated and new systems tried, an example being the variety of ways to train instructors in Home Nursing, ranging from institutes to college courses. The program to train Home Service volunteers was another example of the breadth of involvement when the program was expanded to include less experienced workers because of the overwhelming needs of returning servicemen and a lack of professional caseworkers.

Evidence of the depth of Red Cross involvement was present in the modification and development of new programs.

In nutrition, modifications in course content were made when conditions of the war made food purchasing and preparation a challenge. For example, the army wife, dealing with overcrowded conditions and limited storage space, learned to cook on a one-plate burner. Modifications also were made in working with foreign groups to adapt to their cultural eating habits. Community education programs helped people learn how to work with rationed food. SAF training courses frequently were revised to meet needs, causing a reduction in class time of the basic orientation course, but increasing the focus to more specific job functions.

Trends in adult education were the training of nurse's aides as paid workers in Army hospitals; the use of volunteer Home Service Corps workers for casework with servicemen and their families, and promoting medical and psychiatric social work practice in military hospitals. Nursing Service successfully applied the concepts from the Training Within Industry Service of the War Manpower Commission, including explanation of a skill and supervised student practice. Water Safety-developed convalescent swimming was introduced to relieve combat fatigue and tension.

Although course certificates for all community health courses began to decrease, except for water safety, this decrease was thought to be due to the lessened threat of air raids and war on the continental U.S.

As planning for post-war activities increased, adult education programs began to take new forms. Chapter VI provides further evidence of Red Cross involvement as an adult education agent during 1946 and 1947.

Notes for Chapter V

¹ Forrester C. Pogue, George C. Marshall: Organizer of Victory (New York: The Viking Press, 1973), p. xi.

² Ibid., p. xii.

³ Ibid., p. xiv.

⁴ "Annual Report 1943-1944" (Washington, D.C.: The American National Red Cross, n.d.), p. 13.

⁵ George Korson, At His Side: The Story of the American Red Cross Overseas in World War II (New York: Coward-McCann, Inc., 1945), p. 259.

⁶ Annual Report for the Year Ending June 30, 1945 (Washington, D. C.: The American National Red Cross, n.d.), p. 37.

⁷ S. D. Hoslett, "Red Cross Personnel Administration In World War II," of "The History of the American National Red Cross" Vol. XVIII of 52 vols. (Washington, D.C.: The American National Red Cross, 1950), p. 81, cited from the SAF-SV Training, p. 5, No. 140.18 SAF.

⁸ Korson, p. 258.

⁹ Annual Report 1943-1944, pp. 31-32.

¹⁰ Ibid., p. 32.

¹¹ Korson, pp. 258-259.

¹² Foster Rhea Dulles, The American Red Cross: A History (New York: Harper & Brothers, 1950), p. 445.

¹³ Annual Report 1943-1944, pp. 14 and 31.

14 Korson, p. 274.

15 Ibid., pp. 273-274.

16 Annual Report 1945, pp. 37-38.

17 Dulles, p. 441.

18 The American National Red Cross, Annual Report for the Year Ending June 30, 1946 (Washington, D.C.: The American National Red Cross, n.d.), pp. 39-40.

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20 Dulles, pp. 430, 431, and 435.

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22 Annual Report 1945, p. 40.

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26 Ibid.

27 Ibid.

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30 Ibid.

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- 32 Annual Report 1943-1944, p. 29.
- 33 Annual Report 1945, p. 44.
- 34 Annual Report 1943-1944, pp. 29-30.
- 35 Annual Report 1945, pp. 40-41.
- 36 Annual Report 1943-1944, p. 50.
- 37 Annual Report 1945, p. 198
- 38 Ibid., p. 66.
- 39 Annual Report 1943-1944, p. 55.
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- 41 Ibid., p. 56.
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- 43 Ibid., pp. 78-79.
- 44 Annual Report 1943-1944, p. 21.
- 45 Annual Report 1945, pp. 27-28.
- 46 Annual Report 1943-1944, p. 39.
- 47 Ibid., pp. 32-33.
- 48 Annual Report 1945, p. 31.

49 Annual Report 1946, p. 65.

50 Dulles, p. 366.

51 Office of the Federal Register, National Archives and Records Service, General Services Administration, Public Papers of the Presidents of the United States: Harry S. Truman, Containing the Public Messages, Speeches, and Statements of the President (Government Printing Office, 1961), p. 2.

52 Hoslett, pp. 48-50. Cited from AM379, p. 3. No. 187.19 and SAF monthly report No. 1943, No. 140.18 SAF, and Norman A. Durfee, National Administration, Personnel Service, and Carolyn Dillard, Administration, Personnel Assistant--interview with Hoslett, March 16, 1948.

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66

Ruth Linvill, telephone interview, San Francisco, January 14, 1987.

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Ibid.

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Ibid.

69

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Ibid.

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72

Hoslett, p. 83. Cited from Barbara Phinney, former Chief Club Training Unit, "Induction Training for Red Cross Overseas Club Workers in World War II." (Thesis, Nov., 1947, p. 38, figure 2, George Washington University.)

73

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74

Box 613, file 331.1, memo Mary Gold, Associate Chief, PTU, to Eleanor Vincent, Assistant National Director, Military Naval Welfare Service, September 14, 1944, National Archives.

75

Box 613, file 331.1, memo from Mary B. Lawson, Assistant Director, Military and Naval Welfare Service, August 17, 1944. National Archives.

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Box 613, file 331.1, memo from Mary B. Lawson and Marion A. Maxim, Assistant Directors, Military and Naval Welfare Service, August 19, 1944. National Archives.

77

Annual Report 1946, p. 48.

78

Box 612, file 331.1, Colorado, article on Ft. Logan training, Denver Post, July 19, 1945, National Archives; and Fr. Logan Memo, Mary K. Taylor, Chief Staff Development Section, Hospital Service.

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Box 612, file 331.1 Colorado, Report of Medical Social Worker, National Archives.

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81

Hoslett, p. 86.

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Ibid., p. 83.

83

Hoslett, p. 84 Citation, Final administrator's report, Camp Service Training, Rev. William R. Johnson, Thesis, "Camp Services Training," National Catholic School of Social Service, June 1948.

84

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85

Annual Report 1946, p. 57, and Ruth Walrad, "The History of Home Service, 1916-1947," "The History of the American Red Cross" (Washington, D.C.: The American National Red Cross, 1950), pp. 293-294.

86 Ruth Straub interview, Washington, D.C., December 16, 1986.

87 Box 1328, file, 900.08, History American Red Cross, Statistical Report, National Archives.

88 Box 636, file 340.18, Statistical Report, SAF Statistics, National Archives.

89 Annual Report 1943-1944, p. 100. The statistics reported in the Accomplishments of Seven Years, are slightly different, most likely due to different reporting dates.

90 The American National Red Cross, Red Cross Service Record: Accomplishments of Seven Years, 1939-1946, p. 99.

91 Annual Report 1943-1944, p. 101.

92 Ibid., p. 100.

93 Annual Report 1945, p. 103.

94 Ibid., p. 100. The statistics reported in Accomplishments of Seven Years, are also slightly different as noted in footnote 89.

95 Ibid., p. 101.

96 Ibid., p. 105.

97 Ibid., p. 106.

98 Ibid., p. 107.

99 Annual Reports 1943-1944, p. 111, and 1945, p.200.

100 Ibid.

101

Box 613, file 331.1, Washington, D.C., American University, November 6, 1944, memo from Charlotte Johnson, National Director, Home Service, to all area directors, regarding Home Service course evaluation, National Archives.

102

Hoslett, pp. 94-95.

103

In the interview with Mary Settle, reported in Chapter IV, several references were made about the eagerness of the faculty to evaluate the SAF training curriculum and that changes were made frequently to try to better meet needs.

104

Hoslett, p. 95. He has made one of the more thorough evaluations of the SAF training in general. At that time he had access to the training staff and the administrative staff in SAF to interview. In addition he had records that have not been retrievable today; therefore, in this section, he is frequently quoted.

105

Ibid., pp. 96-97, and 99.

106

Ibid., p. 99.

107

Ibid.

108

Ibid., pp. 101-103. Cited from interview of Marjorie Lyman with Carey Maupin, former Associate Chief, Personnel Administration, May 2, 1946.

109

Box 1404, file 900.08, memo from Robert Bondy to Mr. Allen July 13, 1944, transmitting the report on overseas operations, National Archives.

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Box 1404, file 900.08, Report on overseas operation and the opinion of the Red Cross, April 13, 1944, attachment to the above memo.

111

Hoslett, pp. 211-212.

- 112 Annual Report 1943-1944, pp. 70-72.
- 113 Annual Report 1945, pp. 71-74.
- 114 Annual Report 1934-1944, p. 72.
- 115 Annual Report 1945, pp. 71-73.
- 116 Kernodle, pp. 424-428.
- 117 Ibid., p. 450.
- 118 Annual Reports 1943-1944, pp. 70-71, and 1945, pp. 71 and 204; and Kernodle, p. 461.
- 119 Annual Report 1943-1944, p. 80.
- 120 Ibid., pp. 80-83.
- 121 Ibid., pp. 83-86.
- 122 Annual Report 1945, pp. 82-84.
- 123 Annual Report 1943-1944, p. 114, and Annual Report 1945, p. 204.
- 124 Annual Report 1943-1944, pp. 77-78.
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- 126 Kernodle, pp. 533-539.
- 127 Annual Report 1943-1944, pp. 87-88.
- 128 Annual Report 1945, pp. 86-87.

- 129 Annual Report 1943-1944, p. 90.
- 130 Annual Report 1945, pp. 88-90.
- 131 Annual Report 1943-1944, p. 114, and Annual Report 1945, p. 204.
- 132 Ibid.
- 133 Kernodle, pp. 47-48.
- 134 Public Papers of Harry S. Truman, p. 223.
- 135 Dulles, pp. 487-488.
- 136 Patrick F. Gilbo, The American Red Cross: The First Century (New York: Harper & Row, Publishers, 1981), p. 158.
- 137 The American National Red Cross, Introduction to the Red Cross: A Course for General Orientation of Red Cross Workers (Washington, D.C.: The American National Red Cross, 1947), pp. 38-42. ARC 543.

CHAPTER VI

AFTER THE WAR, 1946-1947

The Events of the Times

Introduction

In researching the depth and breadth of the Red Cross as an adult education agent, this last chapter begins as the previous chapters have, looking at the events of the times to set the stage for the emerging data. It considers national events, and changes that occurred within the Red Cross as a result. The following information helps not only to explain the Red Cross response to national needs, but also to provide supporting evidence of Red Cross involvement as an adult education agent during 1946 and 1947.

Deployment

Although the nation was victorious in both Europe and Japan, servicemen, veterans, and their families continued to require a major portion of Red Cross staff, time, and money. After World War II, services to the Armed Forces and veterans did not decrease; they increased. As the needs of the Armed Forces and veterans changed, the Red Cross, as it had done after World War I, redefined its functions. There were new problems to solve, new job functions to assume, which meant adult education programs had to be offered.

Armed Forces Reduction.--Two years after V-J Day, the total number of service personnel in the Armed Forces was 1.5 million, with the number of veterans rapidly swelling to over 14 million.¹ The former figure represented a reduction from the nearly 2 million men and women serving at the beginning of the war in December 1941.² The Annual Report 1946 revealed that at the end of the fiscal year, there were still 9,100 Red Cross Services to the Armed Forces (SAF) workers, with 3,500 overseas and 5,600 working in domestic assignments.³ Even at the end of June 1947, approximately 2,000 SAF staff were still on duty overseas,⁴ with about 1,700 in domestic assignments.

Economic Considerations

Economically, job functions changed, and people resigned jobs to renew family ties with loved ones returning from the war. Focus of the nation was on renewal and returning from war production to a peacetime economy.

On January 3, 1946, President Truman, in his radio speech to the American people about the status of the re-conversion program, expressed concern regarding problems ahead. Without the stimulus of war, which spurred the American public into action, he stated that there were during this period "as many elements of danger to our economy as the war period." The dangers of inflation and deflation were stressed. Truman considered 1946 to be the

important year of decisions. He noted that in foreign affairs, the U.S. government had carried out its responsibilities. Accomplishments included the approval of the Charter of the United Nations Organization, with reciprocal trade agreements; the approval of participation in the United Nations Food Organization; and support for the United Nations Relief and Rehabilitation Administration. But important domestic issues had yet to be fully addressed, such as a quick reconversion of the economy from war to peace; keeping employment, wages, and purchasing power on a "high level during the changeover";⁵ and keeping prices of commodities from escalating.

