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Los Angeles City Schools  
and  
The War

By Transic  
MAR 30 1918

Los Angeles City School District  
School Publication No. 10  
February, 1918







**Adding a Membership**

**Los Angeles City Schools**  
and  
**The War**

*Los Angeles city school district.*

**Report on the War Organization of Los Angeles City  
Schools from the Beginning of the War  
to February 1, 1918**

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## INTRODUCTION.

No social activity can escape the influence of a great war. This is as true of the public schools as it is of business or the home. The problem presented was whether that influence should be one that would tend to interrupt the regular course of instruction, or to benefit it.

Almost from the beginning it became obvious that if the schools were to undertake additional labors by adding to an already full program, it would scarcely be possible for them to accomplish the work for which they were designed. It was found easy, however, actually to improve the work of the schools, not by adding special activities, but by permitting such special activities to displace those already existent. This meant that the whole scheme of administration, the curriculum and the method of instruction were modified and in some cases almost revolutionized, so that all of the so-called "war activities" became of themselves a valuable means of education.

Careful discussion with the teachers leads to the belief that the extraordinary effort put forth by the pupils under their guidance, not only served to vitalize the whole educational process, but that it also afforded actual experience in work performed in obedience to a direct emotional appeal, as evidenced in lessons which up to this time had tended to be rather formal in method and sterile in results.

Because of lack of training in their membership in executive labors, it is probable that many of the volunteer committees and councils established throughout the country, were, for a time, slow and clumsy in their operation. This was not the case when the public schools undertook work for the war. Certainly, in the American state, no organization can so easily and so promptly reach the homes of all the people as can the public schools. This was easily proved to be the case in Los Angeles.

This publication is made primarily for the information of the school officials and other citizens of Los Angeles who have been interested in this work. Inasmuch as the schools of every American city have contributed in more or less degree to the activities described, it may be that the experience of the Los Angeles Schools will prove of interest outside of this city, not so much for the volume of the work that has been done—though that is not inconsiderable—but because out of the doing have

come suggestions that might be susceptible of useful extension.

This introduction would be misleading, however, if it implied that at the beginning, the very extensive changes in school administration and method did not entail extraordinary labor on the part of both the children and teachers. A school system does not so readily lend itself to a rapid change as to escape some penalty of effort. The teaching force of the city, and the children of the schools, deserve great credit and deep appreciation for the things they have done. It is a matter of gratification that the Board of Education, as well as various public bodies, have given sincere expression of the high estimate in which they hold the teachers of these public schools, because of their unlimited patience, great enthusiasm and unstinted energy, in improving the educational process and in serving the nation.

In expressing my own obligations to members of the teaching force, it is difficult to select any names without including all. Nevertheless, I believe a word of special mention is due to the chairmen of the various committees who dealt directly with the Red Cross: the Supervisors, Miss Etta P. Flagg, Miss May Gearhart, Mr. C. A. Kunou, Miss Ella M. Nevell, Mr. Chas. L. Edwards, Dr. Irving Bancroft, Mr. Clayton F. Palmer, Miss Bertha Breckenfeld as well as Miss Ethel P. Andrus, Principal of Lincoln High School, Miss Sara Dole of Manual Arts High School, and my associate Mrs. Susan M. Dorsey, who represented this office in the activities of the Red Cross shop.

The work could not have been completed, nor the data for this report prepared, had it not been for the untiring energy of the teacher assigned to War Work by the Board of Education—Mrs. Porter Elizabeth Ritchey.

In carrying out this plan of patriotic education, it has been necessary to request special consideration on the part of the Board of Education, its committees and members individually. This is true both of the members whose terms expire during June, 1917 and the present Board of Education. Had it not been for their readiness to give to all requests immediate attention and whole-hearted encouragement for any of the activities intended to promote in the minds of pupils a sense of love of country and obligation to it, there would have been innumerable delays which would, in many cases, have rendered it quite difficult to accomplish this work. Their attitude has made the prosecution of the labor of this office exceedingly pleasant.

ALBERT SHIELS,

Superintendent.



## I. PREPARATION.

On the day war began, members of the advisory corps of the Los Angeles Schools, including the principals of the schools, met in the office of the City Superintendent to discuss the part which the public schools of Los Angeles should take. This was but the first of many meetings, all of them notable, not only for their enthusiasm, but for the value of suggestions which were subsequently incorporated into the school work. It was at once determined that casual contributions, imposed on the school work as additional activities, however valuable in themselves, would impede the work of education. The first important thing to be impressed on the school force was the serious significance of the fact that our country was at war,—a fact whose importance seemed not at first to have been realized, or even dimly appreciated by people generally. It was essential that the school department, as the educational agent of the state, should appreciate the fact from the beginning.

It was determined to adopt five definite policies:

(1) **CHANGE IN CURRICULUM AND METHOD.** For the ordinary school activities there were to be substituted war activities whose significance for education should be as important and as direct, as had been those which they displaced. (See page 57.)

(2) **DEFINITE LIMITATION OF ACTIVITIES.** It was resolved to limit direct co-operation to organizations bearing official government sanction and approval,—a policy that, with one exception, was consistently observed.

(3) **CENTRALIZATION OF RESPONSIBILITY.** The various kinds of work were assigned to corresponding central committees through whom all requisitions were received and distributed among the various schools. New committees might be added from time to time. It was also required of any quasi-government activity, such as the Red Cross, that it appoint a corresponding central committee which would assume full responsibility for furnishing material, ordering requisitions, outlining demands, etc. In this way individual Red Cross chapters worked through their own Central Committee; individual schools and classes through theirs. (See Circular No. 7, page 65.)

(4) ALL WAR ACTIVITY WAS TO BE PRIMARILY EDUCATIONAL. This forbade multiplication of the same product by one individual, once the educational value to the learner had been gained. The large number of pupils permitted the production of much material without sacrifice of educational values.

(5) CLERICAL RECORDS TO SHOW THE WORK ACCOMPLISHED. All of these things were not decided at the first meeting, although from the beginning it was agreed that definite policies should be established and clearly stated for the benefit of the teaching force so that all misunderstanding should be avoided. The details of the work of the committees, and their membership, are given in the appendix. (See Directions, Circular No. 6, page 65.)



A School Garden

## II. DIRECT ETHICAL INSTRUCTION DURING THE WAR.

The problem of ethical training in the public schools has always proved a difficult thing. Even though the schools devise an effective method of moral training, nevertheless, the short period during which they are in session scarcely serves to neutralize other influences, whether in the home or on the street, when these influences may prove unfortunate or vicious.

Yet, if we consider the school by itself, ethical instruction must take cognizance of the fact that there can not be a consistent set of motives among a great number of pupils, even though they be under the supervision of one instructor. Such motives may run the whole gamut of human incentives from those which involve only immediate sensory satisfaction in one child to those which find expression in the realization of high ideals in another. There are, too, wide differences in the personality of instructors and in the policies of the various school administrations. Both of these may exert a very great influence through the operation of the initiative instinct among children. Moreover, a school is at best an artificial organization and, although it may afford opportunity for training in habits, such habits are developed under conditions that rarely exist in the ordinary relations of life.

In general teachers feel that verbal instructions in ethics, though not a negligible method, tend to be uninteresting and sterile. Even good literature will develop correct moral attitudes more easily than it can elicit correct moral reactions. It is the life of action that counts. In a community which requires the making of ethical judgments constantly, and the giving of ethical responses to them, a rapid development of character follows, whether for good or ill. Discussion concerning the war, and contribution made as a result of it, stimulate interest so that the life of the school becomes more real. This is not an argument for war, but rather an argument for a more vital school life. Children measure motives, find reasons and give service. Where there had been no definite policy in ethical instruction, these new activities have exercised an excellent influence. (See Making of Flags, Circular No. 1-A, page 84.)

It is for this reason that every effort has been made to place in the school one constant idea, which, though not complete, is definite in itself. This idea is that instruction and service are to be based on the conception of patriotism and personal sacrifice for country. It might be a reasonable argument to advance, that when compared with the ideal of universal brotherhood, pa-

triotism is relatively a narrow thing. But universal brotherhood in time of war is scarcely an incentive, whereas patriotism is a very real one. Moreover, patriotism is a much broader conception than preservation or benefit of self. There are many who feel that in recent years American individualism has tended to make our people rather indifferent to the debt which each citizen owes to the state. Too often the schools are conceived less as a training ground in which pupils are to learn to serve society, than as devices by which they are to provide for their own aggrandizement. The demands of war have but hastened a new idea—that in such a complex social state as ours, no society, especially no democratic society can survive when based on a selfish individualism. The war activities in the schools have constantly emphasized the idea that each pupil give something of himself that he may help his country, and that in so doing he is ultimately in some sort a beneficiary.

Almost at the beginning of the war the Board of Education directed the Superintendent to call the attention of the principals and teachers to the necessity of inculcating lessons of loyalty to the government.

The various activities described in this report illustrate the method of accomplishment. For example, in the conservation of food, the aim is not only to teach a more economical home life, but a saving of food for the army and the allies. Lessons in physical development impart the need of a sound and active body, not only for individual welfare, but because the state needs strong healthy citizens. The purchase of Thrift Stamps emphasizes thrift not as a mere prudential morality, but as a contribution to the nation's welfare. So many examples be multiplied.

Besides the activities hereinafter described, the curriculum was modified so as to provide for instruction explaining the cause of the war and the new social problems which are bound to follow during the development of war and at its conclusion. (See Circular No. 15, page 78.) Mass meetings of teachers were held at which addresses were made on the need of service and on the significance of the war for civilization.

It is a subject of congratulation that there has scarcely been any evidence of disloyalty among 80,000 young people, pupils of the Los Angeles City Schools, whose parents represent every shade of political thought and every kind of race and nation. This is extraordinary, and it is an illuminating comment on the work of our public schools.

In order to insure understanding of the duty of teachers and children during the war, there was read to all pupils mature enough to understand its contents, a letter on Loyalty. A copy of this letter is contained in the appendix. (See Circular No. 8, page 68.)



A Class of Sheet Metal Workers

### III. THE TRAINING OF WORKERS FOR WAR.

This may be divided into three parts:—

- (a) Training for trades and commerce.
- (b) Training for nursing.
- (c) Training for military service.

(a) **TRAINING FOR TRADE AND COMMERCE:** As early as May 27th, 1917, ere the war was two months old, tabulations showed that the schools had prepared for the various commercial and industrial occupations young men and women who were competent to give immediate service to the government.

At the close of June 1917, a survey showed that the number of students in the high schools who had completed courses which could be applied in aiding the government in the war was as follows:—

#### SHOPS.

Boys ready to run auto truck .....	476
Boys ready to repair auto trucks .....	196
Boys trained for .....	306
Boys trained for foundry work .....	157
Boys trained for pattern making .....	72
Boys skilled in wood-shop work .....	147
Boys who can be used in field work and surveying .....	29
Boys skilled in printing .....	60
Boys who can prepare mechanical drawings for army equipment and apparatus .....	280



Future Electricians for the Government

#### COMMERCIAL.

	Boys	Girls
Pupils ready as stenographers .....	81	298
Pupils ready as typists .....	155	398
Pupils ready as telephone operators .....	55	113
Pupils ready as stock clerks .....	160	156
Pupils ready as routing clerks .....	70	59

#### SCIENCES.

Boys licensed as wireless telegraph operators .....	63
Boys trained in chemistry beyond first year work .....	172
Boys trained along electrical lines, e. g., in the installation of ground telephones .....	75

These students were not trained especially for military service, but they were ready on call.

At the request of the government, classes were opened in the day, evening and high schools for radio and buzzer operators. In January 1918 classes were opened on the military reservation in the school district, to teach soldiers the common branches of French. At this writing arrangements are being made to extend these classes so as to include mathematics and to establish a school on the naval reservation as well.

It is probable that if the war continues, there will be further use of the public school facilities for men who have been registered and who are awaiting call to the ranks. Intensive training



**A Class in First Aid**

is possible, not only for officers, but for privates as well, when arrangements are entered into by which the schools can undertake, with their existing force, to train those men in the technical branches who are about to enter military service. Preliminary training of this kind would certainly reduce the total time that must now elapse before such persons can be assigned. Further, by this method the number of skilled workers could be greatly increased without loss of time.

(b) **TRAINING FOR NURSES:** Under the supervision of the Red Cross, there were trained, in the intermediate and high schools, nearly 3,500 girls; 791 in home nursing and 2,664 in first aid.

It is not to be assumed that a course like this is anything other than preliminary. Actual training for war nursing would require very much more drastic preparation and a much longer time than high schools can afford to give with their present equipment and opportunity for practice. Such a training, however, may be considered introductory to a nursing course and where the necessities are severe enough, as an apprentice period for learning to become nurses' assistants.

(c) **TRAINING FOR MILITARY SERVICE:** There has been much discussion concerning the value of military train-



Class in Drafting

ing in the high schools. Up to a year ago the preponderance of opinion among educators was apparently against it, this feeling, no doubt, being due to the fear of developing a spirit of militarism. It was felt that whatever values might be yielded by military training could, in a democracy, be equally well obtained by other methods.

A single year has brought many changes, and among them a keen realization that the country is woefully in need of trained men. It is not yet evident that the establishment of the present large army has created among the people a spirit of military domination. Americans are no fonder of larger standing armies than they were before. They have come to understand, however, that great emergencies arise, and the nation which desires to preserve its rights and institutions must be prepared.

