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**Amended Executive Order of the President of the
United States No. 8757 of May 20, 1941,
Establishing the Office of Civilian Defense**

" * * * There is established within the Office for Emergency Management of the Executive Office of the President the Office of Civilian Defense, at the head of which shall be a Director appointed by the President.

"The Director * * * shall:

" * * * Keep informed of problems which arise in States and local communities from the impact of the industrial and military efforts required by war, and take steps to secure the cooperation of appropriate Federal agencies in dealing with such problems and in meeting the emergency needs of such States and communities in such a manner as to promote the war effort.

" * * * Consider proposals, suggest plans, and promote activities designed to mobilize a maximum civilian effort in the prosecution of the war, and provide opportunities for constructive civilian participation in the war program; assist other Federal agencies in carrying out their war programs by mobilizing and making available to such agencies the services of the civilian population; review and approve all civilian defense programs of Federal agencies involving the use of volunteer services so as to assure unity and balance in the application of such programs; and assist State and local defense councils or other agencies in the organization of volunteer service units and in the mobilization of community resources for the purpose of dealing with community problems arising from the war. * * *"



Issued by

The U. S. Office of Civilian Defense

In cooperation with

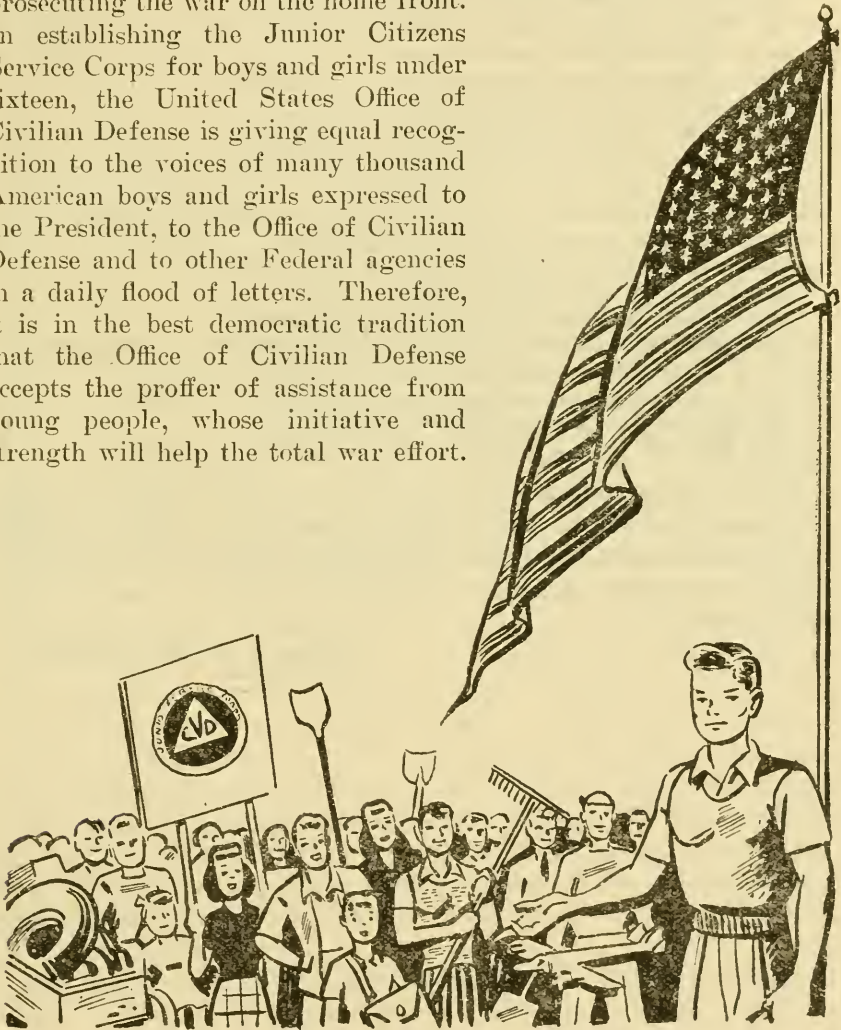
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FOREWORD

Our boys and girls, too young to serve in the Army and Navy or in our war industries, are as eager to help their country as those who are fighting at the front.