Foreign War Relief

The American Red Cross, as it had done after World War I, continued to provide assistance to the citizens of war-afflicted countries. Examples were the milk-feeding programs for children and handling of other emergencies caused by the war and not met by other health and welfare agencies.⁶ The general misery of six years of fighting produced suffering, shortages of goods, and dislocations. The organization having the major overall responsibility for these populations, however, was the United Nations Relief and Rehabilitation Administration. The American Red Cross used its resources primarily to strengthen sister Red Cross societies and other health and welfare agencies. By June 30, 1947, all mass relief for civilians was

terminated except in Hungary. The gradual reduction in relief activities enabled the Red Cross to liquidate warehoused and requisitioned supplies and reduce overseas staff. This approach by the Red Cross represented a change from World War I, when extensive foreign relief continued to be provided after the war, making liquidation of supplies more difficult. Also coordinating relief programs was the new Red Cross International Activities Department.⁷

Red Cross Plans for Postwar Services

The Annual Report 1946 disclosed that the development of new Red Cross programs after the war helped balance the "drop from the high peak of wartime activities."⁸ Reorganization of services occurred. One of the more important changes relating to education programs was the new office of Health Services, established to coordinate health and safety education programs. Working with the new service was an advisory board of national experts to help ensure the cooperation of official and voluntary health agencies.⁹ Other changes resulted in the formation of a separate division for Services to Veterans, a merger of the wartime Camp and Hospital Council with Volunteer Special Services, which became Volunteer Activities. In addition, all welfare programs were consolidated in the Office of Social Welfare Services.¹⁰

A Red Cross study was done to possibly redefine the scope of the organization. The Red Cross had fulfilled its charter responsibilities to the Armed Forces and to disaster victims. It also had pioneered "many phases of health education and accident prevention."¹¹ Just as after World War I, a redefinition of focus seemed in order to ensure that Red Cross services would best fit the needs of the nation.

During March 1946 an advisory committee was appointed to look at the organizational structure and to make recommendations that would "fit the altered needs of the Red Cross in the present-day world."¹² Part of the concerns centered on the need for chapters to have a stronger voice in the operation of the organization. The result was another change in the charter.

Red Cross Administrative Changes

Amended Congressional Charter

The Central Committee of the Red Cross approved and incorporated recommendations to the congressional charter of the American Red Cross, which were passed by Congress. On May 8, 1947, President Truman subsequently signed the amendment to the charter that changed the structure and made the role of the chapters more direct and vital in the management of the organization. Under the new act, a Board of Governors of fifty members replaced the

Central Committee as the governing body of the American Red Cross. Thirty members (60 percent) of the Board were elected by direct vote of the chapters at the annual national convention, bringing about an increase of the chapters' voice. Eight members were Presidential appointees, and twelve were elected as members-at-large.¹³ The U.S. President assumed the position of honorary chairman, and the chief executive officer became the American Red Cross President.¹⁴ This structure still continues.

Volunteer Leadership

Another change in the volunteer leadership at the national level was the death of Mabel Boardman during 1946. Boardman provided influence for a period of time. Boardman remained active with the Red Cross almost to the time of her death. The Central Committee adopted a resolution on June 17, 1946, commending her for her long and continuous membership on the Central Committee, noting her influence as its secretary after World War I, and as a volunteer in the development of a number of programs, especially those of the Volunteer Special Services.¹⁵

Blood Services Program

According to the Annual Report 1946, "One of the most dramatic and satisfying World War II projects in America" was the procurement of blood for the Armed Forces,

which was done at the request of the Army and Navy. From February 4, 1941, to June 30, 1946, 13,326,242 pints of blood were donated through the efforts of thousands of volunteer donors. The products--whole blood, plasma, and serum albumin--were cited as 'the foremost life savers of the war.' Over one hundred thousand volunteers were said to have contributed either full-or part-time to the activity. Overall there were thirty-five fixed centers and sixty-three bloodmobiles.¹⁶ The Annual Report 1946 further disclosed that the Red Cross in September 1945 extended the blood program, "offering the country an opportunity to plan and develop blood programs with Red Cross chapter assistance."¹⁷ This offer was to allow affiliation with civilian programs sponsored by recognized medical, hospital, and health agencies. Official launching of the new blood program did not occur until January 1948, although the program had been approved six months earlier by the Board of Governors.¹⁸

Fund Campaign, 1946-1947

The viability of adult education programs was related directly to the success or failure of fund campaigns. The goal for the 1946 campaign, with the slogan "Your Red Cross Must Carry On," was \$100 million. The goal, reached in thirty-seven days, was oversubscribed by \$18 million. According to Dulles, this response represented the public's appreciation of the accomplishments of the Red Cross during

the war, in spite of the G.I. gripes, which centered around the issue of payment for coffee and doughnuts.¹⁹ The following year, even with a reduction of the goal to \$60 million because of budget surplus and reduced services to the Armed Forces, there were problems with the campaign. G.I. gripes continued, the discontinuance of the war fundraising agreement with labor caused controversy, and the periodic controversy about joint fundraising with community chests added to the difficulty. However, in the long run, the goal was exceeded by over 30 percent.²⁰

To give an idea of the costs that continued during fiscal year 1945-1946, expenditures for SAF alone amounted to \$107,330,799.²¹ Dropping considerably from the previous year, expenditures for SAF at the end of fiscal year 1946-1947 were \$33,023,125.²²

Total expenditures for the Red Cross for fiscal year 1945-1946 were \$133,273,634.²³ During fiscal year 1946-1947, total expenditures were reported for two categories, \$65,055,205 for general purposes, and \$753,173 for restricted costs, a decided decrease over the previous year.²⁴ To give another comparison of cost reduction, at the end of fiscal year 1947-1948, expenditures were \$50,000,000.²⁵

Total expenditures by the Red Cross for the war years, extending from 1939 to 1946, amounted to \$474,968,669 for total national costs, and \$255,780,500 for total chapter costs, with a grand total of over \$730 million for Red Cross

war expenditures.²⁶ As noted previously, these funds became vitally important to the development of adult education programs, permitting the continuation of current programs and the initiation of new ones.

Red Cross Adult Education Programs, 1946-1947

Introduction

Considerable effort was centered on staff development in SAF and Services to Veterans programs. The Red Cross continued to respond to the needs of the nation's service members and veterans, and to provide training programs to prepare Red Cross workers for the tasks ahead. The number of SAF staff increased from 251 in 1940 to 19,508 in 1945, and dropped to 10,009 in 1946.²⁷ In addition to SAF activities, the traditional community courses of Home Nursing, First Aid, Swimming, and Nutrition continued to be offered. Tables 14 and 15 illustrate the number of paid staff during and after the war, and the number of staff in overseas and domestic assignments. These data suggest that, because of the increased number of staff, there continued to be a need for adult education programs for the majority of staff until 1946, when a decided decrease in numbers of staff took place.

TABLE 14
 NATIONAL PAID PERSONNEL, BY SERVICE
 28
 AS OF JUNE 30, 1940-1946

Service	1940	1941	1942	1943	1944	1945	1946
SAF & V	251	635	3,088	9,636	15,679	19,508	10,009
Disaster and Civilian War Aid	31	39	135	193	129	184	113
Foreign War Relief*	**	405	270	136	182	324	144
Nursing Serv.	53	117	319	430	417	405	241
First Aid, Water Safety, Accident Prev.	80	147	471	282	250	215	211
Jr. Red Cross	39	41	85	99	128	136	131
Organized Spec. Corps	15	21	117	140	139	112	63
Services to Chapters	137	183	463	402	477	444	422
General Exec. and Finance	72	104	273	496	754	672	644
Operating Fac- ilities	210	337	953	1,345	1,448	1,962	2,022
Other Serv.	47	58	44	550	659	338	344
Employees to Military Service	—	11	25	63	76	78	24
Totals	935	2,098	6,243	13,772	20,338	24,378	14,368

*In 1940-1945, export warehouse personnel and prisoner of war and insular chapter staff were included. Warehouse staff were excluded during 1945-1946.

** Breakdown unavailable.

TABLE 15
TOTAL PAID PERSONNEL ON DUTY, DOMESTIC AND OVERSEAS,
²⁹
AS OF JUNE 30, 1940-1946

Location	1940	1941	1942	1943	1944	1945	1946
Overseas	--	--	265	2,568	5,933	9,407	3,589
Domestic	--	--	2,732	5,503	9,254	9,299	5,794
Totals	--	--	2,997	8,071	15,187	18,706	9,383

Note: This table represents the number of staff on duty, which accounts for differences in totals reported in Table 14.

These data also suggest that the Red Cross was faced with frequently changing conditions because of fluctuating numbers of staff. Although overseas staff was reduced by approximately one-third between 1945 and 1946, the fact that over three thousand workers remained in overseas assignments in 1946 reflected the unmet needs in the overseas theaters. These assignments were primarily in Europe and Japan.

After the war the number of national staff required to support other services also remained high. These services, with adult education as a major focus, were First Aid, Water Safety, and Accident Prevention, and Nursing Service, under the umbrella of Health Services.

Overall, nearly two-thirds of the national staff was reduced within two years after the war,³⁰ but the need to continue to provide many services remained. According to the Annual Report 1947, General Omar N. Bradley expressed in a letter dated February 25, 1947: "The continuance of these services is absolutely essential. It is my earnest request that the Red Cross stay at the side of the veteran in time of peace as it stood at the side of servicemen in war."³¹ The Red Cross attempted to accomplish this; however, many new challenges were present. Among them was the entertainment of soldiers who reacted far differently in peacetime to being overseas than they had during the war. Dulles reported that many of the military recruits sent overseas after the war were younger and more homesick, as

there was nothing to take their minds off the boredom of serving as an occupation force in another land.³² Far more effort was required of the Red Cross worker, who had to use ingenuity in providing recreational activities that were meaningful and enjoyable.

Another challenge was the complexity of requests made by servicemen, veterans, and their families. For example, by June 30, 1945, the Red Cross had power of attorney for approximately 542,000 veterans to assist them in application for benefits. Special training was arranged to carry out the related job functions more effectively. Training in the "broad groundwork" was followed by supervised on-the-job training.³³ More cases involved disabilities or problems that servicemen faced in adjusting to home conditions. Better-trained staff were required to handle these more difficult problems. The following accounts provide evidence of the depth and breadth of the Red Cross adult education programs as these new challenges were met.

Personnel Training Unit

Training at the American University in Washington, D.C., continued with basic orientation, followed by specific adult education programs for Camp Service, Hospital Service, Clubs-Overseas, Home Service--Domestic, and basic recreation. The training program seemed to be at its peak at the time victory was won. In fact, data show that the height of the training was in 1945, with the largest number

of recruits, 371, registered on April 2, 1945, alone. After V-J Day registration gradually lessened. The unit was officially closed on April 26, 1946.³⁴ Table 16 shows the type of training given between 1942 and 1946, the number of trainees in each program, and the percent of the total number of recruits trained in each program.