If the government itself were to provide for military training as a general policy, it is probable that the schools would not need to take any responsibility for it independently. In view of recent experiences in the nation, it is logical that until such provision is made, the schools, while preparing citizens to serve the state, may well consider some elementary form of military training.

If the selection of a curriculum is to be determined by the preference and interest of the pupils, then so far as the students of the high schools of Los Angeles are concerned, a system of military training should be established. A year ago there were 207 students receiving such training in a single Los Angeles high



school which had maintained a military company for many years. Without any effort by supervisory officials, but in answer only to the very positive demands both of students and their parents, the enrollment in a single year has increased from 207 to 1053, in four high schools, with pending applications for a yet further expansion of the facilities for military training.

In a larger and more important sense, the schools of this city, in common with those of every city of the country, have for years been training our men for citizenship, which means service to the state, whether in war or in peace. The work performed by our public schools explains the relative facility with which our national army of two million men has been enrolled and prepared in so short a time. Most of the members of that army have passed the school age. It is worthy of mention, however, that since the beginning of the present war; that is, within the past eight months, the students in high schools and junior colleges of Los Angeles have contributed to the American army and navy 533 soldiers and sailors.

As an example of service this is inspiring. It is, however, worthy of consideration even if military values only be considered whether a nation may wisely use for ordinary military duties, those who might be many times better prepared for service, if larger opportunity for education were afforded them. In war or peace the nation needs educated men and women.



Gun Wipers for the Front



Partners in a Home Project

#### IV. INCREASING THE FOOD SUPPLY THROUGH HOME GARDENS AND REORGANIZATION OF AGRICULTURAL INSTRUCTION.

##### ELEMENTARY SCHOOLS.

One of the first demands of the war was for an increased food supply.

In Los Angeles the school gardens have long been a notable feature of the regular school activities in the elementary schools.

The problem was to increase the area which was to be put under cultivation. To do this, involved many supplementary activities: investigations into new sites that might be employed without extra cost; multiplication of home projects; obtaining of seeds and plants for propagation; methods of getting teams and labor for plowing; provisions for irrigation; finally, the promotion of a general desire among citizens to co-operate with the schools so that the government might be aided in its program.

A copy of the first circular was issued to the principals a few days after the beginning of the war (see page 59). This outlined certain preliminary steps and notified the principals of the appointment of additional continuation teachers to supervise home garden projects.

Within six weeks the department had included in its labors a record of many vacant lots and their ownership; adequate provision for giving expert advice on soils and planting; the



One Boy's Project

distribution of many thousands of plants from school gardens to the various home gardens; the lending of tools to those unable to purchase them; the giving of lectures to Parent Teachers' Associations and other public bodies. In close co-operation with the Municipal Home Gardening Committee, the schools agreed to investigate a number of requests for free seeds, free plowing and free water. That Committee, which had given excellent service to the city, furnished to the schools all the aid that it could use in prosecuting its program for a larger food supply.

Many thousands of plants, cabbage, tomatoes and peppers, etc., were sent to home gardens from the various school gardens. Provisions were made for the addition of fifty new cold frames to help in the work.

As a result of this labor, 14,012 pupils in the elementary schools alone became regularly engaged in gardening outside of school hours. The amount of additional acreage put under intensive cultivation by the children in the elementary schools was 1062.16 acres.

An increase in acreage like this is significant, not only for the amount of the product, but for its educational values. The pupils who entered upon the work were enrolled as "Soldiers

of the Soil." Their efforts were conceived in terms of patriotic service and they so understood it. The school gardening movement itself gained a tremendous impetus. A great number of pupils now understand the significance of gardening in the home as never before, so that home gardening rather than school gardening will be emphasized in the future.

The work of the elementary pupils in home gardens was continued throughout the summer season under school supervision.

**HIGH SCHOOLS.** For a long time several excellent demonstration gardens have been maintained in the high schools. High school gardening has lately come under the direction of a single supervisor and elaborate projects in home work are being planned concerning which it is impossible at this time to make any complete statement. Report of this work will be available at a later date in a separate publication. It may be affirmed in general terms that the acreage under cultivation by high school students was greatly increased from the beginning of the war. As in the elementary schools the work was continued throughout the summer.

Some of the high schools in Los Angeles are situated in what may be termed rural, or semi-rural, districts. As an ex-



High School Boys of Los Angeles Saving the Beet Sugar Crop

ample of what has been accomplished in such high schools, I select as typical, the report of Van Nuys High School situated in the San Fernando Valley:

"Our war work began immediately after the declaration of war in April when the beet crops here in the San Fernando Valley were threatened because of the shortage of labor. Our student body, with patriotic enthusiasm, agreed to open school at 7:20 every morning, in order that the boys of the school might assist in thinning the beets and at the same time keep up their school work. The boys who worked in the fields attended school until eleven o'clock and were then conveyed by machines to the various ranches where their labor was needed. During the three weeks and two days from April 12th to May 5th, these boys, averaging about sixty, who did this work, either at home or away from home, saved outright over one hundred and six acres of beets, earning \$1,358. This work was carefully supervised by the Principal of the school and by the instructor in Agriculture.

Enthusiasm and work did not stop when the beets were saved. The boys had proved that they were in earnest and that they could do entirely satisfactory work. From that time to June 30th the boys doing agricultural work brought their earnings up to \$2,642.

In the meantime by a unanimous vote the boys interested in athletics agreed to plow up their base ball fields and to plant beans. Money for the seed beans was voted by the student body. Work in preparing the soil and in planting was done by the boys. The crops harvested from one base ball field, after school commenced this fall, amounted to 2,417 pounds of cleaned beans, which means 2,417 pounds of beans added to the nation's food supply. It means also that about \$300 will have been added to the student body fund to be devoted to aiding Red Cross, the Red Star and the Y. M. C. A. organizations. Besides this, plans are being made to reserve enough first class seed beans from our crop to replant the base ball field in the spring.

For a period of about four weeks, since school opened in September, 1917, a group of boys averaging from four to ten, has been working in the potato fields after school hours and on Saturday. This is done under careful supervision and is proving satisfactory. At present the pay amounts to 27½c per hour. Pay will be increased for those who increase their efficiency. Gradually new groups of workers are to be formed with the most efficient of the present group of supervisors."

In concluding the reference to the work of gardening, mention should be made of the contribution of high school students

throughout the city to the sugar beet situation in San Fernando Valley. The employment of these students was not authorized until an investigation had shown conclusively that other labor was not obtainable and that without the assistance given by the high school boys the crop would be gravely threatened. As no other labor was available, and as it was a matter of public policy that the supply of food stuffs should be conserved in every way possible, the high school boys, first of San Fernando, and later of other city high schools, were permitted to enter the beet fields, subject to three conditions: parental permission, school recommendation and supervision, and the receipt of full market wage; i. e., \$6.00 per acre. This employment was authorized only because of an unusual and critical emergency. It should be understood, however, and very clearly, that farmers or other employers must not expect that pupils will be released from school attendance merely because of a shortage of labor. Interruption of the school program is always to be deplored. Therefore, unless a great public problem like that of war is involved, such employment of pupils, even though they do the work splendidly, are fairly remunerated and no doubt physically benefitted, is not to be encouraged when school is in session.



A Girls' Canning Club in One of the Los Angeles High Schools

## V. CONSERVING THE FOOD SUPPLY.

Food conservation goes hand in hand with food increase.  
The school activities comprised:

A. Instruction in the cooking of a cheap, well balanced dietary with reference to the food program of the government.

B. The dissemination of information through publication and distribution of 50,000 copies of a pamphlet prepared by the Home Economics Department, containing very practical recipes written in simple language and susceptible of preparation in homes, even of the poorest. This was but the beginning. The Department continued a periodic distribution of weekly recipes on mimeographed sheets, the total number of which is now in excess of half a million. These recipes function. That is to say, they are actually used in the homes of the pupils.

C. The sale of a more elaborate, yet inexpensive publication, *The Liberty Cook Book*, compiled by members of the National Council of Defense and published by the City Teachers Club, the net proceeds being devoted to the Red Cross. There were 27,000 of these books sold. Children who disposed of them at fifteen cents each, secured their membership in the Red Cross. After all expenses of publication and distribution were paid there was a net balance of \$300.00.

D. Demonstrations to parents in the school kitchens.

E. The formation of canning clubs in elementary, intermediate and high schools. The cafeterias of the largest high schools have prepared all their own vegetables for the winter season.

F. The establishment of camp cookery classes for boys.

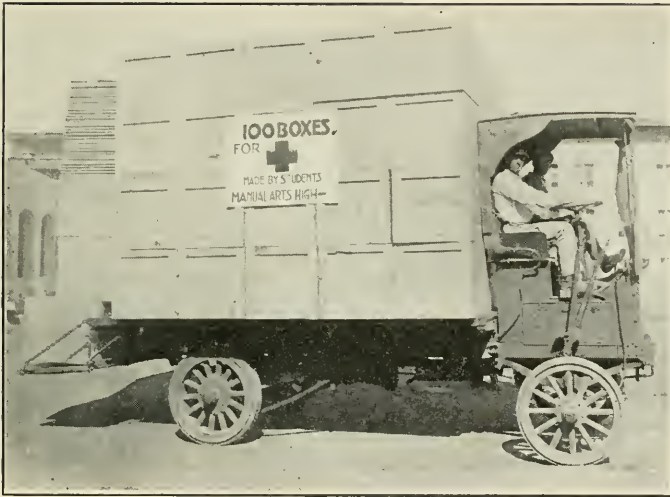
G. The instruction in dietetics in connection with classes in home nursing.

This does not constitute all of the activities in food conservation. The circulation of food pledge cards, the lectures to the public, the lessons in English composition and all the supplementary class activities which lend themselves to the purpose, were all employed to enforce the lesson. (See Circular No. 3, page 62.)



**The Exact Weight of Yarn is Returned in Manufactured Articles**





Supply Boxes for the Red Cross from a Los Angeles High School Shop

## VI. THE MAKING OF PRODUCTS.

The goods supplied by the school children were made under the auspices of the Red Cross. Although the funds for raw material were in a great part furnished by the public through payment of their cash memberships to the Red Cross yet it was the Red Cross which officially paid for raw material.

The Board of Education supplied no raw material. The activities necessary in making the finished products were made a part of a regular curriculum and the methods emphasized education, not production.

In another chapter (v. p.) the establishment of the Red Cross in public schools is discussed at length. This section is concerned only with the amount of products delivered.

All manufactured products were produced by the departments devoted to shop work, domestic science and drawing. For the purpose of convenience, however, they are divided into three parts:

- (a) Material provided to sell at Red Cross toy shops.
- (b) Material provided for use of soldiers and sailors from the Domestic Science Department on requisition from the Red Cross.
- (c) Other material provided by the school shops on requisition from the Red Cross.

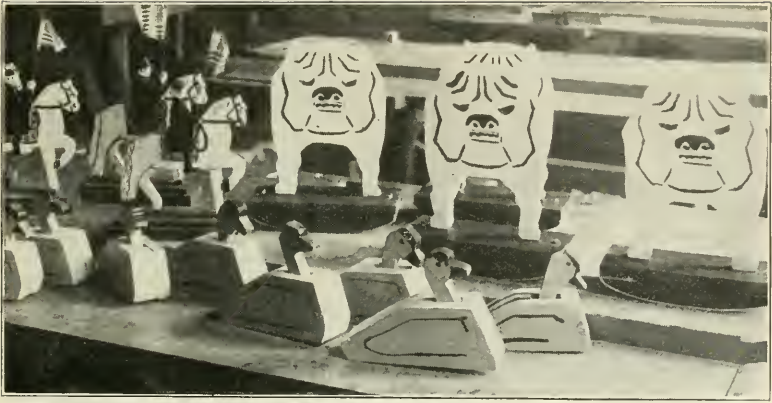


Preparedness

(1) MATERIAL PROVIDED TO SELL AT RED CROSS TOY SHOPS: The Red Cross Committee in charge of articles for sale opened a shop in the commercial district shortly before the Christmas holidays, devoted solely to the sale of articles made in the schools. (See Circular No. 7a, page 67.) The goods displayed were toys made in the manual training shops, and products from the Art Departments in high schools and from the department of Domestic Science in high and elementary schools. The list included, besides all sorts of toys, pottery, hand-tooled leather, hammered brass and copper vessels, jewelry, rag rugs of gingham and calico, portieres, silk rugs, crocheted and woven articles—childrens' and infant's clothes, layettes, ready to wear wash garments for women, woven baskets, knitting and shopping bags.

The toys naturally excited the most comment. The originality of design and the level of craftsmanship elicited much commendatory comment from the newspapers and from visitors generally. The illustrations suggest examples of many of the things that were made by the pupils.

After all expenses for raw material, transportation, etc., had been paid, there remained at the close of the holidays, for the Red Cross, a cash balance of \$1,586. This by no means represents the total income from the goods sold, but only that derived from their sale at the close of the Christmas season. The balance of the stock was then removed to the Red Cross Headquarters, where sales yet continue.



**A Red Cross Zoo**

The returns from the Red Cross Toy Shop are, it is true, but a small portion of the financial returns from Red Cross activities. The cash value of the material made for soldiers and sailors, for example is many times greater. Nevertheless the educational values, in the creation of designs, and in the making and coloring of the various articles, are very great. At no time had there been greater enthusiasm in the shops than during the second



**Off to the Front**



The Allies at Work for Red Cross Toy Shop



Contributions from the Drawing Dept. for the Red Cross Shop

half of the semester, when boys and girls were engaged in the making of things which so happily reflected their own powers of invention and industry, and which, because they were actually to be sold, afforded such a genuine sense of reality.