The United States Office of Civilian Defense through its Citizens Service Corps recognizes the volunteer effort of citizens actively prosecuting the war on the home front. In establishing the Junior Citizens Service Corps for boys and girls under sixteen, the United States Office of Civilian Defense is giving equal recognition to the voices of many thousand American boys and girls expressed to the President, to the Office of Civilian Defense and to other Federal agencies in a daily flood of letters. Therefore, it is in the best democratic tradition that the Office of Civilian Defense accepts the proffer of assistance from young people, whose initiative and strength will help the total war effort.



In the initial stage of planning for the Junior Citizens Service Corps, the United States Office of Civilian Defense sought the advice and counsel of a group of private and Federal agencies working with young people. Representatives of these agencies gave freely of their time and counsel to assist in outlining its objectives and organization. The Office of Civilian Defense acknowledges with sincere appreciation the contribution of the following:

Miss Mary Adams, Assistant Superintendent of Elementary Grades, Baltimore, Md.

Miss Martha Allen, Camp Fire Girls, Inc.

Mr. David W. Armstrong, Boys' Clubs of America.

Mr. Julius Bisno, B'nai B'rith Youth Organization.

Mr. Livingston Blair, American Junior Red Cross.

Miss Bernice Bridges, National Board, Y. W. C. A.

Mr. William Bristow, Assistant Superintendent of Schools, New York, N. Y.

Major Edward Carey, Salvation Army.

Mr. C. Thurston Chase, Jr., Secondary Education Board.

Mr. Nathan E. Cohen, Jewish Welfare Board.

Miss Catherine Dunn, Federal Security Agency.

Mr. Robert Gamble, National Recreation Association.

Mr. E. Urner Goodman, Boy Scouts of America.

Mr. Frank W. Herriot, International Council of Religious Education.

Mr. John Lund, United States Office of Education.

Miss Helen K. Mackintosh, United States Office of Education.

Mrs. Ruth C. Osborn, Girl Scouts, Inc.

Miss Lillie Peck, National Federation of Settlements.

Miss Helen Rowe, Children's Bureau, United States Department of Labor.

Mr. J. Edward Sproul, National Council of Y. M. C. A.'s.

Reverend Paul Tanner, National Catholic Welfare Conference.

Mr. Roy Sorenson, National Council of Y. M. C. A.'s.

Miss Gertrude Warren, 4-H Clubs, Department of Agriculture.

To the younger citizens who enroll in it, to the Defense Councils who establish it and to those leaders of youth who guide it, the Office of Civilian Defense pledges full cooperation with the Junior Service Corps to the end that America may be fully fortified for the great tasks that lie ahead.

JAMES M. LANDIS, *Director.*

THE JUNIOR CITIZENS SERVICE CORPS

The Junior Citizens Service Corps is the junior branch of the U. S. Citizens Service Corps—the army of unpaid civilian workers, mobilized to do the many civilian war jobs that must be done to keep the home front strong. The Junior Citizens Service Corps is a means of Federal recognition of the contribution that boys and girls under 16 years of age are making to their own communities and to the Nation.

The emphasis in the Junior Service Corps is upon group participation. The types of community war service open to boys and girls, and their own need for competent guidance, require that enrollment in the Corps be limited to youth working under qualified adult leaders. The Junior Service Corps is not a substitute for existing youth organizations. Through the insignia of the Corps, Federal recognition is given to the efforts of the members of youth organizations and encouragement is given to unorganized boys and girls to join in effective and wholesome group activity. To be eligible for enrollment in the Junior Service Corps, a boy or girl under 16 must be a member of a group under a qualified adult leader. This leader may be a teacher, group work leader, or any adult interested in the welfare of young people. The youth group may be a local branch of a national youth-serving agency, a school, library, or church group, or a neighborhood club. Boys and girls who do not belong to an established youth group may participate in the program by joining or working with one of the existing organizations, by participating in the community war service program of a school or church group, or by joining a neighborhood club or other group led by a qualified adult. He must have completed, in the year preceding his enrollment, at least 10 hours of service in one or more projects and in one or more groups, acceptable to the Defense Council as being a part of the community's war program. He must have his group leader's certification that he is performing the obligations of good citizenship to the best of his ability. He must agree to serve at the rate of at least 1 hour per week (52 hours a year) in projects approved by the local Defense Council as part of the community war program and approved by the group leader as suitable to his own ability and needs.