TABLE 16
 SERVICES TO THE ARMED FORCES AND VETERANS
 PAID PERSONNEL, DOMESTIC AND OVERSEAS,
 TRAINED AT NATIONAL HEADQUARTERS³⁵
 JANUARY 1942 TO JUNE 1946

Type of Training	Number of Trainees	Percent of Total
Camp Service	6,053	26
Hospital Service	8,717	37
Club--Overseas	6,683	29
Home Services--Domestic	796	3
Basic Recreation	474	2
Other	625	3
Totals	23,348	100

Evaluation of the Personnel Training Unit.--This program represents a unique part of the history of the Red Cross and its attempt to meet critical needs of the Armed Forces at the request of military authorities. Ample evidence exists of the effort to provide quality programs for the training of recruits before they were sent to overseas assignments. It is interesting to note that this unit continued to offer adult education programs for the various SAF services for almost a year after victory was declared in Europe. This fact suggests the importance of the program in continuing to give essential services to the Armed Forces, and later to the increasing number of veterans. The table shows that the highest percentage of training was done for Hospital Service, the Club-Overseas program, and Camp Service. The Club-Overseas program was cited in the Annual Report 1947 as one of the biggest undertakings that Red Cross had attempted in its history.³⁶ Considered important enough to be continued, it was later taken over by the Armed Forces. However, this transfer was not completed until March 1948.³⁷ With this action, the Army assumed responsibilities for the clubs in both Germany and Japan. During the war, approximately \$100 million was spent by the Red Cross for this service, according to Dulles.³⁸

In the final administrative report of the Club unit by Barbara E. Phinney, director of Red Cross training for the Club unit, a total of 6,679 personnel were trained

between June 3, 1942, when the first Club trainees were registered, and December 1945.³⁹

In her evaluation, she stated that at first the trainees were mainly men in the job functions of club director or assistant director. Later, however, staff assistants were needed. Near the end of the program, more females were enrolled, and recruits were younger and had less work experience.⁴⁰

Class size ranged from one to one hundred, but ordinarily numbered between forty and fifty. There were often as many as five hundred in various phases of training at one time, including trainees on external assignments.⁴¹

Phinney reported that the unit was handicapped by the lack of staff with overseas experience. Later, however, as workers returned from overseas, they were included on the teaching staff. Without them, she believed that the validity of the training was affected. At the close of the program, the teaching staff included faculty, who had served in every theater of the war except in China-Burma-India. It was realized that good operational people alone could not teach the recruits what they needed to know. She attributed "our worst failures in the classroom" to this fact.⁴²

To summarize what was ideal for faculty, she reported that a good teacher should possess teaching ability combined with general administrative knowledge, special skills to sustain enthusiasm, and field experience. There

was apparently some concern about the lack of male teachers. It was reported that men did not like to teach. However, their absence on the teaching staff was also attributed to the low salaries.⁴³ It would seem reasonable to wonder if the lack of men was primarily due to the demands of war and of leadership positions available in business and industry that helped sustain the war effort.

Phinney further stated that evaluation of the curriculum was constantly being done. "Approximately in August 1943" a thorough study of the unit was accomplished.⁴⁴ It was found that it was impossible to train for specific theaters of war. In one week, the recruits could be given only principles in recreation and general, rather than specific, information. Phinney also stated that there was little information about job functions at first, because nothing was really known about what recruits would actually encounter in their assignments. She further reported that the military camp assignments were of the greatest value, as they were used extensively to provide supervised training.⁴⁵

Problems encountered and recommendations for future programs were summarized by Phinney. She reported that the vision was too narrow to meet the demands. For example, the training accomplished at National Headquarters was not followed up by well-organized training overseas. Also, adult education programs at National Headquarters should have been recognized as only induction programs; training staff

was needed in each theater of operation to work closely with the recruits. In addition, national training staff should have spent some time overseas to obtain first-hand information, but management did not feel that it was⁴⁶ important.

Additional points were that the time for the induction was too short and that the training was not closely tied with what was happening in operations, as it was difficult to update existing material and develop new resources. Audio-visual materials to augment training were also lacking. A recommendation was made to have a technical service connected with the training unit to provide these aids. Furthermore, she saw the need for additional staff to be responsible for extension training for clubs, located in all field assignments, and more club staff for the training unit itself. Salaries were too low to "command the best possible staff," which may have discouraged men from teaching. Lastly, she believed that many of the faculty felt the job was short-term, therefore causing considerable turnover. Being required to repeat the adult education programs every week caused undue pressure. She believed that free weeks should have been scheduled for the⁴⁷ faculty.

The Personnel Training Unit of SAF, though faced with many problems, provided adult education programs to meet an immediate need in response to requests by military authorities. With war declared on Japan in December 1941,

and the unit beginning operation the next month, the Red Cross had demonstrated willingness to fulfill its charter obligation by this quick response. Evidence of recruit satisfaction or dissatisfaction, cited previously, showed a mixed response. Particularly in the early phases of the training, the faculty expressed concern as to what content should be included in the curricula. Part of this dilemma was due to the fact that there were many unknowns. How could faculty determine what the recruits would find in their assignments overseas? No one had pioneered fields such as the club program; information was scarce about the job functions in specific theaters of war. However, as time went on, training was modified as a result of evaluative steps taken by the Red Cross, through surveys, and through input from recruits and those staff who returned from overseas assignments.

The overall success of the Personnel Training Unit represents the commitment of those involved--staff, faculty, and recruits--who were successful in spite of the odds against them. For example, developing an adult education program in approximately a month was undoubtedly a difficult, if not almost impossible, task. Staff involved in this phase of the program were not identified, so interviews could not be conducted to add data to this supposition. Though the program had weaknesses, as quickly as information was brought to the attention of the faculty, necessary changes were made. For example, as cited

previously, often by the time a complaint was sent from the field, it had already been corrected. The value of this experience to the field of adult education is that by learning about massive training programs and how one program was managed, positive and negative aspects of this endeavor can be identified. In addition, in preparation for mobilization in the future, information can be gleaned that will suggest steps to take in training staff who need to be quickly mobilized.

Scholarships and Grants

Other services continued to be needed as the problems of veterans became more complex, and as the disabled returned to the United States. The scholarship program, established to provide professional education, provides additional evidence of the depth and breadth of involvement of the Red Cross as an adult education agent.

As cited previously in Chapters IV and V, awarding scholarships helped to correct the lack of social service workers. The following data provide an overview of the program's accomplishments from 1942 to 1947. The major data source, Scholarship Program: 1942-1947, was found in the National Archives. This typed booklet described the Red Cross program, which helped to address the shortage of social workers needed to work with the Armed Forces.

Funds of approximately \$1 million were reported to be authorized in this program for social work education.

This amount provided for nearly one thousand scholarships. Recruits were to be already enrolled in accredited schools of social work. The purpose of the program was to increase the number of trained personnel for Red Cross Home Service by subsidizing professional training. These individuals would later be placed in local chapters, area offices, and in Hospital Service--in hospitals and medical and psychiatric units of the Army and Navy. The number of personnel requested by the Armed Forces for social work responsibilities was of unprecedented size. A shortage of personnel remained, even after the Red Cross had actively recruited with such groups as the United States Employment Service, National Roster of Scientific and Specialized Personnel, professional employment agencies, and schools and colleges, as well as through publications. This program was not new, since a similar approach was taken after World War I from 1919 to 1926 to employ social workers for small communities. The latter program was extended to consist of outright grants for tuition and maintenance. Both programs required employment with the Red Cross for a prescribed period of time.⁴⁸

The latter program was developed with the cooperation of Red Cross chapters, the Red Cross Medical Social Work Advisory Committee, the Psychiatric Social Work Advisory Committee, the American Association of Social Workers, schools of social work, and the American Association of Schools of Social Work.⁴⁹ The Red Cross was

aware of the importance of developing programs that had the endorsement or backing of professional organizations and leaders in the field.

Important changes occurring in the program were the inclusion of Red Cross employees for scholarship grants later in the program. By 1946, only current Red Cross employees were eligible. During 1942, only recruits who had previous social work experience were eligible for the second-year course of work in a school of social work. During 1945, however, only those recruits with no experience and no graduate social work study were eligible. During the five-year program, 968 scholarships were granted to students, who were admitted to a total of thirty-nine graduate schools of social work. Over four hundred professionals were new to the field of social work. Of the total, 229 recruits had been in the field, but had no professional training or less than one year of graduate⁵⁰ school.

Not until July 1, 1945, were uniform policies and procedures developed for National Headquarters and the five area offices. A quota was assigned to each area based on its size and the need for staff. A proportionate quota was⁵¹ available for National Headquarters' staff.

The amount of the scholarship was for tuition and \$100 maintenance a month (though it was \$65 a month until April 1, 1944, when it was increased to \$80; on July 1, 1945, it was increased to \$100). The criteria for selection

included a number of factors. To begin with, age limits were between twenty-one and forty years at the beginning of the program. They had to be American citizens and college graduates. Recruits had to be in good mental and physical condition. In addition, they had to be able to meet the admission requirements of an accredited school of social work and be recommended for a scholarship by the school. They had to supply acceptable personal references, and to agree to a minimum employment of one year in Home Service, Hospital Service, or Camp Service (the earlier requirement of two years had to be changed because other organizations did not have as stringent a requirement.)⁵²

During 1945, the Red Cross Medical and Psychiatric Social Work Advisory Committee recommended that educational leave should be given to recreation workers as well. The lack of professional education for hospital recreation workers was evident. The Red Cross appeared to be in an excellent situation to provide the initiative to recommend the content for this program. During July 1945 recreation consultants from area and national staffs, together with medical and psychiatric social work consultants on the national staff, developed a listing of subjects for a two-year curriculum on the graduate level. This material provided the basis for discussion at a conference on recreation training called by the Red Cross in September 1945. Attendees included leaders from the field of recreation and "informal education." One outcome of the

conference was that the presidents of the American Recreation Society and the American Association of Group Workers volunteered their services to help the Red Cross find acceptable schools for this professional study. Five schools met these criteria--that a curriculum be offered in medical social work, psychiatric social work, group work, and recreation, and that field work be provided under qualified supervision. These schools were the New York School of Social Work, the University of Pittsburgh, Western Reserve University, National Catholic School of Social Service, and Tulane University. The Red Cross enabled twenty-one students to receive scholarships for recreation, beginning the fall term of 1946. The criteria were the same as for the social work recruits, except that for recreation, the students were required to have had experience in recreation.⁵³

The importance of this adult education program was the recognition of a specific national need and the implementation of a solution that advanced the fields of medical and psychiatric social work and provided the type of care that was so sorely needed by the military. The Red Cross is cited in Scholarship Programs: 1942-1947 as also providing a significant contribution to professional education in the field of recreation with the assistance of two professional groups and schools to expand care to civilian hospitals and institutions caring for people of all ages.⁵⁴

Volunteer Special Services

Training provided by the Volunteer Service for Home Service and Hospital and Recreation was at its height during fiscal year 1944-1945. Trained were 7,314 volunteers in Home Service, and 20,173 receiving certification in Hospital and Recreation.⁵⁵ After the war, volunteers continued to be active through these long-established services and job functions: Canteen, volunteer dietitian aide, volunteer nurse's aide, Motor Service, Home Service, Hospital and Recreation, and staff assistant. The following table provides a summary of the number of certificates issued from fiscal years 1939-1940 to 1946-1947 for volunteers attending adult education programs in Volunteer Special Services.

TABLE 17
 SUMMARY OF CERTIFICATES ISSUED THROUGH RED CROSS
 EDUCATIONAL PROGRAM FOR SPECIAL CORPS
 FISCAL YEARS 1939-1940 TO 1946-1947⁵⁶

SERVICE				
Year	Canteen	Home Service	Hospital and Rec.	Motor
1939-40	182	338	1,188	112
1940-41	713	90	1,614	1,374
1941-42	31,299	516	5,638	13,827
1942-43	82,165	1,550	11,947	20,057
1943-44	19,622	5,058	17,798	5,314
1944-45	17,941	7,314	20,173	3,497
1945-46	6,789	4,195	11,880	1,583
1946-47	661	849	7,875	257
Totals	159,372	19,910	78,113	46,021

(continued)

(TABLE 17, Continued)

SUMMARY OF CERTIFICATES ISSUED THROUGH RED CROSS
EDUCATIONAL PROGRAM FOR SPECIAL CORPS
FISCAL YEARS 1939-1940 TO 1946-1947

SERVICE				
Year	Staff Assist.	Vol. Diet. Aide	Vol. Nurse's Aide	Totals
1939-40	1,574	*	149	3,543
1940-41	3,278	*	**	7,069
1941-42	21,065	*	16,669	89,014
1942-43	34,389	64	64,916	215,088
1943-44	21,326	4,618	59,777	133,513
1944-45	12,892	4,321	53,658	119,796
1945-46	3,013	864	20,350	48,674
1946-47	1,040	**	1,098	11,780
Totals	98,577	9,867	216,617	628,477

*Program not inaugurated.
**Program discontinued.

Evaluation of Volunteer Services Training.--Training completed in the above adult education programs varied, as explained in Chapter IV. To review, among the types of programs to certify workers were orientation, on-the-job training, and specific courses. These types of programs, most often conducted at the chapter level or occasionally by area offices, were considerably less intense than adult education programs conducted by the SAF Personnel Training Unit at American University in Washington, D.C., also described in both Chapters IV and V. Data suggest that the training provided in the Volunteer Services programs was sufficient to carry out the job functions required of tens of thousands of volunteers during the war and afterward, though no testimonials were found to support this. The fact remains, however, that had there been major problems with the training, the important jobs assigned to the Red Cross simply would have not been accomplished. Also, the fact that quality education was always a goal in other services, such as Nursing Service and First Aid, Water Safety, and Accident Prevention, and the Personnel Training Unit of SAF, further suggests that this too was the aim for Volunteer Services. For example, as reported previously, evidence found in the National Archives shows that training for instructors was held in area offices to help ensure that quality instruction would be given to Production Corps members, who were to make bandages precisely by Army regulations.