Appended is an excerpt from a report of the Committee of Ladies from the Red Cross:—

R E P O R T  
of the  
PUBLIC SCHOOL BRANCH COMMITTEE  
RED CROSS SHOPS.

Mrs. M. S. Hellman,  
Chairman.

Mrs. H. W. Frank,  
Asst. Chairman.

The Public Schools Branch Committee of the Red Cross Shops appointed by Mrs. Hancock Banning, desire to report as follows:

The various schools were visited by the Committee, accompanied by the Public School Officials, and notes made as to the particular articles the various schools seemed best fitted to supply.



Third Year Raffia Work for the Red Cross Toy Shop

The co-operation of all teachers was readily pledged. Through the office of the purchasing agent, the necessary materials were supplied to the different schools. The office was in daily contact with the heads of all departments and co-operated with the Board of Education in furthering the work. As the teachers reported needs for supplies, the material was immediately provided by the Purchasing Agent's Department.

Whenever possible the articles were stamped "Made in LOS ANGELES."

A suitable location was next obtained and plans evolved for the sale of the articles and objects, which were being rapidly supplied by the school children.



The Dolls' Millinery Display for the Red Cross Toy Shop

Attractive displays of the toys were made upon shelves and counters. Competent women and girls, all volunteers as Red Cross workers, presided over the different sections, showing and demonstrating the articles on hand, making sales, and keeping stock in order, which was arriving daily in wagonload lots."

A pre-inventory of stock, together with subsequent figures, reveals the fact that approximately eight thousand (8000) articles were contributed.

(2) MATERIAL PROVIDED FOR THE USE OF SOLDIERS AND SAILORS BY THE DOMESTIC SCIENCE DEPARTMENT ON REQUISITION FROM THE RED CROSS.



**Soldiers of Industry**

The work in the sewing rooms of Los Angeles City Schools was reorganized for the war and within seven months they have produced over \$23,000 worth of material, labor value only being estimated.

Reference to the circular in the appendix suggests how it was possible for the teachers and pupils in the elementary and high schools to prepare so large an output without sacrificing any educational value. Probably at no time has there been any greater interest in the work of these manual activities than since the needs of the Red Cross were utilized to impress the content and method of education.

The articles made in the schools from April to June 1917 were:—

925 pairs of pajamas	1320 comfort bags
800 hospital shirts	150 ambulance pillows
100 bed slippers	50 surgeon caps
1000 pillow cases	180 napkins
505 pillows	544 handkerchiefs
1350 shoulder wraps	1200 wash cloths

The value of the goods contributed was \$4,000.00.

The articles made in the schools from September 1917 to January 31st, 1917 were:

1922 sweaters	414 childrens garments made for French and Belgian orphans.
885 mufflers	
316 pairs of socks	
50 Afghans	596 wash cloths
396 wristlets	114 hospital garments
82 helmets	

The value of the goods contributed was \$19,334.60.



Five Hundred Pounds of Yarn from the Red Cross

The articles themselves were made precisely according to Red Cross specifications and were accepted as perfect. As already stated, the material was supplied by the Red Cross organization, although through their own memberships, the pupils themselves supplied more than the amount necessary to pay for the material used.

(c) OTHER MATERIALS PROVIDED BY THE SCHOOL SHOPS ON REQUISITION FROM THE RED CROSS: It is not possible to describe all products from the different schools, because many of them were sent directly to those members of the alumni who were serving in the military



camp. Of the following lists, not all have been supplied on direct requisition of the Red Cross organization, but they represent material that has served the same function as that organization discharges:

Knitting needles .....	4000	pr.
Checkerboards .....	550	"
Scrapbooks .....	650	"
Boxes for Red Cross .....	900	"
Puzzles .....	200	"
Joke books .....	100	"
Christmas Cards .....	1500	"
Christmas Stickers for Red Cross.....	500	"
Stocking Forms .....	50	"
Book Ends .....	25	"
Coat Hangers .....	100	"



A Salvage Bulletin Board

## VII. SALVAGE.

The story of SALVAGE is one of the most interesting developments in the history of Red Cross work. The idea of the conservation of waste materials was conceived by Mrs. Otheman Stevens of Los Angeles. It began with the saving of tin foil. From this very humble beginning the salvaging of innumerable articles was undertaken. This source of income to the Red Cross has steadily increased, until the conservation of salvage has become an important factor in Red Cross work throughout the country.

The collection of salvage has involved considerable labor, and with the increase in extension of the work regular periods for collection and distribution had to be arranged. (See Circulars No. 4, page 62, No. 13, page 76, and Excerpt from No. 19, page 83.) The following list of materials indicates how formidable the amount collected became within a few months:

- Tin or lead foil folded flat, (not in balls).
- Collapsible paste and paint tubes.
- Dental fillings.
- Lead, brass, copper, iron and aluminum waste.
- Old gold and silver and broken bits of jewelry.
- Typewriter ribbon boxes and metal spools therein.
- Carbon paper boxes.
- Waste rubber.
- Old automobile tires and inner tubes, bicycle tires.
- Books, magazines and newspapers. (These must be folded once only and tied both ways with heavy string).
- Burlap and gunny sacks.
- Old kid gloves.
- Clean white rags, mixed rags, woolen rags (separated).
- Bishops Graham Wafer tins.
- Glass fruit jars.
- Cold cream jars.
- Bishops petite wafer tins.
- Mens shoes.
- Bottles of all kinds, rinsed clean.
- Cork.
- Stamps.
- Castor beans.
- Old clocks and watches.
- Hair combings.

At the beginning the returns from salvage netted as little as \$50.00 per month, but this amount has rapidly increased until latest figures total for one month \$656.00. Partial figures show 36,399 pounds of newspapers and 3,456 pounds of tin foil. For these two items the figures given are much below the actual total.

Salvage has usually been assumed to have a two-fold value. In addition to the income it has given the Red Cross, it has provided the government with materials for which it has actual need. Yet these two things have much less significance than a third—the educative value for pupils. Thrift is scarcely one of our national virtues, and there is reason to believe that a rather lofty disregard of saving anything “second hand” is characteristic of many families. It has been an excellent thing for our pupils to learn that wastefulness is a habit of which only the ignorant may be proud. It is a matter of congratulation that our pupils, in practicing their habits of thrift, have learned to do so from motives of patriotism, rather than for selfish advantage.

It is interesting to note that several thousand pupils secured Red Cross membership through collecting salvage for which they received cash credit.

The copies of war circulars in the appendix will explain more fully the method of salvage collection.



Sorting Salvage in an Elementary School

## VIII. ART POSTERS AND ANNOUNCEMENTS.

Under general direction of the supervisor of drawing, and with the co-operation of all high schools, posters were prepared to serve as a means of publicity for the various war activities. Many of these posters were used in the schools, others for the Red Cross; still others for shops.

Many of them represented work of a high commercial grade, according to the opinion of qualified persons who were invited to pass upon them. Yet the excellence of these posters was less important than the enthusiasm and ingenuity which attended their composition in the schools.

Teachers have testified that pupils who up to this time stated they did not care for drawing, and apparently could not be induced to have any interest in it, made all sorts of endeavors to be counted among those whose work would actually be used for the important purpose of serving the government.

In the upper grades of the elementary schools there were exhibited in the different buildings, 5,000 salvage posters, 6,000 toy shop posters, 6,000 Red Star posters and 7,500 posters for food conservation. From the high and intermediate schools were supplied 18 large posters for Red Cross Association; 74 special posters were prepared to emphasize the necessity of eating LIBERTY BREAD.

Supplementary to the work of poster designing, was the making of calendars and the decoration of boxes and book covers, these articles numbering in all more than 500, also 1,200



tags executed by the younger children for use on the Christmas boxes sent by the local Red Cross to our California cantonments. They are, however, to be included in the product of the Red Cross Toy Shops.



HOOVERIZE!  
BUY A LIBERTY  
COOK BOOK  
+



★ JOIN ★  
THE  
RED STAR



ARE YOU  
A  
MEMBER



TOY SALE  
REDCROSS  
TOY SHOP

## IX. CIVILIAN RELIEF.

The work of this Committee was greatly facilitated by the co-operation of the schools. (See Circular No. 2, page 61.) To the Red Cross Committee, of which the School Superintendent was a member, was assigned the labor of relieving such families as might need medical or other relief not easily obtainable because one or more members had been drafted for war, or had enlisted therein. It was a delicate matter to render aid of this kind. On the one hand it was necessary to avoid any contribution to those who did not need it; on the other it was imperative that no family should be omitted whose natural pride would resent anything tinged with the suggestion of public charity. It is true the money actually distributed was in no sense a charity, but a logical recompense for those who had absolute right for consideration. That, however, was not always understood.

The committee was further handicapped because of the small number who could make investigations in a large city. There was a strong conviction that funds should not be expended in the maintenance of a formidable paid staff. The Committee's desire was to get in touch with those whose circumstances suggested a need for immediate consideration.

The solution of this question was greatly facilitated through the co-operation of the school children, although they were unconscious of the procedure. The method pursued was to discover in each school room those pupils who might have any family member in the service. This being learned by questioning, the occasion was made one of congratulation to the pupil because of the fact that he had a relative serving the government in the war. Privately the teachers filled out certain data on a card, and placed a check opposite one of three numbers. The usual information covering name, residence, etc., was furnished, and the number guided the subsequent action of the Red Cross Committee. This check really indicated the apparent financial circumstances in each child's family,—whether obviously well-to-do, whether doubtful, or whether the appearance and past history of the family indicated possibility of suffering.

This, of course, was but a clue, but a valuable one. It immediately served to direct the activities of the committee on civilian relief to those who would probably need attention. In all this procedure there was not, either in the mind of the child questioned, or his classmate, any thought of the ultimate purpose of the inquiry. The form of the card used is appended.

CO-OPERATIVE SERVICE BETWEEN THE AMERICAN RED CROSS  
AND THE TEACHERS OF THE PUBLIC SCHOOLS

HOME SERVICE DEPARTMENT  
ROOM 212 NORMAL HILL CENTER, 5TH AND GRAND  
LOS ANGELES, CALIFORNIA

CHILD'S SURNAME	GIVEN NAME	ADDRESS
_____	_____	_____
SCHOOL	GRADE	TEACHER
_____	_____	_____
RELATION TO MAN IN SERVICE _____		
MAN'S SURNAME	GIVEN NAME	
_____	_____	
ARMY OR NAVY	REGIMENT OR SHIP	RANK
_____	_____	_____
1	2	3
_____	_____	_____



## X. LIBERTY LOANS.

### FIRST AND SECOND:

The first Liberty Bond issue which took place early in June, was generously subscribed to by teachers, pupils and patrons of the Los Angeles Schools. A circular dated June 7, issued from the Superintendent's office, called upon the schools to observe Saturday, June 9th, which had been set aside as Children's Subscription Day, by giving it as much publicity as possible through talks and distribution of printed literature. Arguments were made to the children showing the advantage of securing bonds, as investments. These efforts were the direct incentive for subscriptions in elementary, intermediate and high schools to the total of \$60,000. In addition, large subscriptions were made by students directly to their own banks and by patrons at the solicitation of students.

The second Liberty Bond issue was conducted in the following manner:

On consultation with Mr. H. S. McKee, Chairman of the Local Committee of the Liberty Bond Campaign, the Superintendent of Schools designated the campaign to be known in the schools as a "Public School Drive." Cards bearing these words in red lettering were prepared:

Home.....	Sunset.....
<b>SECOND LIBERTY LOAN—1917</b>	
October....., 1917	
PUBLIC SCHOOL DRIVE	I
	We wish to subscribe for \$..... United States Government Liberty Loan 4% Bonds.
	Callable at 100 and interest after Nov. 15, 1927
	Dated Nov. 15, 1917                      Due Nov. 15, 1942
	I
	We wish to have this subscription handled through the
	..... Bank of .....
	Name .....
	Address .....

The campaign opened October 2nd, 1917, with public addresses to teachers and principals by the superintendent. These

were supplemented by addresses from other officials. Teachers in the public schools instructed pupils in the art of salesmanship, and impressed upon them the seriousness of this work.

When all was in readiness, the cards were released to the high and intermediate schools. The pupils responded with unusual enthusiasm. Out of school hours the high school boys canvassed friends and strangers and the girls visited friends and interviewed the members of their own families. The earliest reports indicated a prospective subscription far beyond expectation. The Public School Drive Cards, upon being signed by the applicant for bonds, were checked by the Superintendent's office, then sent to the Loan Committee and distributed from there to the banks. There the transaction was completed through telephonic communications with applicants. The pupils of the elementary schools were at first omitted from this scheme, but many of them begged to be permitted to take part.

At noon, October 26th, 1917, the School Campaign ended. At 5 p. m. the following results were announced:

"Subscriptions to the Second Liberty Loan, beginning October 3rd and ending October 26th, 1917, including teachers' individual subscriptions, students' individual subscriptions, subscriptions of the administration departments, together with subscriptions gained through the individual efforts of students reported through the Central Office on Public School Drive Cards are as follows:

Elementary Schools .....	\$ 196,050
High Schools .....	885,100
Intermediate Schools .....	79,750
Night Schools .....	9,350
Administration Departments .....	7,900
	<hr/>
Grand Total .....	\$1,178,150

Of this amount \$610,250 represents the personal subscription of the teaching corps. Among the students many bonds were taken by pupils of foreign parentage, notably Japanese. Another interesting plan of the Liberty Loan Drive was the scheme of subscription by organized bodies of the schools or by groups affiliated with the schools. The student body organizations of the high and intermediate schools subscribed for a number of the bonds. The various Parent Teacher Associations subscribed for twenty-three Liberty Bonds the total of which aggregated \$1,150.