The insignie of the Junior Citizens Service Corps is the insignie of the U. S. Citizens Service Corps with the words "Junior Service" in

the white border encircling the blue field. An overseas cap, made of tan or blue material that is readily available, is optional and may be specified at the discretion of the State Defense Council.



I. WHY A JUNIOR SERVICE CORPS?

Importance to the Nation

In a time of total war, when every available resource of manpower is strained to the utmost, the importance of the energy of 14 million boys and girls cannot be overlooked. There are many contributions, small individually but great in the aggregate, which young people can make and are making. By the voluntary efforts of boys and girls, large numbers of adults can be released for more complex and arduous work. Indeed many adults have already been released for war work through the efforts of youth. Reports indicate that in the Nation-wide drives for scrap, boys and girls have played a major role.

Millions of pounds of scrap metal, wastepaper, old rubber, and other materials were collected through their activity in recent drives. Scrap collection has been but one of many concrete and necessary services within the ability of older boys and girls.

In addition to the direct value of the work which they can do, it is important that boys and girls be given a constructive and worthy part in the Nation's struggle. If kept busy working for their country, they are much less likely to become delinquents or behavior problems.

The Junior Service Corps, by establishing a community clearing-house for war services by youth, can help to develop their effective and suitable utilization in the war effort. It can serve to keep group leaders in touch with the key jobs that need to be done and are in keeping with the level of development and the health and educational needs of boys and girls.

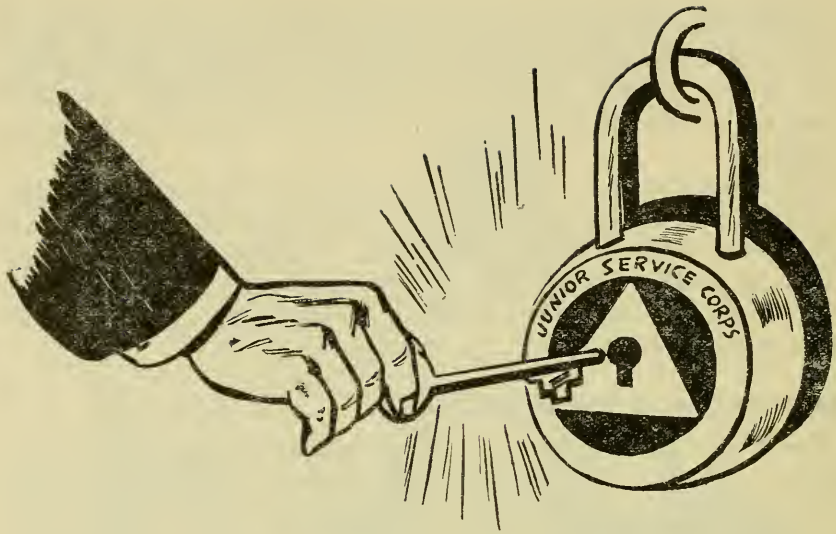
Importance to Boys and Girls

The Junior Service Corps can also support, through emphasis on good citizenship and community service, those attitudes and practices among boys and girls which contribute directly to the war effort: increased self-reliance; concern for conservation of food, clothing, equipment; carefulness to avoid waste; concern for the welfare of others.

Federal recognition for participation in community war services, provided by the insignia of the Corps, will help to make more attractive the small but essential jobs open to younger citizens, and give them a sense of real participation in the war.

Importance to Youth Work

The Junior Service Corps will provide a means whereby the Defense Council can correlate and intensify community war services carried on by boys and girls, while safeguarding their welfare. It should increase the opportunities for service in youth-serving organizations, and church and social groups, through its emphasis on organized youth activities. And it should provide these agencies with new leaders through leadership recruitment and training programs of the Defense Council.