The fact that 628,477 volunteers were engaged in various types of adult education programs in Volunteer Services from fiscal year 1939-1940 to fiscal year 1946-1947 gives further credence to the thesis that there was depth and breadth to the Red Cross involvement as an adult education agent during the war years.

Advisory Committees

During 1945 an Advisory Board on Health Services was established. Appointed to the board were 109 men and women who were well known for their expertise and experience in the medical and health fields. A number of advisory committees were in operation, relating to various areas of Red Cross adult education programs. According to the Annual Report 1946, the list of advisory committees was expanded to include the National Council on Volunteer Special Services; National Committee on Red Cross Nursing Services; National Council on Red Cross Home Nursing; National Committee, Community Service to Camps and Hospitals; Medical Social Work Advisory Committee; Psychiatric Social Work Advisory Committee; Advisory Committee on Activities for Army Women; and the Red Cross Advisory Committee on Public Relations.⁵⁷

Only four major committees were noted in the Annual Report 1947: the Advisory Committee on Public Relations; the National Council on Volunteer Special Services; the National Committee, Community Service to Camps and

Hospitals; and the Advisory Board on Health Services. For all of the services related to health, subcommittees were formed under the Advisory Board on Health Services. These fifteen subcommittees were on dentistry, blood and blood derivatives, hospital administration, health education, medical education and research, medical and psychiatric social work, medical publications, medicine, nursing, nutrition, pediatrics, psychiatry, public health, sanitary engineering, and surgery.⁵⁸ This list suggests a wide variety of health topics included in the development of services and adult education programs. Evidence from these curricula also suggests that advice was sought from experts in the above fields. For example, in Home Nursing, content covered such topics as care of the mouth, baby care, disease prevention, and so on. The reason for noting the number of committees, which have in some form or other been in existence for a number of years, is the degree of importance the Red Cross seemingly placed on seeking guidance from nationally known experts in specific fields. These data suggest that the Red Cross tried to keep abreast of the newest developments in the fields of health, safety, and education to ensure that education programs were technically accurate. This information further suggests, because of the involvement of technical experts, that a commitment to quality adult education programs existed.

Disaster Services

After the war, there was an increased focus on disaster services, and the relief policy was re-examined "in light of modern sociological developments" in an effort to strengthen the whole organization through disaster preparedness and training.⁵⁹ Several recommendations were made by various leaders invited to evaluate the general policies of Red Cross Disaster Services. The majority of the conclusions contained praise and endorsement of policies. However, note was made of the problem of "mustering temporary trained workers for an emergency." Part of the problem was seen as a lack of knowledge of the role of the Red Cross on the part of the public and the worker.⁶⁰ More emphasis was placed on recruitment and training of disaster reserve personnel. Also, policies were revised and direct assistance provided through scholarships to schools of social work. Courses on disaster techniques also were given at schools of social work by the Red Cross. Other developments included a new guide to help chapters in preparedness, representing another effort in disaster education to improve and polish disaster techniques, according to Thomas H. Reynolds, writer in the Historical Division, American Red Cross, and author of "American Red Cross Disaster Services, 1930 to 1947." Other activities were training conferences for administrative and casework personnel in Washington, D.C., with follow-up visits and staff conferences in area offices. Training institutes were

conducted in selected chapters to teach local social service personnel the basic disaster techniques and policies.⁶² During fiscal year 1946-1947, a number of serious disasters occurred, with 312 disaster operations resulting. Over 1,400 people died and 95,600 were assisted. To handle these operations, over \$5 million was spent.⁶³ Compared with the previous year, this was an increase of over forty disaster operations, and \$4 million in costs.⁶⁴ Through these increased adult education programs and preparedness efforts, the Red Cross disaster workers would now be better prepared, as would the chapters, to handle emergencies brought on by disasters.

Health Services

During fiscal year 1946-1947, under the direction of the vice chairman of Health Services, the new structure initiated during March 1946 brought together all health and safety activities of the Red Cross--Medical Services, Nursing Services, Nutrition Service, and First Aid, Water Safety, and Accident Prevention Service. This change in structure also helped the Red Cross to maintain close working relationships with national medical and health agencies, both governmental and private agencies, according to the Annual Report 1946.⁶⁵

Nursing Activities.--The suspension of the enrollment of graduate nurses for military service changed

the emphasis for Red Cross nursing from the military to disaster reserve,⁶⁶ when the permanent Army and Navy nurse corps were formed in the spring of 1947.⁶⁷ As of October 1947, a new plan emerged for nurse enrollment through local chapters to enable nurses to participate in any Red Cross activity, according to the Annual Report 1947.⁶⁸

Other changes occurred in public health nursing. The Board of Governors in December 1947 approved the reorganization of the public health nursing program to gradually discontinue existing local services, where other agencies could assume these activities, and to limit supplemental services in community nursing programs. It was expected that by 1950 the program would no longer function as a Red Cross service.⁶⁹ A Red Cross tradition since 1912, public health nursing was established as the Red Cross Town and Country Nursing Service, later known as the Red Cross Public Health Nursing Service. It was described in the Annual Report 1947 as a "potent force in the development of the field of public health nursing."⁷⁰

Emphasis continued to be placed on the Home Nursing program, though decreases were registered in course participation in both fiscal years 1945-1946 and 1946-1947. Table 18 shows the differences in Home Nursing certificates with 134,088 in fiscal year 1945-1946⁷¹ (compared with 205,677 the previous fiscal year)⁷² and 118,340 in fiscal year 1946-1947.⁷³ Increased interest in taking the course came from veterans and families, schools for the deaf

and blind, and institutions for other handicapped persons during this period of time.⁷⁴

Instructor training courses in Home Nursing continued to be requested by chapters. A number of universities became interested in instructor courses, and the Red Cross prepared a plan in fiscal year 1946-1947 to cooperate with universities offering advanced courses of study for graduate nurses, with eleven institutions offering instruction on a credit basis.⁷⁵ This adult education program continued to meet community needs and to provide what seemingly were well-prepared instructors through the instructor training programs in area offices and through universities.

TABLE 18
 COURSES IN HOME NURSING
 FISCAL YEARS 1940-1941 TO 1946-1947⁷⁶

Fiscal Year	Authoriz. Instructors	Total No. Chapters	Chapters With Home Nsg.	Certif. Issued	No. Classes Completed
1940-41	2,525	3,735	999	80,939	5,712
1941-42	19,564	3,750	2,472	396,213	22,648
1942-43	21,108	3,757	3,054	533,483	37,142
1943-44	10,273	3,757	2,381	285,789	19,408
1944-45	6,413	3,754	1,832	205,677	15,427
1945-46	1,344*	3,754	**	134,088	**
1946-47	1,475	3,754	**	118,340	9,500
Totals	62,702	-	-	1,754,529	109,837

*This number represents 1,237 instructors who completed the Red Cross training course, 87 training supervisors and 20 who were prepared as "master training supervisors, to prepare other supervisors."

**Data were not available in the Annual Reports for 1946 and 1947.

Including the year preceding the war and the two years following it, the Home Nursing program provided adult education to 1,754,529 people. This number represented citizens who were eager to learn skills to care for their families. Since many wives became the head of household because their husbands were in the Armed Forces, this helped solidify the need for the course. In addition, as reported in Chapter IV, there were concerns about air raids on the mainland, seemingly motivating people to learn more about how to provide better health care. The data show that the highest number of instructors trained, certificates issued, and courses completed were immediately after war was declared in fiscal year 1942-1943.

Quality instructor training was always seen as an important issue, as cited in all three chapters on World War II. The fact that the delivery system allowed over sixty-two thousand instructors to be trained in this period of time suggests in-depth involvement of the Red Cross as an adult education agent.

Nutrition Service.--The importance of conserving food continued to be a concern because of the famine overseas and the scarcity of some foods at home. Therefore, this service was frequently requested. Nutrition classes were held covering such topics as "Nutrition Helps for Young Mothers," "Food for Health in Later Life," "Food and Figgers" [sic], "Family Food Plans," "Meals Around the

Clock," "Three Meals a Day," and "Adventures in Food,"
according to the Annual Report 1946.⁷⁷ From the titles
it would appear that topics were covered for almost every-
one, regardless of age or the jobs they held. Audiences
reached by the courses included veterans, GI brides and
wives, missionaries, residents of blind and deaf insti-
tutions, and others.

As before, other educational activities reached
additional people. Examples of these activities were
demonstrations, talks, exhibits, and information centers,
staffed by trained volunteer nutrition aides. Nutrition
committees at the chapter level provided consultation for
Red Cross Home Service staff, and for health and welfare
agencies within the community. Home economists and
nutritionists, retired from their professions, were
recruited and trained by the Red Cross to become
instructors.⁷⁸

Former canteen workers were trained for disaster
service, as the need for canteen service on military
installations decreased. Another change was that the
training programs for canteen and dietitian's aides were
discontinued at the end of the 1945-1946 fiscal year.⁷⁹

Other adult education activities included making
nutrition information available to schools and colleges.
Chapters indicated that there was a wide distribution of
the teacher's manual for the nutrition course in secondary
schools. The Red Cross college units, discussed later in

this chapter, promoted nutrition courses. Additionally, training continued for school lunch personnel in lunch planning, preparation and management of food, and use of lunches as a means to teach children about nutrition. Canning centers also continued in chapter and church settings. Food preservation centers discontinued after the war, but reopened as a response to the call of the President's Famine Emergency Committee.⁸⁰ This appeal to the nation for food conservation to relieve hunger abroad was made by radio on April 19, 1946. President Truman said in part:

Good evening: It is my duty to join my voice with the voices of humanity everywhere in behalf of the starving millions of human beings all over the world. We have a high responsibility, as Americans, to go to their rescue.

I appointed the Famine Emergency Committee to make sure that we do all we can to help starving people. 81

A food list, Save Food--Save Life, developed and distributed to schools through the Junior Red Cross for home kitchens,⁸² served as a reminder.

To keep abreast of the advances in the field, and to cooperate with other agencies, the Red Cross Nutrition Service was a member of the national Nutrition Planning Committee and cooperated closely with the U.S. Department of Agriculture. It was also part of the Cooperating Committee on School Lunches of the U.S. Office of Education, and maintained relationships with the American Dietetic Association and the American Home

Economics Association.⁸³

During fiscal year 1946-1947, many of the same activities continued. Of note were activities by chapters in conducting or helping to conduct dietary surveys in schools, which showed that 10 percent or more of the children came to school without breakfast, and additional children with inadequate meals overall. During that year, the supply of Red Cross nutritionists trained in community organization were inadequate to meet the demand. The use of itinerant instructors from area offices helped ease the problem. Other chapters trained women as "nutrition leaders" in hard-to-reach locations. In this approach, volunteers were trained to give their neighbors demonstrations, practical help, and advice. Another project, requested by the Federal Housing Authority, was giving⁸⁴ nutrition classes in housing projects.

Table 19 on the following page lists the Nutrition Service statistics from fiscal years 1940-1941 through 1946-1947. These statistics represent, collectively, the nutrition courses offered before, during, and after the war.

TABLE 19
 NUTRITION COURSES
 FISCAL YEARS 1940-1941 TO 1946-1947⁸⁵

Fiscal Year	Certificates	No. of Instructors
1940-1941	3,013	-
1941-1942	157,228	-
1942-1943	221,959	-
1943-1944	86,237	3,976
1944-1945	68,103	2,504
1945-1946	45,593	1,411
1946-1947	38,415	2,990
Totals	620,548	10,881

Although the totals are much lower for nutrition courses than for courses such as First Aid and Swimming, the nutrition programs offered significant opportunities for adult learning. In addition to the figures in Table 20, the Annual Reports 1946 and 1947 revealed that the total attendance at activities other than classes for fiscal year 1945-1946 was 605,000⁸⁶ and for 1946-1947 it numbered 792,800.⁸⁷ Again, these totals reflect the adult education activities of the Red Cross in Nutrition Service, and further suggest the breadth of involvement of the Red Cross as an adult education agent.