A letter of acknowledgment is appended:

LIBERTY LOAN COMMITTEE.

Los Angeles, Oct. 27, 1917.

Dr. Albert Shiels,  
Superintendent of Public Schools,  
Security Building,  
Los Angeles, California.

Dear Dr. Shiels:—

Mr. Hunnewell has just handed to me your letter of the 26th reporting the results of the campaign by the different schools in the city of Los Angeles.

It is unnecessary for me to say that the total of these figures is far beyond our expectations. I wish to thank you most sincerely on behalf of the Committee, the City of Los Angeles and the Government for this loyal work done under your supervision.

I also wish at this time to extend our appreciation for the untiring services of Mrs. Elizabeth Porter Ritchey, through whose efforts and careful work we have been able to transmit the cards to the banks so that the contracts could be completed within sufficient time for the subscriptions to be entered on the present Liberty Loan.

Thanking you again, I beg to remain,

Yours very truly,

R. H. Moulton,  
Executive Manager.

## XI. THE DRIVE FOR THRIFT STAMPS.

In co-operating with the government in the sale of Thrift Stamps a certain procedure was adopted in advance and followed successfully. The successive steps are discussed herewith. (See also Circulars 11, 14, 16, pages 72, 77, 79.)

### 1. CONFERENCE WITH PRINCIPALS OUTLINING THE PROCEDURE.

In this conference the object was to make clear; first, the value of thrift saving for pupils by establishing a good habit and by affording a channel for their patriotic emotion; second, the necessity of clear understanding of the steps to be followed so there would be a minimum confusion and no loss of money. The Circular found in the Appendix will explain the subject matter of these conferences. (See page 72.)

### 2. LETTERS EXPLAINING THE VALUE OF THRIFT STAMPS ADDRESSED TO PUPILS DIRECTLY.

Through the newspapers open letters were addressed to the children, one of which may be included as an example:—

“Thrift is not a gift—it is a habit. People become thrifty by saving at regular intervals, and by permitting no exceptions.

The Thrift Stamps accomplish for children what building and loan associations accomplish for grown people. They not only invite the child to save, but through the method which the schools have adopted, they invite him to save at stated periods.

If we Americans could learn to set aside a certain sum of money no matter how small, just as regularly as we learn to clean our teeth, the country itself would not only be richer, but each individual would be much better prepared to adjust himself to the conditions of living.

Most people think that fortune consists in making a single lucky strike. But luck that lasts comes to men who have learned to sacrifice their immediate pleasures for future needs. Luck without saving means “easy come, easy go.” Learning to save is harder than learning to get. Thrift Stamps teach children both things: How to get, and what is better, how to save.

The Thrift Stamp Campaign has a peculiar value at this time, not only because it helps those who save, but because it gives a fine consciousness of an act of patriotism. It identifies each child with the best citizenship of the country. We are not teaching our children, therefore, that the buying of Thrift Stamps should be undertaken only for their own benefit—even

though they themselves will benefit more than any one. We are teaching them to appreciate that in giving up a pleasure or a luxury, they are doing their share to carry on the war, successfully. This means work. Just now our country needs work a great deal, more than it needs speech, which is abundant, but cheap.

We teachers hope that by initiating and carrying on the THRIFT DRIVE for a sustained period, our pupils will learn the sort of acquisition which always lasts and which is always effective. It means not merely accumulation of information or ability to memorize words, but the creation of actual habits that culminate in the establishment of strong character.

It is for these reasons that we believe the introduction of Thrift Stamp sales as part of the regular school program is a very real addition to the school curriculum. There is no question as to the success of the Thrift Stamp Campaign in the schools of Los Angeles. The beginnings have yielded more than the most sanguine hopes expected, yet these early beginnings are overshadowed by demands for stamps in the immediate future.



A Thrift Poster Designed by an 8th Grade Pupil and Made in an Intermediate Print Shop

### 3. THE APPOINTMENT OF THE SUPERINTENDENT AS GOVERNMENT AGENT.

Through the courtesy of the Clearing House, the Superintendent of Schools was allowed a credit of \$5,000.00 for the purchase of Thrift Stamps. In this way it was possible to secure a preliminary supply for the schools.

### 4. THE SALE OF THRIFT STAMPS AND WAR STAMPS DIRECTLY TO PUPILS BY PRINCIPALS AND TEACHERS FOR A SHORT PERIOD.

The labor of selling anything to children and assuming the responsibility for collection is apt to interfere with school work. The reason Thrift Stamps were sold to pupils in the schools of Los Angeles was that members of the supervisory and teaching corps felt that the important thing in the sale of Thrift Stamps was the initial sale. It would tend to encourage the pupils to continue the habit once established. The labor was considerable both to the schools and to the central office, but the results justified the effort.

In one school a novel experiment gave excellent results. This school issued local stamps for five cents which, when the number was sufficient to cover a Thrift Stamp, the exchange was made. It was a convenient form of bookkeeping for partial payments and was attractive to children.

### 5. READJUSTMENT PERIOD AFTER THE HABIT OF SAVING WAS STARTED. PRINCIPALS, TEACHERS AND PUPILS TO PURCHASE STAMPS DIRECTLY FROM THE POSTOFFICE.

At the end of a month the teachers and principals were given their option as to whether the purchase of stamps should be made through the Superintendent's office or through the postoffice, and whether the teachers should sell to the pupils or should direct pupils to purchase their own. In the former case requisitions for Thrift Stamps were honored without cash payment, the Superintendent taking the Principal's note in payment until the proceeds were available. In order, however, to avoid any danger that a habit so happily initiated might be abandoned by pupils after the first enthusiasm was over, teachers undertook to keep a record of the savings of pupils, no matter whether they bought the stamps from the school or from the banks or postoffice. This record will be kept until June

1918 by which time it is expected that familiarity with the method of saving and the successive acts of purchasing may tend to confirm the pupil in continuing to do the thing which he has begun.

It has been impossible to obtain in time for the publication of this report, a complete statement of how many pupils have started the habit of Thrift. The reports in, show that 10,268 pupils have purchased one or more stamps and indicate that the total number at this time is approximately 15,000. In two weeks time the Superintendent's office sold directly 41,515 Thrift Stamps and 759 War Stamps to the schools for a total cash amount of \$13,505.83. There have also been purchased outside of this office, but as a result of the work of teachers, more than 40,000 stamps. Within 28 days therefore, nearly \$25,000.00 worth of stamps were sold, and this is but the beginning.

Letters of congratulation have been received from the government officials acknowledging the extraordinary contribution made by the pupils. For the information of those who may be interested in the methods which have been pursued, there is contained in the appendix copies of different blank forms which have been found exceedingly useful.

School. Yearly Report for Stamp Purchases—1918

MONTHS	I	II	III	IV	REMARKS
January					
February					
March					
April					
May					
June					
September					
October					
November					
December					
TOTALS					

## XII. CASH CONTRIBUTIONS FROM THE SCHOOLS.

With one exception, all direct co-operation involving requests for contributions by pupils, were limited to the Red Cross and Red Star.

### 1. THE RED CROSS:

At the beginning of the war, the various government councils and committees, were untrained and, in a considerable measure, unorganized. The schools of Los Angeles did not wait for their establishment, but proceeded immediately to do their share towards aiding in the prosecution of the war. As soon, however, as authorized organizations were regularly established, the schools promptly readjusted their own procedure so as to adjust themselves to their requirements. When necessary other readjustments were made, the attitude taken by the school authorities being that every reasonable deference should be paid to those who had been officially appointed by government authority.

Late in November it became evident that unless some definite understanding could be reached as to the properly authorized representatives, there would be inevitable confusion. Accordingly a meeting was held of representatives of the schools and of a local Red Cross Committee. Committees were then appointed, made up in each case of two representatives, one for the Red Cross and one for the Public Schools. These committees supervised the following activities:

1. Hospital garments, sewing, knitting.
2. Surgical dressings.
3. Articles to sell.
4. Art.
5. Civilian relief.
6. Salvage.
7. Art posters and announcements.

The personnel of these committees will be found in Circular 7, page 65.

No single school, no Auxiliary Red Cross Chapter was to ask for or contribute any raw material or finished product except through these committees. The Red Cross Committee agreed to furnish complete requisitions of its needs, with data as to date of delivery. The schools committee made a similar agreement for acceptance and delivery. The school committees, however, accepted or rejected the Red Cross requisitions, ac-



ording to considerations of time, educational values, etc. The pupils' interests only were considered. All questions of membership in the Red Cross were to be dealt with directly by the Superintendent and an assistant assigned for that purpose. The method has worked excellently and out of a beginning of confusion there has developed a clear businesslike arrangement.

The various activities carried on in co-operation with these committees are treated in separate sections. This section is given to a description of how Red Cross memberships were obtained.

### MEMBERSHIP IN THE RED CROSS:

Most pupils in the Los Angeles schools belong to the Junior Division. The establishment of the Division followed the request of the President.

No one questions the value of a membership in the Red Cross. In securing a membership, however, it was necessary to exercise caution so as not to compel payment even of so small a sum as twenty-five cents when it might involve unnecessary sacrifice.



Presentation of a Junior Red Cross Charter

To avoid any possibility of injustice, payment was accepted in service, and very generous provision was made for the character of service. Any pupil who failed to join the Red Cross therefore would have a reason other than that of financial inability. Service was rendered through shop work, collection of salvage, etc. Thus the collection of a pound of tin-foil, or twenty-five pounds of newspapers, was equivalent to membership. (For further explanations see Circulars Nos. 5, page 63, 9, page 71, and part of No. 19, page 82.)

The city school organization was made up of a General Chairman (the Superintendent of Schools) and a General Treasurer. In each school there was a chairman (the principal) and a deputy treasurer (a selected teacher). All moneys collected were recorded in the office of the General Treasurer. The activities described in the various chapters of this publication were, so far as possible, integrated as part of the Red Cross Organization.

At the end of January 1918 the following report was made:

Paid cash memberships @ 25c .....	20,548
Paid memberships through service .....	10,757
Total .....	31,305
Number of schools, 100% memberships.....	37

These figures are being increased daily.

### Form of report adopted for Red Cross Membership for the Los Angeles Schools.

#### MONTHLY REPORT FOR JUNIOR RED CROSS 1917-18

THIS CARD SHOULD BE FILLED OUT AND FILED BY THE 15TH OF EACH MONTH WITH TREASURER OF J. R. C. (MRS. RITCHEY)

	MEMBERSHIPS		CLASS CHARTERS	SCHOOL CHARTERS	J R C CASH ON HAND	CASH EXPENDED	NUMBER OF FINISHED ARTICLES
	SERVICE	25C					
1917 DECEMBER							
1918 JANUARY							
FEBRUARY							
MARCH							
APRIL							
MAY							
JUNE							
TOTALS							



A Determined Stand for the Red Star

## 2. THE RED STAR:

Humane education is one of the studies provided for in the State law. Fifty of the schools of this city have been experimenting in a brief course of instruction, which, after suggested modifications, will be extended to all schools.

It is probably true, however, that the greatest impetus has been given to a keener and mere sympathetic understanding, especially for horses and dogs, through the organization of the Red Star. The importance of the work of the Red Star has yet

been scarcely understood, for to many it seems rather an amiable provision for the relief of pain of animals than a very significant measure for successful warfare and for the aid of our soldiers. From either point of view the work deserves the strongest encouragement.

The organization of Red Star Societies in the schools has been most successful. Under the leadership of the Director of Nature Study, many talks on animals have been given to the children. The report on activities to December shows:

16,000 pupils of the Los Angeles public schools are paid members of the Red Star. One of the largest High Schools has 1,000 members. Two High Schools have a membership of 100%.

Many schools are assisting the Red Star work further by designing posters and distributing literature.

### 3. THE FATHERLESS CHILDREN OF FRANCE:

As early as June an appeal was made to the teachers and pupils of the public schools to aid the Fatherless Children of France. (See Page 60.)

This campaign aroused the greatest interest among children of all ages. Those who had money in the bank or had parents able to assist them gave freely of their means. Those who were not so fortunate spared no sacrifice to obtain the necessary money. Boys cut or weeded lawns, burnt over vacant lots, ran errands, etc., while the girls washed dishes, took care of younger children or anything of a similar nature, which would bring them in the desired amount. In some of the poorer districts of the city there can be no doubt that those tender hearted and unselfish children deprived themselves of needed food in order that the little children across the water might not go hungry. In one of the neighborhood schools, where the children bring a penny daily for milk, the children voluntarily went without their morning meal, then turned the pennies into the school fund.

It was estimated that \$36.50 per year would save the life of one of these children of France. The total amount contributed by the schools up to this time exceeds \$20,000.00. Besides this, 136 children have been regularly "adopted." This particular campaign was conducted before the schools had been so completely reorganized as they are now. It was productive of a fine spirit of sympathy in the hearts of our pupils. An interesting feature of this contribution were the letters sent to children, a few of which are reproduced:

To our dear friends:—

I am a Japanese student in America. I write you to say that you have our profound sympathy. We know that you have suffered much. We are going to try to help the children of France as much as we possibly can. France has always been the friend of America and of Japan also.