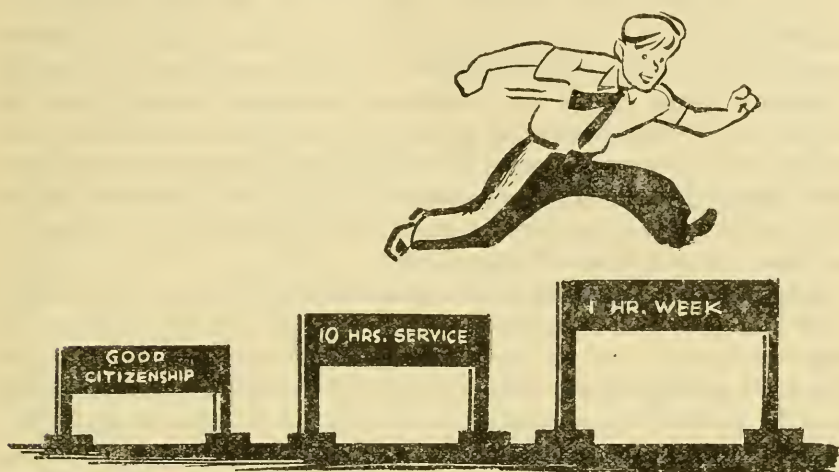
II. HOW TO BEGIN

When the local Defense Council decides to set up a Junior Service Corps in the community, the first step is to provide an advisory group. The Recreation or Education Committee of the local Defense Council will ordinarily serve this purpose, although it may have to be expanded if it does not already include youth agency representatives, religious leaders, welfare and recreation people, educators and representatives of racial and other minority groups. Some communities have already set up a separate youth war service committee. It is essential that the advisory committee be composed of persons who are broadly representative of all interests in the community and devoted to the welfare of young people.

The functions of the Advisory Committee are (1) to advise the Executive of the Service Corps, or his representative in charge of the Junior Service Corps, of the suitability of service projects for groups of boys and girls and the types of activities suitable for various age groups and the safeguards needed, (2) to keep youth leaders informed of plans, (3) with the help of the Training Committee of the Civilian War Services Branch, to conduct or plan inter-agency training, if needed, of new leaders for youth groups, (4) to secure the participation and cooperation of all of the youth-serving agencies, schools, churches, foreign language and minority groups, and lay citizens interested in young people, and (5) to help the Executive translate plans into quick and effective action. Through its correlation and development of youth war service activities, an active and responsible

Advisory Committee is a key to the success of the Junior Service Corps.

The basic pattern for the Junior Service Corps needs to be adapted to the local situation. In a small community, lacking in organized youth groups, the school teacher or an adult volunteer under her direction might serve both as the Corps Executive and as the group leader. In the larger cities, the executive responsibility might well be met more effectively if the Corps is somewhat decentralized through District assistants.



Conditions of Enrollment

Any boy or girl (under 16 years of age) willing and able to take part in Civilian War Service Activities under responsible leadership is eligible for enrollment, when the leader of his or her group certifies that he has met the following conditions:

1. That he is, within the limits of his or her own situation, performing the obligations of good citizenship. It is assumed that the young citizen is doing his best in school work, home responsibilities, and to safeguard his personal health. Personal responsibilities as a good citizen are not to be neglected for community services.

2. That he or she has been in training for a community service project, or has already participated in one or more such projects, requiring at least 10 hours during the preceding year.

3. That he or she agrees that continued Junior Service Corps recognition is dependent upon participation in community service projects at the rate of at least 1 hour per week.

Community service projects must be approved by the local Defense Council in order to be acceptable for credit toward enrollment in the Junior Service Corps. They may either be a part of a Federal war

program requested by a Federal agency, or a part of the local Civilian War Service program.

Membership in a group does not by itself entitle a boy or girl to enrollment in the Junior Citizens Service Corps. However, war service of children to be acceptable for Junior Service Corps recognition must be performed under the supervision of a qualified adult leader. Boys and girls need not belong to a nationally affiliated youth organization to be eligible, although competent professional leadership is desirable.