First Aid, Water Safety, and Accident Prevention.-- This service, also under the direction of Health Services, saw considerable adult education activity after the war. A new First Aid Textbook, published in 1945, served as the basis for the retraining of the majority of the First Aid instructors by June 1946. Included in the course were the most recent advances in medical science, according to the Annual Report 1946.⁸⁸

Emphasis was placed on rebuilding the peacetime first aid program on highways, in schools and colleges, in industry, and at home. For example, with the removal of gas rationing, highway fatalities increased by nearly 40 percent. The whole program was reviewed and activities centered on strengthening mobile first aid units and highway first aid stations. Other groups becoming more

involved in first aid training were police groups, including local, county, and state police.⁸⁹

In industry it was found that when some of the personnel were trained in first aid, loss of time resulting from accidents was reduced by as much as 50 percent.⁹⁰ The Red Cross, working cooperatively with the Department of Labor, taught first aid courses in many fabricated steel plants during a four-month national safety program. Courses in first aid also were available for skiers in the occupation force in Europe with instructor courses held in the Bavarian Alps.⁹¹ During fiscal year 1946-1947, similar activities occurred, with requests from industry for first aid courses. Industry was responding to studies that indicated measurable reduction of accidents when personnel were trained in first aid.⁹²

Water Safety programs continued to expand, with emphasis on training children to swim. The Annual Report 1946 revealed that educators were beginning to recognize the value of water safety training as a part of physical education. The life saving program was expanded, setting a goal that enough people would be trained so that when an accident occurred at least one person present would know what to do. Plans were also under way to increase the training in the operation of small craft, as the death rate resulting from drowning was significant. More emphasis was also placed on peacetime programs in water safety for the Armed Forces. The convalescent swimming program was

expanded to include civilians. Three areas were stressed: reconditioning of veterans, crippled children, and disabled persons in colleges and universities.⁹³ During 1947 Water Safety experienced its greatest advance in thirty-three years, with a record number of certificates issued, a result of the expansion of programs to communities, organizations, and camps. Swimming was finally beginning to be regarded as a tool for survival, and emphasis was placed on everyone's learning to swim.⁹⁴

Accident Prevention continued to be an important program as well. With the Red Cross and the National Safety Council providing leadership, nearly thirty national agencies helped to establish the National Conference for Home Safety to promote home safety programs. One activity resulting from this liaison was the development and distribution of a pamphlet, A Man's Castle. Extensive home accident surveys were conducted by chapters, often through the cooperative efforts of the Junior Red Cross and the schools. A certificated home accident prevention program, conducted through the schools and as an activity after school hours, increased certificates to 25,915 during fiscal year 1945-1946, as compared to 17,587 the previous year.⁹⁵

By the end of fiscal year 1946-1947, over thirty-one thousand accident prevention certificates were issued. Expansion of the program for youth was helped with the

introduction of a new workbook, Youth on Guard Against Accidents, which accompanied the course. In addition, teachers requested a program for lower grades, resulting in the preparation of Suggested Outlines for the Guidance of Teachers in Presenting Safety Instruction. Although these activities are not adult education programs, they are mentioned to show the far-reaching involvement of educators in this endeavor.⁹⁶ Tables 20 and 21 on the following pages illustrate the continued growth in the adult education programs in swimming, fluctuations in life saving, and reductions immediately after the war in first aid.

TABLE 20
 FIRST AID COURSE CERTIFICATES⁹⁷
 FISCAL YEARS 1940-1941 TO 1946-1947

Fiscal Year	Instructors Authorized*	Course Certificates
1940-1941	21,246	577,267
1941-1942	118,657	3,610,095
1942-1943	60,920	2,743,506
1943-1944	24,681	761,781
1944-1945	14,193	392,576
1945-1946	14,642	337,186
1946-1947	31,567	346,871
Totals	285,906	8,769,282

*Statistics in the Annual Reports 1940 to 1946 do not include the number of instructors authorized. All of the data on instructors authorized, except for 1947 fiscal year, were taken from the Seven Year Report.

TABLE 21
 WATER SAFETY COURSE CERTIFICATES⁹⁸
 FISCAL YEARS 1940-1941 TO 1946-1947

Fiscal Year	Instructors Authorized	Life Saving	Swimming
1940-1941	8,803	81,511	178,821
1941-1942	7,273	69,692	161,886
1942-1943	12,244	72,457	148,757
1943-1944	20,235	91,669	232,758
1944-1945	17,652	93,805	269,699
1945-1946	14,543	87,737	305,348
1946-1947	26,998	91,239	376,299
Totals	107,748	588,110	1,673,568

The data in Tables 20 and 21 give support to the role of the Red Cross as an adult education agent. Significant numbers of citizens and members of the Armed Forces participated in adult education programs in First Aid and Water Safety. The total number of certificates in Home and Farm Accident Prevention was 90,615 from fiscal years 1941-1942 to 1946-1947.⁹⁹

College Units

Though not described earlier, college units were established in 1942 on a number of college and university campuses to promote Red Cross health education courses, and to help meet other needs. In the transition to peacetime activity, three trends were evident--an increase in the number of male students participating, and increased interest in Red Cross international programs and in Red Cross educational courses.¹⁰⁰ By June 30, 1947, there were a total of 227 college units in 168 chapters in 41 states and Alaska.¹⁰¹ At that time college enrollment totaled over two million, with over one million veterans attending. These units reached out to the communities, enabling students to volunteer services for hospitals, mental institutions, and orphanages, to name a few. Of particular value were the visits to hospitalized veterans, who seemed to enjoy visits from young people. The units also helped to meet needs of the veteran students by offering educational

programs for nutrition, Home Nursing, and accident prevention. The college program represented another educational effort by the Red Cross to help adults learn.

Veterans

Even today, a number of veterans have some negative feelings about the Red Cross and its policy of charging the serviceman during the war. Even though this was done by order of the War Department and against Red Cross policy, the fact remains that many soldiers have not forgotten it. But other veterans have fond memories of ways that the Red Cross helped them. Take for example William Hummel, Red Cross Station Manager in Okinawa. Hummel told the story of his first experience with the Red Cross, which was after the war:

I was transferred from Winter General Hospital, Topeka, Kansas to Wakeman Convalescent Hospital, Camp Atterbury, Indiana. I had been wounded in action on 31 March 1945...fighting in the Muenster/Hamm region of Germany. The wound was of such gravity as to warrant discharge from the Army for medical reasons.

At Camp Atterbury we were given one week's "de-orientation," and...Wednesday morning was designated as the time at which a worker from the American Red Cross would address the prospective discharges on matters concerning veteran's benefits....

After going through our rights as veterans, [the Red Cross worker] told us that we should all file a claim...and she explained why. At that time I would have signed anything to get out....Consequently, I signed. A deed for which I am eternally grateful.

Exactly one month later, I received a letter from the VA office in Columbus, Ohio, stating that on the basis of that Red Cross processed claim, I was being granted a 50 percent disability compensation. In those days the remuneration was \$52.50 per month. Later, after a period of four years, the compensation was reduced to 30 percent. However, that 30 percent now brings in almost \$200 per month. Thanks to a Red Cross lady who, 40 years ago, made me sign a claim....102

This story points out the importance of adult education programs and the worker knowing his or her job and executing it well. For this veteran, a job well done has made a difference in his life for forty years.

Red Cross Adult Education in the Future

In the National Archives were found several memos, reports, and letters that suggested management at National Headquarters was looking to the future and examining the role that adult education should play. They suggested that consideration be given to develop a health education corps for assignments to communities. However, controversy existed about the definition of a health educator and the job function. The outcome of these deliberations is unknown; however, there is evidence in fiscal year 1947-1948 that adult education courses in the health field continued to be offered and were of interest to citizens. Among the courses available were Home Nursing, First Aid, Nutrition, and Water Safety courses.

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Additional evidence of management interest in adult education programs and activities was found in the report,

"Staff Development in the American National Red Cross," not dated but with a transmittal memo dated November 6, 1947, from Livingston L. Blair, vice president for School and College Activities, to James T. Nicholson, executive vice president and general manager. In that paper, three suggestions were made to enhance staff development: the development of a training center or centers, development of on-the-job training programs, and scholarship programs.¹⁰⁴

Perhaps the groundwork laid in the 1940s contributed to the growth of similar programs today. Today the concept of centralized training is translated into national training systems that prepare instructors to teach staff development, management, financial development, and disaster courses. Scholarship programs are available to volunteers and paid staff across the nation who wish to pursue a career path that is identified as a priority for the organization. An orientation process begins on-the-job training, and depending on the function, may or may not include more formalized training. Health programs and activities are handled on a decentralized basis.

The Annual Report 1947 revealed that a national training office was established during the 1946-1947 fiscal year to help coordinate the various adult education programs and activities.¹⁰⁵ However, no other data were found about its development during that period of time. Today Human Resources Development under Personnel Administration

coordinates adult education functions for staff development.

Summary

Chapter VI concludes the study to answer the second major research question: How did the American Red Cross act as an adult education agent from 1940 to 1947? and to research the problem statement: To investigate the depth and breadth of involvement of the American Red Cross as an adult education agent in 1940 and 1947. Data presented in this chapter provide evidence that helps to show the degree of involvement of the Red Cross as an adult education agent from 1946 to 1947.

After the war, the focus of the country was on renewal and returning from war production to a peacetime economy. Foreign war relief continued, primarily through the United Nations Relief and Rehabilitation Administration. The Red Cross again, as it did at the end of the Spanish-American War and World War I, evaluated its programs and their relevance to meeting current needs. A new health and safety structure was formed, and the office of Health Services was established to coordinate all health and safety programs. A separate division was developed for Service to Veterans; another structural change was the merger of the wartime Camp and Hospital Council with Volunteer Special Service, now called Volunteer Services. All

welfare programs were consolidated in the office of Social Welfare Services.

Changes were made in the mandated charter, providing for a Board of Governors that would allow chapters to have greater representation. Basically, the same structure remains today.

The fund campaigns in 1946 and 1947 were oversubscribed, reflecting the citizens' overall appreciation of Red Cross services during the war, though some G.I. gripes continued about Red Cross charges. The Red Cross, during the period between 1939 to 1946 spent \$474,968,669 on national costs, and \$255,780,500 for total chapter costs, equalling the grand total of over \$730 million for the wartime effort. Allocated for a number of programs, these funds also enabled adult education programs to be developed and delivered in support of these activities.

The number of national staff during 1946 declined by nearly 50 percent from the previous year. Also, a similar reduction occurred with the overseas staff. However a request for continuing services by General Omar Bradley on February 25, 1947, stressed the importance of Red Cross programs during war and afterwards for veterans. The Red Cross accepted the challenge to meet the needs of the veterans, reflected in its change in program focus.

Most Red Cross adult education programs and activities continued to be offered after the war. Servicemen, veterans, and their families required a major part of

Red Cross staff, time, and money. Two years after the war, the number of veterans soared to over 14 million. The Red Cross had to develop new job functions and educational programs to meet these demands. Scholarship programs helped to foster professional education in social services. Almost \$1 million was authorized for one thousand scholarships between 1942 and 1947. The number of social work personnel requested by the Armed Forces was unprecedented, resulting in a program developed in cooperation with Red Cross chapters, the Red Cross Medical Social Work Advisory Committee, the Psychiatric Social Work Advisory Committee, The American Association of Social Workers, with schools of social work, and the American Association of Schools of Social Work.

Recreation workers were allowed to take educational leave. This was another new field to which the Red Cross made a significant contribution in professional education. Training also increased to teach more staff how to process claims for veterans.

In Health Services, many Red Cross Public Health Nursing programs were transferred to existing local services and eventually discontinued as Red Cross programs. Red Cross was described as a "potent force in the development of the field of public health nursing."

Nutrition Service continued to offer courses on conserving food and information for veterans. G.I. brides, missionaries, wives, and residents of blind and deaf

institutions were among those listed as special audiences. During this period, certificates for nutrition courses numbered 84,008.

Canteen workers were trained for disaster services, since canteen services were utilized less on military installations. Training programs for canteen and dietitian aides were discontinued at the end of fiscal year 1945-1946.

Home Nursing experienced a decrease in the number of certified course participants, as only 118,340 certificates were issued during fiscal year 1946-1947 compared to 205,677 in 1944-1945. The reason for the decrease is unknown, but it could be hypothesized it was due to a lack of perceived need since the war was over. But First Aid, Water Safety and Accident Prevention programs increased. During 1946 and 1947, a total of 784,057 certificates were issued in First Aid, 178,976 in Life Saving, and 681,647 in Swimming.

The SAF Personnel Training Unit (PTU), though it reached its peak of enrollees during 1945, continued to train recruits until April 26, 1946, when it discontinued operation. The highest number of recruits were Hospital Service, amounting to 37 percent of the total. The next highest was 29 percent for Clubs-Overseas, followed by 26 percent in Camp Service. The total number of SAF recruits trained by the PTU from January 1942 to June 1946 was 23,348.