Jean Manier,  
5 Rue des Carrieres,  
Meisons-Alfort, Seine.

Jeanne dear:—

This is our last day of school and we are all so glad! Most of us have the loveliest plans for vacation, some of us are going to the seaside and others to the mountains. I am going to work this summer, work in a big store or something like that. I have never done anything like that before and it will be so novel and so different.

It is not strange that as soon as you receive my letter we are going to be chums? I won't ever forget you, Jeanne, because I've already made up my mind what kind of a little girl you are. I would love to speak your language, Jeanne, my grandmother was French, her name was Priscille Dosier.

Au Revoir, dear Jeanne!  
Victor Pasteur,  
Mobier, Jura.

Dear Victor,

I do not know you, but let us get acquainted with each other by writing often. I live in Highland Park, one of the suburbs of Los Angeles. It is a beautiful place, with its many flowers and delightful climate. In the distance are the mountains clothed in purple, nearer are the hills made green by the recent rains. The sunsets here are wonderful. I am sure you would become an ardent lover of nature as I am, if you lived in Southern California.

This is the last day of school; vacation is coming and for three months we have no school. I am going to graduate, are you?

While we are not suffering from real want, we are denying ourselves to help feed the little French brothers and sisters of ours.

I will close, wishing yourself and your comrades God's protection!

Paul Pougeot,  
Mealiers, Doubs.

My dear friend Paul:

I have heard of the suffering you have passed through and I want to express my sympathy in the best way I can. I will also tell you about the beautiful state in which I live, and some of the work our school is trying to do in relieving the suffering of our French brothers and sisters.

Our school had a self-denial week and all the children instead of buying candy and going to picture shows gave their money to the Fund.

Our state is one of the most beautiful imaginable. On the coast we have long level white shores and temperate water. In the large valleys, the San Joaquin and Sacramento, are thousands of acres of peaches, prunes, apricots, cherries, pears, figs, walnuts and plums. In the high Sierras there is hunting of deer, bear, elk and other game. There is also excellent fishing.

This is our last day in school for three months, after which we start for high school. I must close now, but write again during vacation.

Jacqueline Sandeau,  
1W Rue Gossec, Paris.

I am writing to you today, June 29th, on the last day of school, thinking meanwhile that I do not know anything about you except that you are one of the five little French children who were adopted by the school. My teacher gave the names and addresses of the children and told us to write to one of them and I choose you. I am very sorry that you have had such a terrible war in your country and hope sincerely that it will end soon. You have my deepest sympathy and not only mine, but I think I am safe in saying you have that of every boy, girl, man and woman in the United States.

We are going to have a vacation two and a half month's long and during that time, I will think of you and I will wish that the war should be over and that you should be having good times also.

My best two friends are sitting beside me writing to two other little French children. One of them, Juanita by name, is writing to your little brother so that you will receive both letters together.

We are moving to a new school and are very glad because the one we go to is all bungalows. The large building that used to be the school here burned down about three or four years

ago. We will all be very glad because these bungalows are very hot in the summer and cold in the winter and a large building isn't that way.

Well, I wish that you will be able to answer my letter and if you can't that you can get somebody to write it for you. The letter can be written in French because I know somebody that can translate it.

I wish that you may be in the best of health when you receive this.

Your American Friend,

**THE FATHERLESS CHILDREN OF FRANCE**  
LOS ANGELES BRANCH

OFFICES  
BRUNSWIG BUILDING  
501 NORTH MAIN STREET

LOS ANGELES Sept. 10,  
1917.

Send Subscriptions to  
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Los Angeles

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Supt. of Public Schools,  
Security Bldg.,  
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RT. REV. BISHOP JOS. H. JOHNSON  
RT. REV. MONK PATRICK HARNETT

PUBLICITY COMMITTEE  
Mrs. JOHN FENCIVAL JONES  
Chairman

L. N. BRUNSWIG  
Pacific Coast Member  
NATIONAL EXECUTIVE  
COMMITTEE

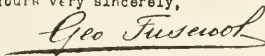
My dear Dr. Shiels:

I am sending you herewith the list of the schools with the amount subscribed by each one, to the French War Orphan Fund. The total amount received is \$15,488.73. I know you will be glad to know the wonderful result obtained.

I take this opportunity to again thank you, in the name of our Committee, for your very kind interest in the War Orphans of France.

I beg to remain

Yours very sincerely,



Treasurer.

GF/EW

**Acknowledgment of the First Installment for the Fatherless Children of France**

### XIII. CO-OPERATION WITH OTHER GOVERNMENT BODIES AND WITH PUBLIC AND SEMI-PUBLIC ORGANIZATIONS.

When requested, the schools have co-operated with government committees, as the City Council of Defense, the Fuel Administration Committee, etc. As noted under the head of Production and Conservation of Food Stuffs, the schools have accomplished, perhaps, more than any other single body in the city in the reduction of costs. In addition the teachers have had a very active share in aiding the various registration boards throughout the city. The latter work has been contributed willingly and gladly by a body of public employes who had already given their money, their time and their effort in many other ways, to the end that the schools might more effectively serve the nation.

Besides the Red Cross and the Red Star, there have been many requests for the help of our public schools in supporting many other splendid relief organizations. Early in the war the schools did co-operate with a committee of prominent citizens in raising a fund for the Fatherless Children of France. Few appeals could have been more appropriately made to American children. The results of their efforts are described in a previous paragraph.

Worthy, however, as these various activities were, it became manifest that a public school system could not undertake to call upon school children to work for them. The schools have a definite public function. The various branches of effort in the Red Cross and the Red Star lent themselves admirably to that function, yet even they required much careful reorganization.

The schools can not be used to aid in every purpose, no matter how worthy. Therefore, beginning with the present school year the Superintendent was compelled to decline many requests which involved attention and effort of the pupils. Everything that could reasonably be done, was done. Various organizations were permitted to write letters of appeal and explanation to teachers, or to use the school premises out of school hours.

Permission was given for the schools to be used as avenues of publicity, but collections from pupils, the assignment of pupils to special work, the sales of tickets in the school, and requests for material—all of these had to be forbidden. When, however, the Mayor's Committee requested the co-operation of this department for collections for Christmas boxes to be sent to sol-



diers, the pupils of both day and evening schools took an active part and contributed several thousand dollars.

In conclusion it is well to repeat that, although the material contribution of the Los Angeles City Schools has been considerable, the benefits which have been derived from the war activities enumerated in this report must not be measured wholly in dollars and cents, nor in materials produced and salvage reclaimed. The most significant results of these activities are the great benefits that shall accrue to the community through the training gained by the pupils in the schools. The ideal of service to the state and to their fellows, is being indelibly impressed upon the minds of the children in our schools. Upon their shoulders will fall the duty of conserving an ideal of citizenship that will find expression in actual performance. These school experiences are training them for such a service.

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## APPENDIX

The committees formed the opening day of the war were as follows: School Gardens, Instruction in Nursing, Cooking, etc.; Making of Garments and other Materials, Listing of Persons Thoroughly Competent to Discharge Appropriate Functions during War Emergencies, General Co-operation with Public Committees or Agents Provided Such Co-operation Does not Involve the Surrender of Educational Activities.

### 1—General Committee.

A general committee was formed to act in a supervisory capacity in the preparation and execution of a preparedness program.

Superintendent Dr. Albert Shiels, Chairman.  
Assistant Superintendent Mrs. Susan M. Dorsey.  
Assistant Superintendent Mr. M. C. Bettinger.  
Deputy Superintendent Mr. J. B. Monlux.  
Miss Ethel Percy Andrus.  
Dr. Irving R. Bancroft.  
Mr. W. A. Dunn.  
Mr. J. B. Lillard.  
Mr. W. W. Tritt.

### 2—Committee on Food Stuffs.

Provision was made for an increase in the supply of food stuffs both in amount and variety.

Mr. J. B. Lillard, Chairman.  
Mr. C. F. Palmer.  
Mr. F. A. Bouelle.  
Mr. A. V. Minear.  
Mr. H. C. Tracy.  
Mr. C. H. Hartly.  
Mr. W. G. Graves.

### 3—Committee on Resources of Mechanical and Industrial Departments.

All shops in the schools were to be utilized so as to increase the output of such materials as could be utilized to greatest advantage in a military way.

Mr. W. A. Dunn, Chairman.  
Mr. F. D. Hood.  
Mr. C. E. Yerge.  
Mr. B. F. Sanford.  
Mr. C. A. Kounou.

#### 4—Committee on General Survey.

A committee was formed for the purpose of listing those persons in the schools who were thoroughly competent to discharge appropriate functions, should the emergency arise.

Mr. W. A. Dunn, Chairman.  
Mr. W. W. Tritt.  
Miss Mary P. Putnam.  
Miss Etta P. Flagg.

#### 5—Committee on Physical Education for Adolescents.

Classes in Physical Education and Military Training were formed, with lines of work especially adapted to future needs.

Pupils were trained to observe health rules, and develop into strong, healthy, clean minded men and women.

Mr. T. Fulton, Chairman.  
Mr. R. A. Thompson.  
Mr. E. W. Oliver.  
Dr. Everett Beach.

#### 6—Committee on Home Economics and Red Cross Work.

A course was prepared in Home Economics, which would include special sewing and the preparation and cooking of foods, so as to utilize their greatest nutritive value at the least cost.

Miss Ethel Percy Andrus, Chairman.  
Miss Mary P. Putnam.  
Miss Etta P. Flagg.  
Miss Mae McKinley.  
Miss Eva Cole.  
Miss Mae Owen.

#### 7—Committee on Science Instruction.

Instruction in special subjects of particular significance at this time was undertaken.

Dr. W. H. Snyder, Chairman.  
Mr. Clyde Wescott.  
Mr. A. L. Cavanaugh.  
Mr. G. E. Mitchell.  
Mr. H. L. Twining.  
Mr. R. G. Van Blevé.  
Mr. R. D. Wadsworth.

CIRCULARS ISSUED SINCE THE BEGINNING OF THE  
WAR FOR THE INFORMATION AND GUIDANCE  
OF MEMBERS OF THE SUPERVISORY AND  
TEACHING CORPS IN THE OR-  
GANIZATION OF WAR  
ACTIVITIES

Several circulars were issued before June 30th ,one of which is especially significant ,that on Food Increase and Conservation, issued a few days after war was declared:

"The world is facing an unprecedented deficiency in food supplies. In our own country, the supply is conservatively estimated to be the shortest since the Civil War.

"Prices of practically all necessities are going up, and the poorer classes cannot pay their food bills now, on account of high prices. Increased food production is therefore a national need, and becomes a patriotic duty of everybody able to help in the matter.

"The public has a right to expect the schools to lead in this matter, so far as home gardening is concerned. Moreover, the schools cannot afford to miss this opportunity to marshal their resources for this necessary public service.

"We have an agricultural department well organized for carrying on school gardening work, and it is also doing all it can in fostering home garden activities. But the problem of home gardening with its tremendous opportunities in Los Angeles is too large for that department alone to handle. Besides, the additional work it is assuming is not alone departmental duty; it is clearly an opportunity and responsibility that the whole school should share.

"In view of these facts, you and your teachers are urged to give this matter immediate attention and active co-operation.

"The agricultural department is preparing, and is about to issue printed matter which will outline the plan it proposes to put into operation, blanks for registration of home gardeners, etc.

"When you receive these circulars, you will please act upon the suggestions therein contained, giving the matter your earliest attention and continued support.

"The burdens necessarily thrown upon those

teachers who are willing to undertake the home gardening continuation work will be heavy, and the success of their undertaking will depend largely upon the amount of support afforded them by principals and teachers.

"I suggest, in accordance with the plans of the agricultural department that you immediately call your upper grades together—4th to 8th inclusive. Explain to them the present food shortage, and that the general feeling is that war conditions both at home and abroad will make the supply even more acute during the next year. Make a strong appeal both economic and patriotic for as many of these pupils, both boys and girls, singly or in small voluntary groups, to begin immediately to plan their campaigns to assist the nation in its time of want. This is doubtless the best service they can render to their country at the present time.

"A number of additional continuation teachers will be assigned to supervise home gardening, working evenings after school and Saturday forenoons. The work is being organized by the agricultural department on the supposition that sufficient teachers will be employed to properly supervise the work of the young gardeners during the summer vacation.

"In an emergency like the present, it is assumed that principals will be governed in the conduct of their schools by the needs of their community. It is likely that in some schools it will be advisable to employ teachers to carry on home gardening by taking out small groups of children throughout the day. In these and other cases of need you are asked to offer any reasonable co-operation, keeping in mind the importance of getting the gardens well planted at the earliest date.

"Please request each class room teacher to make it a point to sustain the interest of her pupils in their home work by frequent reference to the progress of the work. This is necessary especially during the earlier more difficult and discouraging work of preparing the soil and establishing the young plants. Please make this work significant. It is a duty and no one should be permitted to fail in doing what he can."

A notice was also sent to principals and teachers concerning collection for the Fatherless Children of France. More than \$20,000 was contributed for this purpose by teachers and pupils in the public schools.

CIRCULARS ISSUED DURING THE SCHOOL YEAR  
1917-18 FROM SEPTEMBER TO JANUARY 31st.

These circulars were known as "War Circulars" and were numbered seriatim. Twenty of them were issued during five months.

CIRCULAR No. 1—September 19, 1917.

This circular calls the attention of all principals and teachers to the need of securing books for soldiers on such subjects as aviation, submarines, automobiles, signalling, first aid, and study of the French language, so that every soldiers' camp should be supplied with an adequate library. (Excerpts):

"The first matter to which I wish to call your attention is the work of the American Library Association to secure books for soldiers and camps on such subjects as aviation, submarines, automobiles, signalling, first aid in hygiene, study of the French language, etc. It is intended that every soldiers' camp shall be supplied with an adequate library, it being understood that these libraries will not include works of fiction but books of instruction. This will not only enable all soldiers to continue their education but will afford them an opportunity for promotion and conduce to a better standard of living in our camps."

WAR CIRCULAR No. 2—October 31, 1917.

TO PRINCIPALS AND TEACHERS:

The principals and teachers now have an opportunity to do a very solid service to the government without in any way upsetting the usual routine of business. As you know, it is the desire of the government that the families or dependents of those drafted should not suffer while they are in the United States Army or Navy service. The money which has been appropriated by the Red Cross is in no sense to be considered as a charity but as an honorable recognition of appreciation which we Americans have for the families of those who are serving us.

As the funds, however, for the relief of such dependents are necessarily limited and as the Red Cross does not desire to offer any relief in those cases in which it would be resented as offensive, the Red Cross organization of Los Angeles is going to depend upon the teachers of the public schools to help out in determining where this money should be placed.

It will be the business of each teacher to learn those children in her class who have relatives in the Army or Navy. This information should be obtained in a manner indicating that a

great honor is being conferred upon the class in having a relative of one of the soldiers attending. Moreover the child should be congratulated on the fact that his father, brother or male relative is in the service.

On the card which is being sent you please note the numerals 1, 2 and 3. In the case of those children who belong to families requiring no financial relief make a check. In making this judgment use your own best discretion. Under No. 2 check cases concerning which you cannot make a definite answer. Under No. 3 check the names of children in those cases in which you have good reason to believe that home conditions are such as to require relief. It is not expected that errors in judgment will be absolutely avoided by the teachers but that they will do the best they can.

These cards will be in your hands not later than Saturday morning, November 3rd. If you find you have not a sufficient number telephone me Monday morning so more can be printed.

Do not confuse questions Nos. 1 and 3,—No. 1 means well-to-do people and No. 3 means poor people.

#### WAR CIRCULAR No. 3—October 31, 1917.

This circular requests co-operation with the City Council of Defense in the promotion of a national campaign for food conservation: (Excerpts)

“The State Council of Defense has requested the schools of Los Angeles to assist them in carrying out the National Food Campaign of the United States Administration.

“Upon request of their representative you are authorized to give each child in your school a food pledge card to be taken home and then returned by him with the signature of his parent.”

#### WAR CIRCULAR No. 4—November 19, 1917.

(NOTE: As early as May 4th notice had been sent out calling attention to a very modest venture suggested by Mrs. Otheman Stevens of Los Angeles. In this notice the pupils were asked to save tin and lead foil, Mrs. Stevens agreeing to send for it as soon as a sufficient amount was collected. In a few months this little movement was to develop into a great industry involving grave problems of transportation.)

The fine lesson in thrift makes this work truly educational: our main object, however, is a business one, and its accomplishment should not be allowed to interfere with the work of the schools. Furthermore, the gathering of salvage should be con-



ducted with the utmost economy: e. g., if any principal can secure the services of a truck for his own school and neighboring schools occasionally, it will be a great help in making collections: if a baling machine for waste paper could be obtained by a large school, a considerable amount of valuable paper salvage can be saved.

Precautions must be observed in storing the collections: preferably they should be stored in an outbuilding or a cement basement; never in a wooden closet or under a stairway. It is hoped that in the future collections may be made at regular intervals, in order to avoid storage for any length of time in the school building.

At the present we shall arrange for as many collections as possible in the busy season before the Xmas holidays. The trucks will call at schools within given districts to be announced later. Outlying schools are earnestly solicited to send their donations to the Red Cross headquarters, but it will be impossible to collect from them.

You will be notified by letter of the date on which a collection will be made at your school.

#### A CAUTION WHICH MUST BE STRICTLY OBSERVED.

No salvage should be given to any solicitor or truck driver who does not show an order signed by Salvage Committee. There are no other collectors authorized either by the Red Cross or by the Superintendent of Schools.

Two other circulars, Numbers 13 and 19 also refer to this subject.

#### WAR CIRCULAR No. 5—November 28, 1917.

This was the first of several circulars on the establishment of the Junior Red Cross as requested by the President. Other circulars on the same subject are Numbers 9 and 19.

To Principals and Teachers of All Schools.

Ladies and Gentlemen:—

In compliance with the desire expressed by the President of the United States we are considering the establishment of Junior Red Cross Auxiliaries in each High, Intermediate and Elementary School. Every school should become a member of this organization. Membership may be attained in one of two ways: by contribution or by service.

Each school will be presented with a charter on evidence that there has been contributed in cash or service, an amount

equivalent to twenty-five cents by each student or pupil. The cash is payable in five monthly installments of five cents each or in service representing twenty-five cents in value. This does not mean that each pupil in the school should have made this contribution, but that the total contribution,—whether money or service,—shall be equivalent to the total enrollment. The money may be made up by individual contribution or by contributions, from the student funds or entertainments, or from any other source whatever. It is conceivable that a school could get a charter without a cent of contribution from any one pupil, only service being rendered. Such a condition will not be probable inasmuch as the school will need some money.

In addition each class room unit (in elementary schools this would mean each group of pupils under a single teacher) is entitled to a charter for the class unit. Here again it is necessary that the amount contributed by a class unit be equal to the total enrollment times twenty-five cents.

Junior Red Cross buttons, however, are not to be worn by every pupil even though the school or class has a charter. A Junior Red Cross button is individual and those who wear it must have contributed individual service or money. When pupils are inducted into a charter it should be the occasion of a formal ceremony for we want to have the boys and girls take this matter seriously and as a manifestation of service to the country.

The funds collected from pupils do not technically remain in the possession of the school principal for theoretically such funds should be sent directly to the Treasurer of the public school chapter fund, who is Mrs. Porter Ritchey, Room 718, Security Bank Building. THIS DOES NOT MEAN THAT THE MONEY MUST BE SENT BUT THAT A RECORD MUST BE GIVEN TOGETHER WITH ANY CASH BALANCE WHICH THE CONTRIBUTING SCHOOL DOES NOT USE. THE ACCOUNT IS A CITY RED CROSS ACCOUNT AND THEORETICALLY EACH SCHOOL SHOULD BE AUTHORIZED TO EXPEND THE MONEY FURNISHED BY SUCH SCHOOL. Therefore the general treasurer must keep an account of all funds collected and their source and all money expended and for what purpose, for this is required by the National organization. Whether we like the arrangement or not, we must obey the rules of any organization which is authorized and requested by the President of the United States. I trust some schools can send in a money balance.

Each school should have its own chairman who, exofficio,

is the principal, and a treasurer who, ex-officio, is a teacher. These people will sign the charters which will be sent to individual schools.

Junior colleges may establish auxiliary Red Cross organizations as pupils in these schools can not properly be considered members of the Junior Red Cross.

Teachers when officers are so ex-officio. Their own Red Cross membership is a separate affair.

#### WAR CIRCULAR No. 6—November 22, 1917.

This circular notifies principals of the need of keeping adequate records of the various activities connected with the war, both for their historic value and for reference in case the information should be requested by persons who might need it.

#### WAR CIRCULAR No. 7—December 3, 1917.

This circular tells the principals of the result of long conferences with the Red Cross organization. It was the formation of these committees that permitted a business-like transaction of affairs and put an end to some threatened confusion:

#### TO PRINCIPALS AND TEACHERS:—

In order to avoid confusion and duplication of effort it has been decided that the various forms of Red Cross work, so far as the public schools are concerned, shall be in charge of the persons whose names are mentioned below:—

#### IN CHARGE OF SALVAGE:

For the Red Cross:	For the Public Schools
Mrs. Otheman Stevens	Miss Sara Dole, Manual Arts H.S.

#### IN CHARGE OF ALL SALEABLE ARTICLES

#### MADE IN THE PUBLIC SCHOOLS FOR THE

#### RED CROSS SHOP:

Mrs. Maurice S. Hellman	Mrs. Susan M. Dorsey
Mrs. H. W. Frank	

#### IN CHARGE OF HOSPITAL GARMENTS,

#### SEWING, KNITTING:

Mrs. Robert M. Weed	Miss Etta P. Flagg
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#### IN CHARGE OF SURGICAL DRESSINGS:

Mrs. Lowell C. Frost	Miss Etta P. Flagg
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IN CHARGE OF CARPENTRY

(Such as Crutshes, Packing Cases, etc.):

Mrs. R. Weed

Miss Ethel P. Andrus

IN CHARGE OF ART:

Miss Alice Elliott

Miss May Gearhart

IN CHARGE OF CIVILIAN RELIEF:

Mrs. Benjamin Goldman

Albert Shiels

PURCHASING AGENTS, RED CROSS SHOPS:

Mrs. Isador Cohn

Mrs. Hancock Banning

It will be noticed from the foregoing committees that, on the part of the Red Cross, there are authorized persons in charge of certain activities in the schools and corresponding committee heads for the public schools.

When any person or organization, including auxiliary Red Cross Chapters, desire any work done by the schools, they must not apply to the schools direct. Their request should be presented through Chairmen of the parent Red Cross Chapter, whose names appear under the various heads. Requests other than those made by such Chairmen will not be recognized by the schools.

When such Red Cross Chairmen have approved the application and have conferred with the school chairmen in their particular department, the work will be done on time and according to the specifications desired.

Principals and teachers should not use the schools or the pupils therein for any work of the Red Cross excepting with the approval of the respective school chairmen indicated above, and under his or her direction.

Junior Red Cross Auxiliaries are not separate organizations. They are made up of pupils in the public schools under the direction of the school authorities. The members of the Junior Red Cross are precisely those pupils who are going to be called upon for Red Cross co-operation.

Nothing in this circular must be interpreted to interfere in any way with the activities of the Parent-Teachers Associations. These associations will continue to use schools as heretofore, for the purpose of giving entertainments or collecting money.

It is understood however, that the pupils in the schools cannot be used for the purpose of making materials for any organization except in the manner outlined in the preceding paragraphs of this circular.

WAR CIRCULAR No. 7-A—December 5, 1917.

A brief circular notifying principals and teachers of the opening of the Toy Shop on December 12th.

TO PRINCIPALS AND TEACHERS:

The toys, vogue articles, bread boards, and all other things for sale which have been made in the sloyd, card board, home economics and art departments of the schools are now ready for the Christmas sale of the Red Cross shop.

These articles will be on exhibit at the Woodward Hotel, 421 West Eighth Street (between Hill and Olive Streets), December 12, 13, 14 where they will be sold both during and after the exhibit in the interests of Red Cross work.

Principals are urged to give this notice of the exhibit and sale the widest publicity in the schools, asking the children to speak of it at home to parents and to friends.

It will be well to post conspicuously the place and dates of the exhibit in all schools as well as to give the notice in class rooms.

Woodward Hotel, 421 West Eighth Street, December 12, 13, 14.

WAR CIRCULAR No. 8—December 6, 1917.—

TO ALL PRINCIPALS:—

Loyalty in Schools.

There is no question in the mind of most of us, certainly not in my own, as to the loyalty of the teachers and pupils.

Occasionally complaints have been made, although no real evidence has been adduced, indicating disloyalty. It seems impossible to believe any teacher employed in the public service would be disloyal to the country. It is possible there may be a few pupils who are under the control of home influences which do not make for loyalty. In such cases the schools must not be quiescent, but militant, because it is our business to teach patriotism. In time of war we must do this especially without any respect whatever to other considerations.

Will you please have the accompanying letter read before all children who in your opinion can understand its meanings. Will you also have stress laid on its contents in a language which will appeal to them. If you publish a school paper I should appreciate the publication of this letter.

Principals of each school are responsible for the display of any disloyalty on the part of any one in their school unless the matter has been dealt with effectively, or failing that, unless this office has been notified.

“Loyalty is one of the beautiful words of our language because it means the giving up of one's own self to another whether that other be a friend, a school, a family or a nation. True loyalty has in it nothing of self-seeking. Those who feel it most deeply exemplify what is finest in man's nature.

“When a man is loyal to the nation, his heart thrills, not for those whom he knows but for the millions whom he can never know or ever hope to see. And because human beings must have one thing about which to twine their affections, there is always something which appeals to us all. In some countries it is a man. In a democracy,—the Flag. For the Flag is a symbol of the hopes and fears of millions of his fellows. It stands for the meanest, it stands for the greatest. All of us are bound together by this common symbol of country.

“Our country is now at war! We might stop here and remember that because we are at war, that in itself is an especial reason for loyalty to the country. A country at war is subject to attack; it is offering the lives of its sons on land and sea that the people and their government may be preserved. Therefore, because we are Americans, we should stand for the country, wholeheartedly and without compromise.

“This would be true even if some of us believed that our country had embarked upon a war too hastily or too unwisely. If a mother sees her son fighting with an enemy in a death struggle, does she stop to inquire as to reasons? She realizes only his danger and she rushes to protect him. So a loyal citizen stands by his country in time of stress. Only traitors hold off to argue upon the merits of the case while the country's sons are on the firing line.