The PTU represented a unique part of Red Cross

adult education history in its effort to meet critical needs of the Armed Forces. The club program, considered one of the biggest undertakings that the Red Cross had attempted in adult education, had no model to follow, and in spite of many obstacles, was considered successful. Thought to be important enough to continue, the Army took over the club program in 1948. At the beginning of the program, hampered by unknowns about job function, the program was enhanced as recruits returned and shared their experiences and suggestions. Later on some returning staff were employed as faculty. An evaluation by Phinney pointed out drawbacks of a too-narrow vision by the Red Cross, no training staff in the theaters of operation, training staffs who had no experience at the sites to which recruits were assigned, and the need for audiovisual materials. Evaluations and input from the recruits enabled faculty to make appropriate changes. It is valuable to study this adult education effort to learn more about the development and management of massive training programs and to glean data for use in future planning.

Through Red Cross Volunteer Services, for fiscal years 1945-1946 and 1946-1947, over 62,000 volunteers received certificates in the adult education programs. From fiscal years 1939-1940 to 1946-1947, 628,522 volunteers worked in various types of programs in Volunteer Services. As stated previously, but worthy of repeating, without volunteer services, the major part of Red Cross work,

including adult education programs, could not have been accomplished.

The breadth of involvement in adult education programs during this period included the same basic programs and activities offered previously--Home Nursing, Nutrition, First Aid, and Water Safety courses, but the emphasis began to shift to disaster preparedness and services to veterans. First Aid programs began to focus on peacetime programs such as mobile first aid units to fight the increasing number of highway fatalities, and highway first aid stations, first aid with police groups and industry, and in accident prevention, the course was expanded to homes and to programs for lower grades.

Water Safety programs expanded to train children to swim, and life saving programs grew, having a goal that enough people would be trained that if an accident occurred, at least one person present would know what to do. It was also recognized as a survival tool, important for everyone to learn. Emphasis increased on boating safety, and convalescent swimming included civilians. Water Safety certificates increased to its highest point during 1947.

Other evidence of the breadth of adult education programs was the promotion of educational programs through college units. These units, first established in 1942, grew by June 30, 1947, to 227 in 168 chapters and 41 states and Alaska. With over one million veterans attending

college, this program was another way to reach veterans and enabled students to volunteer services to hospitals, mental institutions, and orphanages.

The depth of involvement of the Red Cross as an adult education agent reflected the effort made to ensure quality adult education courses in First Aid, which included the most recent advances in medical science. Advisory committees of experts also provided guidance and expertise in the development of the other adult education programs in Health Service.

Chapters IV, V, and VI focused on the problem statement and demonstrated the degree of involvement of the American Red Cross in adult education during 1940-1947. The last chapter discusses the summary and conclusions of the study.

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CHAPTER VII

SUMMARY AND CONCLUSIONS

Introduction

The purpose of this historical study was to investigate the depth and breadth of involvement of the American Red Cross as an adult education agent from 1940 to 1947. This study was limited to examining only adult education programs and activities within the American Red Cross. Other issues exist that are not included such as those relating to the development of education programs and activities of the International Red Cross and the American Junior Red Cross. The study was accomplished by synthesizing extant literature, identifying sanctions for Red Cross adult education programs, identifying Red Cross educational delivery systems, describing volunteer recruitment, and determining Red Cross administrative structures that supported adult education programs and activities.

Two major research questions guided the inquiry: What is the historical background of the Red Cross and its relationship to adult education? and How did the American Red Cross act as an adult education agent from 1940 to 1947? The definition of adult education included any process to improve adults' skills, knowledge, and sensitivity. It focused on adults as learners in a variety of settings, and included both formal and informal education

and incidental learning from materials such as placards, posters, and films. Throughout the study, the term training was used synonymously with education.

Summary

Historical Background

The study showed that the American Red Cross, early in its history, was involved in adult education, promoting programs and activities that filled a gap or met a specific need. The founder of the Red Cross, Clara Barton, a teacher herself, took advantage of opportunities to give lectures and participate in lyceums, frequently to promote the cause of the Red Cross. In the Annual Report 1903, the Red Cross was described as largely educational with an aim to bring the concepts of self-help and first aid to the people. Mabel Boardman, the influential volunteer who provided direction after Barton's resignation, also promoted adult education related to nursing. She stressed health education in the initiation of the Town and Country Nursing program, and she helped to promote the development of social service programs and related training.

Response to Government Requests.--In researching the question, How did the Red Cross respond to government requests?, the results indicated that the Red Cross was greatly influenced by the government during this early

period. Initially, the U.S. government was instrumental in deciding whether a Red Cross society would be formed. Early requests by Clara Barton to found the organization were denied by the government, because it was believed that to do so would be in violation of the Monroe Doctrine. Later the signing of the Geneva Treaty by the U.S. government in March 1882 resulted in formal sanction to form a Red Cross society.

The 1900 Red Cross congressional charter addressed government concerns about the management of the Red Cross, provided protection of the Red Cross insignia and name, and gave the organization official status to provide aid and maintain communication channels with the Armed Forces and other Red Cross societies. Two mandated services resulted from the congressional charter: Disaster Services and Services to the Armed Forces.

The congressional charter of 1905 helped to further define the two mandated services, allow for greater chapter representation, and provide for verification of Red Cross accounting by the War Department auditors. This charter also gave quasi-governmental status to the Red Cross.

Red Cross Response to National Crises.---Data examined to answer the question, How did the Red Cross respond to national crises such as disasters?, showed that the Red Cross, from its beginning, responded directly to national crises and disasters. During 1881, the first summer of the organization's existence, Clara Barton and other

volunteers responded to fires in Michigan. Other early examples of disaster response included the floods and a cyclone in the lower Mississippi valley, the Texas famine, Iowa and Illinois cyclones, Ohio floods, earthquakes in Charleston, South Carolina, and San Francisco, tidal waves and hurricanes in Galveston, Texas, and Sea Island, South Carolina, and a yellow fever epidemic in Jacksonville, Florida. Assistance was given to the Russians during their famine and to Cuban reconcentrados during the Spanish-American War.

In its early history, the Red Cross also was found to be responsive to national events, meeting requests of military and government authorities. Examples of these requests were the assignment of field directors to serve the Armed Forces on large U.S. military installations during the Spanish-American War and during World War I, and adult education programs and activities developed during World War I to prepare caseworkers in Home Service to assist service personnel and veterans.

In researching this question, evidence showed that American Red Cross adult education programs and activities were closely tied to the events of the times in the United States and the world. These events often affected how the American Red Cross would operate and what Red Cross adult education programs and activities would be developed. From the beginning, providing disaster relief was an important function of the Red Cross.

Initiation of Red Cross Programs.--The last question related to the early history of the American Red Cross was, What adult education programs did the Red Cross initiate? The Annual Report 1903 indicated that the Red Cross was probably the first organization to teach accident prevention and first aid, beginning to do so formally as a national organization in 1903. It also related the aim of the organization as bringing concepts of self-help and first aid to the people. The self-help concept is still being promoted today.

An initiative that could be considered the forerunner of Services to the Armed Forces occurred in 1898 when, with approval of the Secretary of the Navy and the Secretary of War, instruction was given to Red Cross staff. Prepared as field agents, they were taught how to assist the military on newly established military stations.

Later the Red Cross trained staff for Civilian Home Services by working with colleges and universities in the development of courses. After World War I, several services were developed to assist servicemen, veterans, and their families, expanding to include civilians during the influenza epidemic.

A new concept initiated by the Red Cross was the position of recreational hospital worker. Found to be valuable, recreation services were extended to almost all Army,

Marine, and Navy hospitals.

The New York Red Cross initiated one of the early schools of nursing for Red Cross Sisters. Its mission, to train nurses to provide care to the sick and wounded of all nations and creeds, in war and peace, reflected the intent of the Red Cross to be responsive to worldwide events of the times.

During 1908 the Red Cross began teaching Home Nursing. This early effort provided an organized health education program to deal with day-to-day illness by teaching nursing care skills, elementary hygiene, and how to give health care in the home.

During 1912 the Red Cross initiated the Town and Country Nursing program, the forerunner of public health nursing. As early as 1919, the Red Cross was promoting scholarship programs and a loan fund to stimulate interest in public health nursing. Graduate courses in public health nursing also were developed in the Baltic States, Czechoslovakia, and Austria. Shorter courses were developed to prepare health workers in foreign relief in Poland.

Another Red Cross innovation was the enrollment of nurses to serve in special national emergencies. During 1909 work began with nursing organizations to help develop standard enrollment procedures. Though not an adult education program itself, nurse enrollment fostered training programs for nurses to learn about disaster relief.

Standards of nursing, overall, were improved as schools of nursing tried to meet Red Cross enrollment standards.

Schools of nursing were also founded by the American Red Cross after World War I in Czechoslovakia, Poland, Bulgaria, Turkey, Haiti, the Dominican Republic, Puerto Rico, the Virgin Islands, the Philippines, and Hawaii. The American Red Cross maintained staff in schools long enough to ensure that they could function on their own.

With the threat of World War I, several programs were initiated. The health aide program was established to recruit women volunteers to assist nurses in hospitals and camps at home and abroad, marking the beginning of the concept of nurse's aides. Also with the threat of war, the Red Cross began the national effort of volunteer involvement in the preparation of surgical dressings made according to specific directions provided by military authorities.

The focus of first aid in industry by the Red Cross was an early attempt to decrease the accident toll in industry. In mining towns, relief columns were formed and contests held in bandaging and stretcher runs to promote interest in first aid. During 1910, first aid programs were initiated in the lumber, railroad, telephone, and telegraph industries.

An early adult education initiative was the translation of the Red Cross First Aid Handbook to other languages, including Italian, Lithuanian, and the Slavic

languages. This effort made it easier for immigrants to learn first aid.

Using the rail system to deliver first aid instruction across the country was another unique approach. Several Pullman cars were remodeled to contain a lecture room, kitchen, office, and sleeping quarters. Doctors were trained to teach first aid and rescue techniques. An estimated one million people were reached by this method. The handbill was another educational tool used to teach railroad employees and travelers about accident prevention and remedies.

The Red Cross initiated a national program in 1914 in water safety. This program was developed to counteract the mounting death toll from drowning.

By 1922, Red Cross life saving tests and instruction were becoming recognized as the standard. Also in the same year, an adult education program was developed to teach adults how to handle canoes and rowboats. This program was another effort undertaken to reduce the number of deaths by drowning.

During fiscal year 1929-1930 the Red Cross initiated the First Aid and Highway program. Located at strategic points along highways were service stations, stores, and community centers providing first aid. Another innovation was the Home and Farm Accident Prevention Service, started to reduce the high number of farm and home accidents.

During the 1930s plans were begun for itinerant Red Cross instructors to conduct adult education programs in hard-to-reach areas. Several Red Cross health education programs promoted this type of outreach.

An educational program for ski patrols and other groups was initiated in 1939. This program was developed in cooperation with the National Ski Association.

The Red Cross established a Department of Health Service during 1919 to coordinate all health activities. Later, a total of ten physicians and public health officials were appointed to serve on a Health Advisory Committee. The aim was to promote health education to every member of the Red Cross and to every chapter.

The sale of Christmas seals, started by the Red Cross during 1907, was continued until World War I to fight tuberculosis. Later the effort to raise funds and increase awareness about the disease was transferred to the National Tuberculosis Association.

Between World War I and World War II, the American Red Cross, along with other national societies, established the League of Red Cross Societies to work with the International Committee of the Red Cross. The aim was to promote health and welfare. Though not an adult education program as such, international education activities have resulted from this effort.

Activities augmenting adult education were the founding of the Red Cross museum and library. The museum,

started in 1919, highlighted Red Cross activities during World War I. The library, also established at National Headquarters, served as a reference and research library, specializing in American Red Cross literature and information about other Red Cross societies. Neither exists today.

During 1917 a nutrition course was developed to promote the early concept of disease prevention. This effort was undertaken in cooperation with the State Relations Service of the Department of Agriculture to supplement the work of the Extension Service.

During 1919 the Red Cross sponsored an International Conference on Rehabilitation to share information on how to care for the crippled and disabled. This conference provided the vehicle to disseminate valuable information on rehabilitation techniques for the disabled, not only in the United States but worldwide. The Red Cross was also involved in vocational training for disabled individuals, teaching such courses as typing, linotyping, and making artificial limbs.