“But now we are not only fighting a war; we are fighting a just war. All Americans should stand together. And they do; except a very few noisy persons whom the wonderful patience of the American people permits to walk about while they play with arguments that they may feed their own vanity. Such persons have no way of becoming prominent except by being different from their neighbors.

“But that we may confirm our faith in the justice of this war, let us understand what the cause is, for which we are really fighting.

“We are not fighting the German Empire alone, or the Prussian War Lord or his princelings or a military autocracy. We are fighting against an Idea, more destructive than all. It is an idea that a nation has none of the moral responsibilities that an individual should have. According to this idea the state can do anything or order anything. Its soldiers may, as soldiers do things which as men, even the lowest savages have never stooped to do. Therefore, soldiers of our enemy have not only destroyed and killed; they have annihilated; they have tortured, they have starved. This is the thing that faces us, this horrible conception that the state may do anything. It may break treaties, it may deceive friends, it may destroy women and babies, it may do things which the law forbids to mention. The state has neither responsibility, nor conscience, nor duty, except the duty of victory, which in this case means the satisfaction of autocracy. German authors do not deny the truth of this. They have made it a part of their new philosophy of kultur. What do we think of this outrage against civilization? If there are Americans whose loyalty is dubious, then either they are blind fools or they are worse,—the paid employes of an unscrupulous Power. Masking themselves under the cloak of superior intelligence or superior wisdom, these extraordinary self-called Americans have the impudence to claim superior virtue.

“The German subject who now resides in the United States, will, so long as the attitude and acts of his fellow-subjects permit, continue to enjoy protection. We shall not ask him to sacrifice that feeling of loyalty to his country which we demand from citizens for ours. However, subjects of the German Emperor must remember that in speech and action they will be models of restrained expression. But Americans must be eloquent in both speech and action. There can be disloyalty in silence, as well as in speech. We must be loyal in thought, in word, in deed. If this be true of Americans in general, how infinitely more is it the duty of loyalty for those in our public schools! The schools are the living representatives of the nation and the great

nursery of its citizenship. The teachers are the officers of the state; the pupils are the wards of the state.

“To us in the public schools is given the keeping of the honor of the state at home as it is entrusted to no other person. There may be forgiveness for the trusted employee who betrays his employer, there may be forgiveness for the son who robs his home and betrays his fireside: But what forgiveness is there for him who betrays country? The nation does not want them; the state does not want them; the school will have none of them. Wherever they may be found let them be cast out from the society of decent folk, not so much that they be punished, as that their presence no longer defile. Purer than any other must be the atmosphere of patriotism in the schools.

“As a nation we have given time and opportunity and wealth to the world. In the one hundred and forty years of our history we have learned to believe that a welcoming hand to a stranger across the seas would itself ensure appreciation, understanding and gratitude. Save for a few it has. These few are ingrates. Let them return to the enemy if it is the enemy whom most they love.

“Let our schools be a living example of loyalty for all men to see. The schools are not the buildings, nor the grounds, nor the text books. They are the boys and girls in the schools, the men and women, who as teachers and pupils stand, and if necessary, fight for the American Idea:—that God never made the Earth as a plaything for the glory of an emperor or a military caste; that Government is for the benefit of individual men and women; that decency, helpfulness, truth and honor are ternal things, as valid for a nation as for those who dwell in it.

“Let us, who belong to the public schools, give what we have,—let these ideas be spread among the peoples of the world and be accepted by them. We entered this war with pure motives; we shall go out of it with clean hands. For we have not sought, nor shall we seek, the conquest of any nation’s wealth or territory. What we demand is that civilization shall go marching on, and that no Government or Emperor shall set us back in the progress of the centuries. We believe that decency must prevail among all governments as among all men, and



that if war is necessary to bring this about, then war it shall be. Let those who believe in these things be with us; let the enemies of the republic be against us!"

"ALBERT SHIELS, Superintendent."

WAR CIRCULAR No. 9—December 7, 1917.

This is the second circular on Red Cross memberships, giving information concerning method of securing service membership:—

#### TO PRINCIPALS AND TEACHERS:

Additional Information and Answers to Various Questions.

"Service Membership" for the Junior Red Cross is to be judged on a sliding scale. Each child should be judged according to his ability. Concrete examples of service are: Collecting salvage, running errands for the Red Cross, making articles for the Red Cross, etc. Children should be encouraged to give freely of outside time as well as of school time for patriotic service. Service rendered since December 1st may be credited and applied on the membership fee.

Previous one dollar memberships of pupils in the local Red Cross Chapters automatically become Junior Red Cross memberships until their date of expiration. Renewals should be made under J. R. C. regulations. Separate account should be made of such memberships in the report.

Chapters or buttons will not be issued until memberships (money or service) are actually accounted for.

All funds handled by the General Treasurer are open to check by the individual schools for the purchase of materials for J. R. C. work.

Schools desiring to do so may aid in the purchase of buttons by remitting requisition and sufficient cash from the amount derived from J. R. C. memberships to the General Treasurer (Mrs. Ritchey.) The cost of these buttons is \$5.00 per 1000.

Question has been raised as to whether Junior Red Cross Chapters should be permitted to displace or have priority over Red Star Chapters. The answer is, No. The Red Star is very valuable. A Junior Red Cross chapter can be added without in any way displacing the Red Star. If children have paid for the Red Star, payment should not be asked for the Red Cross, because the Red Cross membership fee could then be made in service.

In this connection, it is desirable that principals read the circulars carefully, because many of the questions which have been asked have been answered in the circulars themselves. YOUR ATTENTION IS PARTICULARLY DIRECTED TO THE FACT THAT IN NO CIRCULAR ISSUED DURING THE CURRENT SCHOOL YEAR HAS THERE BEEN ANY REQUEST, DIRECT OR IMPLIED, THAT TEACHERS SHOULD PAY ANY MONEY WHATEVER.

WAR CIRCULAR No. 10—December 11, 1917.

This is the first circular issued on the subject of co-operation in the registration of citizens for service. It contains extracts from the President's call to teachers of the country. Other references to the co-operation of the teaching force will be found in Circulars 12, 17 and 20.

WAR CIRCULAR No. 11—December 19, 1917.

This is the first of three circulars on the subject of Thrift Stamps, and the reasons for selling them. Circulars concerning the Thrift Stamp Drive are given in full because of many requests which have been made as to the method of procedure. Reference to this is also made in Circulars 14 and 16.

TO ALL PRINCIPALS:—

The phrase, "conservation of our resources," falls easily from our lips. Few of us pause to analyse its true significance and to just what extent it is applicable to each and every one of us in our daily life and work.

The formation of habits looking to the elimination of waste cannot be too strongly impressed upon each individual. Especially is this true during the time our country is at war. Every effort therefore, should be made to inculcate habits of THRIFT together with a careful and conservative use of the supplies which enter into daily use in the life of the average individual. Lessons of THRIFT learned and habits formed looking to waste elimination in youth are lasting in their effect and of inestimable value to all in later life, not to mention the material and tangible inroads we may thereby make in our great national aversion, "the high cost of living."

The teachers and students of our public schools have a very real and true conception of their duty to the nation, and to the community as well, during this world wide crisis into which we,

as a people, have been somewhat unwillingly, but nevertheless unitedly, thrown. They have come to realize that we are at war and at war to win. This conception has already been strongly manifested in the many and varied forms of war activities which the schools of the country are carrying to so successful a conclusion.

However great has so far been their contribution to the sum total of Red Cross work, the Red Star, Home Gardening, Salvage and the legion of other activities of construction and production which now form a part of our school curriculum, they have a still further and greater opportunity before them, i. e. the privilege of demonstrating to the community and to the nation at large the necessity for, and the material advantages accruing to each and every individual in this great country, in the careful and conservative use of every article produced into which the skill and labor of the vast army of workers of the nation has entered. A nation in war to win must husband all its resources, else the winning becomes a long and expensive ordeal. It is only through the release of labor from the production of the thousands of articles formerly entering into our daily consumption that we may hope completely and adequately to equip and supply our army across the sea. So we are but now beginning to see and weigh at its true value the elimination of waste.

Practical demonstrations and lessons tending to show the value of careful usage of staple commodities of daily consumption are available on every hand. Each teacher in the public schools should take every possible advantage of each opportunity presented to inspire vividly and forcefully their pupils with habits of THRIFT. Such lessons driven home, and through constant practice becoming the custom and habit of a community, can but have far reaching results, not only for the individual himself, but, in times like these, for the nation as well. The husbanding of each individual's resources is an important and much to be desired result. It releases for other purposes a certain portion of the funds which hitherto have gone into our daily budget of expenditures. At a time when the nation is seeking in every possible way to raise revenues to carry on the stupendous expenditures necessary to conduct to a successful conclusion such a tremendous war, the daily accretion by individual sums, no matter how small, becomes a matter of prime importance. When whole heartedly and consistently followed by a nation such as this great United States of America, the sum total is of tremendous import and of value incalculable.

To aid in carrying out this great idea, our Government has placed at the disposal of these citizens wishing to enter into a

practical demonstration of the value of consistent and well ordered habits of saving an enormous issue of Thrift Stamps. They are guaranteed by our Government to be of value, not only to each subscriber, but to the nation as well.

The simplicity and flexibility of a system which permits the saving of such small units as 25c; the liberal rate of interest, and, finally, the knowledge that the Government is the banker, cannot but tempt us all to avail ourselves of the opportunity which is offered to the schools in this great campaign of making available for immediate use the small savings of a frugal and well ordered nation.

Literature explaining in detail the working of the Government's Thrift Stamp Campaign is now placed in your hands. The plan and operation of this new system of "Banking" is so easily carried out, that I know we may count upon the instant and hearty co-operation of every teacher and every pupil in this work of Thrift Stamp Savings.

All teachers are to present to children directly, and to parents as well, the great desirability of buying Thrift Stamps, not only to aid the Government, but to teach children thrift. The whole scheme, therefore, is to be conceived as both patriotic and educational. I am enclosing sample thrift cards and the Government pamphlet of instruction, which each teacher should examine carefully.

If every fourth pupil in the public schools of Los Angeles filled a book, the amount saved would be \$100,000. The average should be greater, as any one child can fill any number of books.

#### Directions in general:—

1st. 1. Let the principal read the accompanying card and circulars carefully.

2. Have a conference with your teachers and determine the following:

(a) How best to teach the subject to the children.  
(b) How to get parents interested.  
(c) How to create an absolute passion for reducing all waste. Saving is a habit and can be acquired.

(d) How to keep up enthusiasm. When a child gives up 25c in candy during a fortnight, or does 25c worth of extra work for which he receives money, or in any way saves 25c that would otherwise be wasted or unearned, the child has done a service to the community and himself.

(e) How to keep up enthusiasm: Let there be abundant praise and recognition of the patriotic child—not those who buy

the most stamps necessarily, but those who make the greatest sacrifice in buying.

2nd. Practical Directions for Individual Schools.

(a) The Superintendent has stamps. He is personally responsible for them and must pay. Therefore it will help tremendously if, in collecting stamps, the school principal pays him in advance \$5, or multiples of 5, for the stamps addressed to him. Until I notify otherwise I shall redeem any stamps unsold.

(b) After you buy the stamps, sell them through the teachers. Each principal will arrange his own method in selling the stamps to the teachers.

(c) When a card is filled, it will be presented through the principal to this office, where a signed certificate will be given in exchange. The card should be accompanied by the necessary amount of interest determined on the time of payment.

(d) There has been much talk of school savings bank. We shall consider this the school savings bank.

(e) It will be noticed that certificates are redeemable in 1923 by the government; or they will be redeemable for less than their face value before 1923 by the government; but this latter fact should not be stressed, for it is a good thing, once money is saved, to learn to keep it saved.

WAR CIRCULAR No. 11½—December 31, 1917.

A reminder to teachers that no circular must be interpreted as requesting the payment of any money by the pupils. This is the second reference made to this topic.

TO PRINCIPALS AND TEACHERS:—

The Superintendent has repeatedly stated that no teacher should be asked for money for any purpose whatever. From time to time organizations for war purposes have requested that the teachers in the schools be notified of their activities. In every case they are told that if an organization is approved by the United States government, and if their privileges or opportunities are open to all persons without distinction, that the work they are doing may be brought to the attention of those teachers who might be interested. However, this precludes absolutely any request for payment.

UNDER NO CIRCUMSTANCES MUST ANY REQUEST FOR MONEY OR SUBSCRIPTIONS OF ANY NATURE WHATEVER be brought to the attention of pupils in public schools, with the following exceptions: The Red Cross (pay-

able in service or cash), the Red Star and Thrift Stamps, which last are properly speaking not subscriptions, but savings.

#### WAR CIRCULAR No. 12—December 31, 1917.

This circular gives information to principals concerning methods of co-operation between the school system and the Legal Advisory Boards for registrants.

#### WAR CIRCULAR No. 13—December 31, 1917.

This is the second circular on Salvage, containing detailed directions as to methods of transportation:—

#### TO PRINCIPALS AND TEACHERS:—

#### SALVAGE.

New rulings on salvage will become effective January 1, 1918. They are recorded below:

(1) All salvage collected for the Red Cross must be sold through the local Red Cross Chapter. This regulation has been received from Washington. The reason is obvious, since better prices can be obtained through the sale of large quantities in this way.

(2) All money obtained from the sale of school salvage will be retained by the Red Cross Financial Committee, and invested in Red Cross materials, such as wool, for school use. A report of the amount will be rendered to Mrs. Ritchey, who may, at the discretion of the Chapter School Committee, allow such schools as may be decided upon the privilege of obtaining these materials.