From 1919 to 1927 the Red Cross managed an Institute for the Blind, originally established in Baltimore, Maryland, by the War Department. The thrust of the school was rehabilitation. Courses were offered in braille, typing, agriculture, commerce, and industry, as well as music and bookbinding. This institute established a program to translate written material to braille, a

program continued by a number of Red Cross chapters today.

During 1923 a dozen Red Cross chapters organized blood donor services, forming the basis for the Red Cross national blood donor program, which later had adult education implications. This service is credited with saving many lives during World War II.

The Red Cross established a number of programs and activities through Volunteer Special Services. Some of the activities included teaching volunteers to instruct First Aid and Life Saving courses; serving as hostesses in the Hospital Service and as members of the Recreation Corps, later known as Gray Ladies; making bandages in the Production Corps; and serving in the Motor Corps and Canteen Corps. Tens of thousands of volunteers learned how to perform these jobs. During 1934, for example, 322,000 volunteers provided over 9 million hours of work.

The American Red Cross as an Adult Education Agent

The analysis and synthesis of the second major research question, How did the American Red Cross act as an adult education agent from 1940 to 1947?, provided the following data.

Sanction of Red Cross Adult Education Programs and Activities--The first question, How was Red Cross adult education sanctioned during this period?, was addressed by the review of a number of documents. It was found that sanction came from a variety of sources, including military

authorities, the congressional charter, government branches, the U.S. President, and Red Cross management. Several examples follow.

The Red Cross congressional charter sanctioned the mandated services to provide disaster relief and services to the military. In addition, sanction for Red Cross adult education programs and activities came from requests by military authorities like General Dwight D. Eisenhower, who asked the Red Cross to establish club services for the Armed Forces at the beginning of World War II, since overcrowded European cities did not allow space for service personnel on leave. After the war, General Omar Bradley requested continuation of Red Cross services to veterans. Another example of program sanction concerned a ruling by the Army during fiscal year 1944-1945, stating that combat swimming would be required for combat training for all service personnel in the European theater after V-E Day.

Other examples follow of sanction by the government and the military. A request for training was made by the Office of Civilian Defense, asking the Red Cross to provide educational programs for one hundred thousand nurse's aides at the beginning of World War II. During March 1941 the War Department provided sanction for instructor training in First Aid and Water Safety for both the Army and the Navy. This enabled instructors in the military to teach these courses.

Sanction for programs and activities came from

several other sources. For example, a directive from President Roosevelt during 1942 called for a National Nutrition Conference for Defense, which the Red Cross helped plan. Another kind of program sanction came through the International Committee of the Red Cross, when sister societies requested assistance with programs.

Ultimately sanction for adult education programs and activities was given by management at National Headquarters through the Central Committee. The types of sanction, though varied, were often interrelated--a congressional charter existed, but management had to make decisions about how programs and activities would be implemented.

Administrative Structures.--The question, What administrative structures were required to support Red Cross adult education?, was researched with data showing that different structures existed within the organization. Policies were determined by the Central Committee. Services within the Red Cross carried out the policies. For example, during World War II, Services to the Armed Forces (SAF) provided the umbrella structure for programs and activities related to the Armed Forces, including personnel training. For health programs and activities, senior-level management provided direction to each service in carrying out its programs and activities. The structure for health programs changed frequently. The last change during the

period of the study occurred in March 1946, bringing health programs together under the office of Health Services. This change was made to encourage the Red Cross to maintain close working relationships with national medical and health organizations.

The Red Cross Personnel Office at National Headquarters, though not well organized as World War II threatened, attempted to provide structure for personnel matters to National Headquarters services and staff, as well as to chapters. By 1945 personnel offices were functioning in each of the three area offices. Personnel recruitment at National Headquarters remained uncoordinated, and individual services formed their own units to handle hiring. This practice resulted in confusion and inequitable personnel policies and salaries, which affected morale. This lack of structure adversely affected the ability to recruit and maintain qualified staff for various services such as faculty for the SAF Personnel Training Unit, which experienced frequent turnover.

A change in the overall structure of the Red Cross policy-making body occurred after World War II. An amendment to the congressional charter was signed on May 8, 1947, by President Truman. This structural change established the Board of Governors, which replaced the Central Committee. This new body was made up of fifty members, sixty percent of whom were elected by direct vote of the chapters. Eight members were Presidential appointees, and

twelve were elected as members-at-large. The U.S. President assumed the position of honorary chairman, and the chief executive of the Red Cross became the Red Cross President, a structure that continues today. The new structure allowed chapters to have a more direct voice in Red Cross policy and a greater impact on Red Cross educational programs and activities.

Adult Education Programs and Activities.--The question, What adult education programs and activities were developed?, showed that during the war the American Red Cross continued to offer the traditional health education programs--Home Nursing, First Aid, Life Saving, Swimming, and Nutrition. These programs and activities were maintained, with modifications added later. In addition, new programs and activities were developed as needs arose. The following descriptions include the major programs and activities developed during the period of the study, 1940 to 1947.

Evidence was found that a number of programs and activities were developed to train volunteer and paid staff. Training was established for accountants, public information workers, roll call workers, secretaries, typists and file clerks, and instructors of Home Nursing, Nutrition, First Aid, Water Safety, and Home and Farm Accident Prevention,

and volunteers serving in the various Volunteer Services Corps.

Orientation courses and conferences were designed for disaster nurses and other staff; disaster preparedness institutes and disaster casework courses were offered at several universities. Training for overseas staff was sponsored through the SAF Personnel Training Unit.

During 1941 to 1943, the largest increase in the history of the First Aid program occurred in the number of courses taken. Over 3.6 million course certificates were issued, with 3 million of them given within six months after the bombing of Pearl Harbor. This increase was due largely to citizens preparing themselves for civilian service.

First Aid detachments were found in schools, hotels, factories, foundries, stores, and federal, state, and local governments. Members of detachments provided first aid for their organizations. A total of 8,769,282 certificates were awarded for first aid during fiscal years 1939-1940 to 1946-1947. Because of the high incidence of home and farm accidents, the Home and Farm Accident Prevention Course was completed in fiscal year 1940-1941.

National aquatic schools and conferences developed as national training schools under the Water Safety Program. Modification of the swimming curriculum extended training to include ways for servicemen during combat to protect themselves in and around water. During 1943 a new

course was designed to focus on water safety skills for survival and assisting others during warfare. During fiscal year 1944-1945, the focus was on convalescent swimming developed by the Red Cross for servicemen to relieve combat fatigue and tension and for disabled veterans. From fiscal years 1939-1940 to 1946-1947, 588,110 Life Saving certificates and 1,673,568 Swimming certificates were issued.

During 1941 the Nutrition Service provided adult education courses, with a focus on the relationship of food to physical and mental health and morale. During 1942 the nutrition course was modified to place emphasis on food problems of low-income groups, with the standard course including food rationing and food conservation concepts. An intensive course was developed to train canteen aides. During this period of study, 620,548 certificates were given for the nutrition courses. To reach a broader audience, different activities and materials were developed, including visual aids, exhibits, interpreter-assisted instruction, food information and nutrition centers, food preservation centers, mobile units, question-and-answer columns in local newspapers, instruction for lunchroom managers and kitchen staff, canning demonstrations, radio talks, and talks with civic groups. A total of 1,397,800 people were reached through these activities during fiscal years 1945-1946 and 1946-1947.

During this period, the Red Cross Home Nursing program was modified to a twelve-hour course, called

Six Lessons in Care of the Sick, allowing more people to take the course. The method of teaching was designed for skills practice from the Training Within Industry Service of the Manpower Commission. The Home Nursing textbook was adapted to a school edition during the period 1944-1945. Courses were expanded to include public health departments, industry, and civic clubs. The Home Nursing program issued 1,754,529 certificates during this seven-year period.

Beginning one month after the bombing of Pearl Harbor, Services to the Armed Forces began an intensive adult education program developed by the Personnel Training Unit (PTU). This effort coordinated training for a number of job functions. Within the program, courses were established for Camp Service, Hospital Service, Club and Recreation, and Home Service. Training varied from two to six weeks, depending on the classification of the trainee. Field supervision of two weeks followed the classroom experience. During July 1943 a separate course was developed for recreation workers to equip new recruits with tools to provide effective and helpful service domestically and overseas.

Chapter V, The War Years, 1944-1945, revealed that eleven distinct courses were offered by the PTU. They included Basic Orientation, Camp Service Course, Hospital Social Worker's Course, Hospital Recreation Worker's Course, Hospital Secretary's Course, Hospital Staff Aide's Course, Club Staff Assistant's Course, Club Administrator's Course,

Home Service Course, Basic Recreation, and Hospital Refresher Seminar.

During fiscal year 1944-1945, orientation, skills training, training for special groups, and in-service supervisory training were available in some overseas assignments, because more staff were then available. Chapter VI disclosed that after the war, SAF focused many of its services on veterans and their families. Better-trained staff were needed to face the more complex problems. The Personnel Training Unit continued to offer basic orientation, followed by specific adult education courses for Camp Service, Hospital Service, Club-Overseas, Domestic Home Service, and Basic Recreation. The PTU, which had met an immediate need in response to military requests, officially closed on April 26, 1946. Some training continued for staff assigned to overseas duty. From January 1942 to the end of fiscal year 1946, 23,348 staff were trained. Thirty-seven percent were trained in Hospital Service, 29 percent in Club-Overseas, and 26 percent in Camp Service.

By July 1943, training was provided for Volunteer Special Services, Canteen Corps, Dietitian Aide Corps, Home Service Corps, Hospital and Recreation Corps, Motor Corps, Staff Assistance Corps, Volunteer Nurse's Aide Corps, and Production Corps. Prior to this time, training was offered for members of the Braille Corps. From fiscal years 1939-1940 to 1946-1947, a total of 628,477 volunteers received certificates through the adult education programs

of the Volunteer Special Services. It is worthy to note that the Nurse's Aide program trained more than two hundred thousand aides, over twice the number requested.

Development of Programs and Activities.--The question, Why were they developed?, was researched by analyzing the sanction for and development of programs and activities. The data show they were developed for a variety of reasons. As discussed previously, programs and activities were developed because of specific requests by the government, military authorities, and the President of the United States, and as a result of events of the times. Generally, however, it can be concluded that Red Cross adult education programs were developed because of a perceived need. Examples are casework courses to provide improved quality of service, instruction in combat swimming during the war, staff training for the Club program for the Armed Forces, convalescent swimming programs to relieve combat fatigue and tension and to help the disabled, and nurse's aide training to fill the gap of nursing personnel recruited for duty with the Armed Forces.

Delivery of Programs and Activities.--The question, How were they delivered?, was researched and evidence shows that there were a number of delivery systems in place during the period of this study. There were both formal and informal delivery modes. The delivery system for the SAF

(PTU) trained staff was through classes held in Washington, D.C., at American University. Quotas for numbers of staff needed in specific job categories were set for area offices. Recruits for specific job categories were sent to Washington, D.C., to receive training and to have field supervision in adjoining areas before they were sent to their job assignments. This system usually did not include supervised on-the-job training after recruits reported for job assignments. Later, however, when more staff were assigned overseas, some orientation and on-the-job training occurred.

For Health Services courses, there were a variety of delivery mechanisms. In Home Nursing, instructors were taught at conferences, institutes, and through college and university courses for credit. The Home Nursing program included course delivery by Red Cross-authorized instructors in communities, sponsored by Red Cross chapters.

First Aid courses, given in industry by Red Cross-authorized instructors, were sponsored by local chapters. Instructors were trained to teach courses at various sites such as in industry and the Armed Forces. Swimming and life saving courses also were delivered by authorized Red Cross instructors in local chapters and in other sites such as on military installations.

Nutrition information was delivered in communities by demonstrations and exhibits, at food centers, through

courses, by mobile units, in local newspapers, by radio, and by talks given at civic groups. Authorized instructors were usually local volunteers, who were often retired economists or nutritionists.

Volunteer Special Corps programs and activities were promoted primarily in the community by Red Cross chapter volunteer and paid staff. Delivery systems included training in hospitals for nurse's aides, field trips for other disciplines such as the Nutrition Service, and local courses for Production Corps, Motor Corps, and Canteen Aides. Some of the learning included on-the-job training.

College units, established in 1942 and later developed to include 277 units by 1947, were another mode of delivery. Health Services courses were the primary target on campus, although other services were provided to veterans in hospitals, and to their families.

Scholarships and grants were a means to enhance delivery of training for staff. Educational leave was provided for professional social work students and for recreation workers.