(3) The individual child may gain "service membership" by bringing in salvage, and the amount for such membership must be determined by the principal or teacher.

(4) Hereafter all newspapers and magazines will be collected as salvage by the Los Angeles Woman's Council of Defense, who have volunteered to do their bit in this way for the local Red Cross Chapter. Schools having a considerable amount on hand should call Main 6090. From the original list please omit further collection of garden hose, and add kid gloves.

(5) Principals will receive notice of the time when salvage will be called for within each district, and are asked to co-operate with the Salvage Committee by suggesting the names of school patrons with autos or trucks who will help in the collection. It will be impossible for the local committee to undertake the col-

lection of salvage from outlying districts, but it is hoped that such districts will co-operate and undertake their own delivery.

(6) Drivers will present orders on principals for salvage, and will in return give receipts on forms provided.

(7) Each school is urged to make a drive at regular intervals. A bag in each room marked with a Red Cross will be a constant reminder. Original methods will bring results. Suggestions for posters will be furnished through Miss Gearhart, of the Drawing Department.

WAR CIRCULAR No. 14—January 8, 1918.

The second of the Thrift Stamp circulars, arranging special days for the sale of various kinds of stamps.

TO ALL PRINCIPALS:—

#### THRIFT STAMPS.

The Thrift Stamp Campaign in the Los Angeles City Schools is progressing with splendid results. During the first four days more than eight thousand stamps have been sold.

(1) To facilitate the delivery of Stamps, please observe the following:

(a) Elementary principals may secure Thrift Stamps on Mondays, Tuesdays and Wednesdays.

(b) High and Intermediate principals may secure stamps on Thursdays.

(c) Out of town principals will be supplied on Fridays. Saturday morning is open to all.

(2) War Saving Stamps and certificates may be secured the day following that on which application is made. Applications must contain the names and addresses of those for whom certificates are to be made and should be accompanied by either checks, completed Thrift Stamps cards with accrued interest, or paper currency.

(3) Principals are requested to make remittance for Thrift Stamps by check or paper currency only, as we have no facilities in this office for wrapping coins. All checks should be made payable to Porter Elizabeth Ritchey.

(4) When a messenger is sent to this office to purchase stamps, they pay the money and receive the stamps therefor. All responsibility necessarily ceases after this transaction. It is, therefore, important that any one who is sent for stamps be competent to count the number of stamps received and thus

insure delivery of the full amount of stamps for which remittance is made.

(5) It is suggested that each principal delegate some teacher in his school to act as "Publicity Agent" for the Thrift Stamp Campaign, provided the principal does not himself wish to undertake the work, and that items of general and human interest be collected in each school and sent to this office. Anecdotes of original and amusing methods of saving adopted by children in order to purchase Thrift Stamps are of general interest and arouse a sympathetic appeal in a campaign of this sort. In submitting such information names should not be given.

#### WAR CIRCULAR No. 15—January 9, 1918.

Notification to principals of the distribution of copies of a re-print of Hugh Gibson's Diary on his work in Belgium:

#### TO ALL PRINCIPALS:—

(1) We have for distribution in the schools 2400 copies of a re-print of Hugh Gibson's Diary of Belgium's Doom, which has been appearing in one of the morning papers of Los Angeles. These re-prints include the story up to and including Monday, January 7th. Principals may receive the copies allotted to their school by calling on Miss Bloom at the telephone exchange.

The value of the presentation of this story to our school children is quite obvious, and it should be made a basis of study in the class room. Such children as are mature enough to understand it should learn the story of the Belgium Invasion. The fact that this particular story is written by an eminent American, who is also a citizen of Los Angeles, is a pertinent circumstance.

Beyond the date mentioned above, if the principals and teachers wish to continue this story it is optional with them, but it is understood that in no case should there be any advertisement of the paper in which this story is appearing.

(2) We are advised that 75,000 Junior Red Cross buttons are being shipped to us from Washington. Schools will be immediately notified when deliveries are to be made. An emergency shipment of only 1,000 arrived Monday. These have been portioned out as equitably as possible in the order in which requests were received from the schools.

#### WAR CIRCULAR No. 16—January 15, 1918.

The third of the circulars on Thrift Stamps. Special provision is made in this circular for receipts, through the signing of



which principals may be advanced Thrift Stamps in \$10, \$25, and \$50 lots.

**THRIFT STAMP RECEIPT**

Los Angeles, Calif.,.....1918

I,....., Principal of.....  
School, hereby acknowledge the receipt of \$.....  
worth of Thrift Stamps, for which I promise to render  
an accounting to Albert Shiels, Superintendent of the  
Los Angeles City Schools, or his agent, thirty days from  
the date indicated above, and under the conditions given  
on the reverse side of this receipt.

.....

**TO ALL PRINCIPALS:—**

**THRIFT STAMPS**

(1) Twenty-two thousand Thrift Stamps were sold during the opening week of the campaign in the public schools of Los Angeles. As the volume of sales shows every indication of increasing, and as the present method of handling the sale of Thrift Stamps and War Saving Certificates has proven too cumbersome, it has been decided to make the following changes in previous instructions issued by this office:

Beginning at once principals may purchase Thrift Stamps for their schools from either the banks, the postal employes or the Superintendent's office, as may best suit their convenience. **THIS METHOD IS ADOPTED BECAUSE IT IS THE MOST CONVENIENT FOR ALL CONCERNED.**

(2) For those principals who desire to take advantage of the following arrangement, a special form of receipt has been prepared through the signing of which principals may be advanced Thrift Stamps in \$10, \$25 and \$50 lots, as desired. Principals who wish to use this method of purchasing Thrift Stamps should notify Mrs. Ritchey one day in advance of such proposed purchase together with the amount of stamps desired.

(3) To carry out the arrangement outlined above it is necessary, for the purposes of report to the Government and in order to supervise and encourage the sale of Thrift Stamps through this office, that each principal render to the Super-

intended on the first of each calendar month a report giving the following information:

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1st. Number of pupils in..... School who purchased Thrift Stamps during month of.....1918.

2nd. Total number of Thrift Stamps purchased by the pupils of.....School during the month of.....1918.

3rd. Total number of pupils who have completed Thrift Stamp Cards during the month of.....1918.

4th. Total number of Thrift Stamp Cards completed during the month of.....1918.

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(Note: In order to avoid duplication of the record kept in this office up to the time this new method of handling Thrift Stamps is put into effect, your report for January should only include those stamps sold by you after this notice is received, i. e. January 16th.

Upon presentation of satisfactory evidence of such purchase, principals may credit pupils with Thrift Stamps purchased outside of the school; also, under items Nos. 3 and 4 may be included War Savings Stamps purchased by cash payments in lieu of completed Thrift Stamp Cards.)

Blanks will be furnished principals upon which to make the above report. In order to prepare such a report it will be necessary for each school to keep an accurate record of the pupils who buy Thrift Stamps and the account should be kept in such manner that at any time it may be ascertained just what progress each child is making.

#### WAR SAVINGS STAMPS.

(4) Hereafter completed Thrift Stamp Cards may be converted into War Savings Certificates in either of the two following ways:

1st. The pupil or parent may present the same, together with the accrued interest necessary at the time of such conversion, at any bank or post office, or

2nd. The pupil may bring the card and accrued interest to the principal or his representative, who may then make for him the necessary transaction. Principals accepting Thrift Cards for conversion are cautioned not to hold same in their possession beyond the date on which the accrued interest payment auto-

matically advances in amount. It should be stipulated that completed Thrift Cards must be delivered for conversion at least two days before the date on which the accrued interest payment changes.

Under the above procedure it will not longer be necessary for principals to bring completed Thrift Cards to this office for conversion into War Savings Stamps, and principals should arrange to secure this conversion elsewhere.

**IN CARRYING OUT THE INSTRUCTIONS CONTAINED IN THIS CIRCULAR, PLEASE BEAR IN MIND THE DISTINCTION BETWEEN THRIFT STAMPS AND WAR SAVINGS STAMPS.**

In conclusion, permit me to extend to the principals, teachers and pupils my appreciation of the active interest, which has uniformly been manifested in carrying out the Government's appeal to the schools. The results already obtained indicate that the seed did not fall upon barren soil. That the Government's confidence in its public schools was justified is demonstrated when the Government's agents tell us that the schools have been the largest purchasers of Thrift Stamps and War Savings Certificates.

#### MONTHLY STAMP REPORT.

..... School.	Month of.....	19.....
1. Number of pupils in this school who purchased Thrift Stamps during this month - - -	.....	
11. Total number Stamps purchased by the pupils of this School during this month - - -	.....	
III. Total number of pupils who completed Thrift Stamp cards during this month - - -	.....	
IV. Total number of Thrift Stamp Cards completed by this School during this month -	.....	

NOTE—Upon presentation of satisfactory evidence of such purchase, principals may credit pupils with Thrift Stamps purchased or cards completed outside of the school; also, under Items III and IV may be included War Savings Stamps purchased by cash payments in lieu of completed Thrift Stamp Cards.

File Monthly Reports by first of each calendar month with Mrs. Ritchey.

#### WAR CIRCULAR No. 17—January 24, 1918.

This circular contains letters from President Wilson and the Provost Marshal General regarding the work of the teachers in classifying all the men in the Selective Service System:

WAR CIRCULAR No. 18—January 25, 1918.

This calls attention to the request of the United States Fuel Administration that January 30th be observed as Fuel Conservation Day throughout the United States:

TO PRINCIPALS AND TEACHERS:—

The United States Fuel Administration has asked that January 30th be observed as Fuel Conservation Day throughout the United States.

In order to forward such a movement, they have sent to all the schools of the country a supply of Shovel Tags sufficient to provide one tag for each student. On the reverse side of this tag there are given some valuable suggestions on methods of saving coal.

A supply of these tags has been received, with the request that the students be asked to tie one of the tags on every coal shovel in the city of Los Angeles, January 30th.

These tags, it is to be remembered, were issued by the government at Washington for the whole country. It is not, therefore, extraordinary that in some cases their use is not so appropriate as in others. As a rule Los Angeles homes can not save much coal because they do not use it but they can save oil and gas.

Therefore, in giving these tags it must be explained to many of the children that they are not to be taken literally, but as reminders to be economical in the use of any sort of fuel employed.

WAR CIRCULAR No. 19—January 29, 1918.

This circular gives further information in regard to the Junior Red Cross:

TO ALL PRINCIPALS:—

JUNIOR RED CROSS.

(1) Requests for J. R. C. buttons may be sent in by mail and should be accompanied by check or authority for the treasurer to draw against the Junior Red Cross fund. In order that pupils who are leaving school at the end of the present semester may be provided with buttons, your request should show separately the number of buttons needed for those students, and the number for those who will remain in the school. We have been notified that 10,000 buttons have been shipped and, when

received, they will be distributed in the order in which requests have been filed. The purchase price of buttons is \$5.00 per thousand and remittances should be made on the basis of one-half cent per button.

(2) Payment for Memberships. As you have been previously advised, efforts should be made to encourage the purchase of buttons through individual effort and service. The nature of the service and conditions surrounding each case should, of course, govern the amount of credit given. It should not be implied that service ceases upon payment of fee and granting of memberships.

(3) Salvage. As a great many requests have been received for a schedule of prices for salvage, which might be used in allotting memberships, the following suggestions are made:

1 pound tin foil per membership.

25 pounds newspapers per membership.

50 bottles per membership. (Only clean bottles should be accepted.)

Rubber, metal waste, etc., are valuable salvage and the saving of such items should be encouraged by placing a liberal allowance on them.

Hereafter all salvage will be called for at regular intervals during the month by Red Cross trucks. You will be given definite advice later of the week during which collection will be made from your school. Principals are requested to hold salvage until the truck calls for it and not carry it to headquarters. School salvage will be sold in bulk and a monthly statement will be rendered to the General Treasurer showing credit balances which may be applied on free materials for the schools. On receipt of this information, Miss Flagg will notify individual schools of their allotment of material. In making this allotment, those schools without funds and in need of material will take precedence.

Please do not accept old clothes at the schools. Collection of such articles will be made by the Red Cross direct from the homes.

Particular care should be exercised in the sorting of salvage that fire hazards may be avoided.

Attention is also directed to the instructions contained in War Circular No. 4, dated November 19th, relative to the preparation of salvage for collection.

(4) Free Materials. In future all materials listed as "Free Materials" are to be secured from Miss Flagg's office or upon her order. This includes wool for knitting, gauze, muslin, etc.

These regulations apply to all schools and are made at the request of the Red Cross as they find it impossible to handle direct the requests of principals, teachers and pupils.

Owing to scarcity of materials and delays due to freight congestion, etc., your indulgence is requested. We are sure the Red Cross authorities are endeavoring in every way to expedite distributions of materials in an impartial manner.

(5) Purchased Materials. All money deposited by the General Treasurer in the Junior Red Cross Fund is subject to check for the benefit of the school depositing it. Checks will be drawn on request of Deputy Treasurers to Mrs. Ritchey. Materials, however, should only be purchased after consultation with Miss Flagg. The same regulation applies to schools holding accounts in separate banks, with the exception that Deputy Treasurers after checking should notify the General Treasurer of expenditures.

#### WAR CIRCULAR No. 1-A.

This circular provides for the making of service flags in the High Schools; the flags to contain one star for each student and for each member of the teaching corps who has left the school since the beginning of the war, and is in the employ of the Federal Government.



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