Volunteer Recruitment.--Research revealed in analyzing the question, How were volunteers recruited?, that recruitment methods varied during this period of the study. Overall, recruitment was done through professional and service organizations, civic clubs, colleges and universities, government agencies, and through the media.

Instructors were more often found through professional organizations for nurses and nutritionists.

First Aid and Water Safety programs and activities required little or no recruitment. These programs, deluged with course participants immediately after the bombing of Pearl Harbor, continued to be seen as important. Also with the request by military authorities for these courses, recruitment, as such, was not a problem.

Trainees for SAF assignments were recruited primarily from the following agencies: professional social work organizations; professional and semi-professional organizations for accountants, hotel management, education, recreation; schools of social work; students on Red Cross social work scholarships; universities and colleges and their alumni associations; placement bureaus; councils of social welfare; city, county, and state social welfare agencies; federal agencies, especially where there was a reduction in work force; professional and private employment agencies; the National Roster of Scientific and Professional Personnel; advertising in public and professional journals; Junior League and other service clubs; wealthy individuals who could volunteer; radio and newspaper publicity; the U.S. Employment Service, high schools and secretarial schools; and domestic Red Cross personnel who could serve overseas. Lists also were furnished by the Adjutant General's Office, the U.S. Civil Service Commission, the College Placement Bureau,

the Joint Army and Navy Commission on Recreation, and the U.S. Department of Education.

Unique Characteristics of Programs and Activities.--The last question, Were there unique characteristics to the education programs during this period?, was researched by analyzing and synthesizing the sections on adult education programs in the last three chapters. Unique characteristics of Red Cross adult education programs were evident in examining the programs and activities developed during the period of this study, 1940 to 1947. The American Red Cross was instrumental in establishing or furthering vocations and providing a foundation for several professional groups. The Red Cross, developing the forerunner of the public health nursing position, furthered the development of this program and was instrumental in integrating it into community agencies. The Home Nursing program was also innovative in trying to teach family members to provide health care in the home, with an emphasis on prevention.

The Personnel Training Unit represented a unique part of Red Cross adult education history in its effort to meet critical needs of the Armed Forces. The Red Cross pioneered the development of the Club program, which enabled service personnel to have a place to stay during leave and to find a touch of home, thus improving morale. The programs and activities of Recreation, Home Service,

Hospital Service, and Camp Service were responses to unique situations in which needs were assessed and met.

Other contributions were the development of educational programs that related directly to service personnel and veterans. For example, the field of medical and psychiatric social work took form in military hospitals to assist in the rehabilitation of servicemen and veterans. The Red Cross also made a unique contribution to the professional education of recreation workers, another new field where content was identified and assistance given toward the development of a curriculum. The Red Cross later expanded the recreation program to civilian hospitals and institutions caring for people of all ages.

Another example was combat swimming, developed for the military. Convalescent swimming was another innovation for veterans and the disabled.

Many of the jobs related to the volunteer services were innovative--the Motor Corps, the Production Corps, and Dietitian Aide Corps, to name a few. Special needs existed during the war, and programs and activities were developed to accommodate them.

Conclusions

While the study of this specific period does not produce in-depth information about any one Red Cross service or program, it does offer sufficient evidence to suggest that, overall, the American Red Cross was very

involved as an adult education agent, not only in its early history, but also in the period pre-and post-World War II. The historical path that many of the Red Cross programs and activities took reflects, at least in this study, many world events, and in this sense was unique. Much of the adult education literature provided little data showing the American Red Cross as a significant adult education agent. However, original source documents offered ample evidence of Red Cross involvement, proving to be the best sources of information.

The depth of involvement of the Red Cross as an adult education agent is seen in its intensity of commitment in preparing people to provide services and learn new skills. This is evidenced by the fact that over 14 million people received certificates for adult education courses or training given for specific jobs. An estimated 7.5 million volunteers, during fiscal year 1944-1945 alone, learned about specific tasks to help with the war effort. The depth of involvement is also evident from the degree to which the Red Cross was committed to the war effort, trying to provide immediate responses to requests from military and government authorities with the development of appropriate education programs and activities. The Red Cross commitment to the quality of its education programs and activities is shown by the inclusion of subject matter experts and the eagerness to change content upon receiving valid feedback.

Another example of depth of involvement was the desire to use new methods of teaching. One new method, for example, was the Training Within Industry Service of the War Manpower Commission, incorporated into the Home Nursing Program.

The breadth of involvement of the American Red Cross as an adult education agent is demonstrated by the number of educational programs developed to meet specific learning needs. It is further illustrated by the establishment of various types of Red Cross programs and activities that answered a wide spectrum of educational needs. These programs and activities reflected the events of the times and sanction by an array of authorities--military and government leaders, and management at National Headquarters. They also reflected the Red Cross effort to carry out its mandated services, which covered not only national but worldwide events.

The extensive delivery system for adult education programs and activities also showed the breadth of Red Cross involvement as an adult education agent. The system involved a combined undertaking of millions of volunteers, and thousands of paid staff and dedicated citizens.

The American Red Cross was in a unique position to identify needs and to develop jobs to help meet those needs, because of its national stature and the ability and commitment of its volunteer and paid staff. These facts contributed to the uniqueness of the organization and its

programs and activities. Because of its national scope and its relationships with other organizations worldwide, the Red Cross was able to translate needs into action. Enabling factors were its congressional charter, its close tie with the League of Red Cross Societies and the International Committee of the Red Cross, and its quasi-governmental status. The reputation of the Red Cross as a voluntary organization, founded to help those in need, also helped citizens to accept adult education programs and activities in their local communities. All of these factors contributed to the uniqueness of the organization and its ability to function as an adult education agent.

Major contributions in the war effort were facilitated by the Red Cross through its adult education programs and activities for volunteer and paid staff, Armed Forces personnel, and U.S. citizens. In addition, it could be postulated that an outcome was increased skill, knowledge, and sensitivity, resulting in a stronger nation. Overall, the American Red Cross touched the lives of millions of U.S. citizens and people around the world with its adult education programs, stemming from its mission to help others in need. It is concluded that the effectiveness of American Red Cross wartime activities was directly related to the efficacy of its adult education programs and activities, the majority of the time considered successful, though not always developed and delivered under optimum conditions.

Recommendations

It is recommended that further research should be done on the history of the American Red Cross after 1947 to include educational programs for volunteer and paid staff and the external and internal systems for preparing instructors and delivering community courses to citizens. During the development of these systems, input was obtained from various adult education leaders such as Malcolm S. Knowles. The Red Cross was also involved in the organization of the Adult Education Association, interacting with representatives of professional organizations and leaders in the field of adult education. It is believed that a historical study of Red Cross adult education beyond 1947 would provide the field with additional historical data that would add to the professional body of knowledge.

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APPENDIX

Glossary

The following definitions pertaining to the American Red Cross are not current definitions and reflect the period of the study.

Activity--A specific and relatively brief learning or teaching event. (Cited from Cyril O. Houle, The Design of Education, p. 229.)

Adult Education--"The process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. Any process by which individuals, groups, or institutions try to help men and women improve in these ways." (Cited from Houle, p. 229.)

American National Red Cross--A permanent organization that functions actively and continuously in accordance with the provision of its charter granted January 5, 1905, by the Act of Congress of the United States to carry out the purposes of the Treaty of Geneva and certain other broadly defined duties. (Annual Report, 1940.)

Area Offices--Regional units of the Red Cross that provided service and guidance to chapters and units in the field.

Armed Forces--All of the military, naval, and air forces of the nation.

Board of Directors--The Red Cross chapter board that maintains direct supervision over chapter activities, assigns to membership the responsibility for each activity, or appoints committees and subcommittees to conduct and supervise activities within its jurisdiction. (Services to the Armed Forces Handbook.)

Breadth--largeness or expansiveness.

Camp Service--Under the charter and in accordance with Army and Navy regulations, is responsible for meeting the needs of servicemen and women and their families. (Services to the Armed Forces Handbook.)

Central Committee--The original name given the governing body of the American Red Cross under which the entire control, management, and administration of the affairs of The American National Red Cross were vested.

Chapter--The local unit of the Red Cross, which is responsible for all of the local activities of the Red Cross within its territory. The majority of chapters are organized on a county basis, although there is more than one chapter in some counties, and some chapters cover more than

one county. Most chapters have both urban and rural territory in their jurisdictions. (Services to the Armed Forces Handbook, 1945).

Chapter Chairman--Performs duties usually discharged by the executive officer of an organization and sees that the decisions of the board of directors are carried out. (Services to the Armed Forces Handbook.)

Course--A complete series of studies. (Webster's New World Dictionary of the American Language.)

Depth--The deepness or thoroughness of a concept or extent of commitment or penetration of thought.

Executive Secretary, Executive Director, or Chapter Manager--Persons authorized by the board of directors to act in its behalf and to assume responsibility for administrative functions of the whole chapter administration, interpret Red Cross policy, represent the Red Cross in the community, work with the advisory assistance of the general field representative, and report to the chapter chairman. (Services to the Armed Forces Handbook.)

Home Service Corps--A group of specially trained volunteers to assist in implementation of Home Service duties with servicemen, ex-servicemen, and their families. (Services to the Armed Forces Handbook.)

Hospital Service--A service that aided servicemen in Army

and Navy hospitals with personal and family problems and relieved the tedium of hospital life with medically approved recreation and diversion. (Services to the Armed Forces Handbook.)

Incorporators--Members and their successors who were named in the Act of Incorporation and who constituted a perpetual body consisting of six elected members of the Central Committee and the members of the Board of Trustees of the Endowment Fund.

International Committee of the Red Cross (ICRC)--A self-perpetuating body of not more than twenty-five Swiss citizens. It is the guardian of the Geneva Convention and is primarily concerned with matters bearing directly or indirectly upon Red Cross problems arising from war. The essential spirit of the committee is its ability to be impartial. (Services to the Armed Services Handbook.)

International Red Cross--An organization that consists of three components: the International Committee of the Red Cross (ICRC), the League of Red Cross Societies (League), and the recognized national Red Cross and Red Crescent societies as a whole organized in most countries that have signed and ratified the Geneva Conventions. (International Committee of the Red Cross, Summary of the Geneva Conventions of August 12, 1949 and Their Additional Protocols, Geneva: International Committee of the Red Cross, 1985.)

Knowledge--A cognitive or intellectual mental component acquired and retained through education or experience. Here taken to be one of the three major kinds of interrelated educational accomplishments, the others being sensitiveness and skill. (Cited from Houle, p. 232.)

The League of Red Cross Societies--An association of the national Red Cross societies of sixty-four countries. The League was founded in 1919 at the proposal of Henry P. Davidson, chairman of the War Council of the American Red Cross. Its objective is to promote and facilitate cooperation between the 64 national Red Cross societies in carrying out their peacetime program aiming at the improvement of health, the prevention of disease, and the mitigation of suffering.

Materials--Physical objects used to accomplish a task, for example films, posters, outlines, instructor guides, texts, or handouts for students.

Motor Corps--Groups of specially trained drivers organized to give transportation when needed by the Red Cross. (Services to the Armed Forces Handbook.)

National Headquarters--The national office of the Red Cross which implements policy for the national organization.

Officers--The officers, prior to 1947, were a president--the President of the United States is ex officio President of The American National Red Cross upon his acceptance of

the office--and the following elective officers: three vice presidents, a counselor, a treasurer, a secretary. All elective officers are elected by the Central Committee. The appointed officers are: the Chairman, appointed by the President of the United States, and the Vice Chairmen, appointed by the Central Committee. (Annual Report, 1940.)

Program--A planned, organized effort directed toward accomplishing broad, overall objectives. A program includes many segments, described as educational offerings or courses. (Cited from Manual for Developing an Application for Accreditation and Approval of Continuing Education in Nursing, p. 107.)

Sensitiveness--A capacity to feel or perceive, to make discriminations, or to have insight into some aspect of life, often accompanied by some ethical value. Here taken to be one of the three major kinds of interrelated educational accomplishments, the others being knowledge and skill. (Cited from Houle, p. 235.)

Skill--The capacity to perform some mental or physical act, whether it be easy and simple or hard and complex. Here taken to be one of the three major kinds of interrelated educational accomplishments, the others being knowledge and sensitiveness. (Cited from Houle, p. 235.)

Staff Assistance Corps--A corps that provided administrative and clinical help in Home Service programs. (Services to

the Armed Forces Handbook.)

Training--Preparation, instruction; used synonymously with adult education.

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