It is recognized that many boys and girls wishing to volunteer in a community war service, do not belong to clubs or groups. It is the responsibility of the Executive to develop a definite program for the participation of these young people. It will be necessary to provide leaders to permit expansion of already established agencies and to promote the organization of groups on neighborhood and interest bases, and to aid such groups by securing leadership, either by their own selection or in recruiting leaders through the Volunteer Office. It is important that no boy or girl should be denied the privilege of enrollment in the Junior Service Corps.

The Executive will assume the responsibilities of an adult leader for boys and girls who may not be or do not wish to be members of an organized group, and who volunteer as individuals in an assignment requiring particular skill or talent, such as entertainment or art. They may be certified for enrollment in the Junior Service Corps by the chairman of the Civilian War Services Committee under whose direction the service is given. Boys and girls already members of a group, who have been individually assigned to jobs involving particular talents, will be certified by their regular group leader.

A group in the Junior Service Corps should be large enough to permit teamwork in service activities and to challenge the best efforts of adult leaders. It should be small enough to permit direction by one adult leader, through whom the Junior Service Corps executive can function with assurance that the welfare of the young people in the group is being guarded.

The age requirements for enrollment in the Junior Service Corps are likewise flexible. Young people 16 years old or more may continue as part of an active group in the Junior Service Corps, even though they are eligible for membership as individuals in the United States Citizens Service Corps. On the other hand, there is no fixed lower age limit for children in the Junior Service Corps. Enrolling younger children will depend on the extent to which the eight and ten year olds can accomplish service activities.

As the group leaders agree to participate in this community undertaking, they will register at the Volunteer Office and will be given cards on which to enter the following:

- (a) The name and meeting place of the group.
- (b) The name and address of the adult leader.
- (c) The age range of the group.
- (d) The number of boys and girls in the group.
- (e) The names of any boys or girls having a special talent.

When the age levels and war service activities of the group vary considerably, the older and younger sub-groups should be recorded on separate cards. The reverse side of the card should be used for recording assignments of one or more members of the group to a volunteer job. The Volunteer Office should maintain this card file.

It is the responsibility of the Junior Service Corps Executive and his Advisory Committee to determine whether the youth group may be considered for assignment to civilian war service jobs. If there is doubt that the group leader is competent to safeguard the welfare of the children in the group, this should be checked before the group is accepted for service.

Relation With the High School Victory Corps

The major emphasis of the Junior Citizens Service Corps is on extra-curricular activities, whereas the principal concern of the High School Victory Corps is curricular. However, one of the three requirements for general membership in the Victory Corps is war-time community service.

The Junior Citizens Service Corps opens up for high-school students under 16 years of age additional opportunities to meet this requirement, either as (1) members of Victory Corps groups under teacher leadership, or (2) as members of established youth groups in the community. Where a high-school group as such carries out a community service project, the same relationship between the group and the Junior Citizens Service Corps prevails as in the case of any other recognized group. When members of the High School Victory Corps perform community war services as members of other youth groups, it is assumed that such services will satisfy not only the Junior Citizens Service Corps requirement but also that of the Victory Corps. In either case the insigne of the Junior Citizens Service Corps is regarded as further recognition rather than as competing with or duplicating that of the High School Victory Corps.



III. THE PLAN IN OPERATION

War Service projects for juniors may be initiated either by the youth groups, by the Civilian War Services Committees of the Defense Council, or by community agencies.

When a youth group initiates a war service project, for which Junior Citizens Service Corps recognition is contemplated, the leader should be sure that it is of a kind recognized by the local Advisory Committee. If the proposed project falls within the area of responsibility of one of the Civilian War Services Committees, the Executive should check with that committee to see whether in its judgment the job is worth doing and whether it fits in appropriately with the total community plan. If the project is approved, the Executive should notify the Volunteer Office, since the Volunteer Office must keep a current record of projects approved in the civilian war services.

When requests for volunteers are made to the Volunteer Office, which might be filled in full or in part by junior volunteers, the

Volunteer Office will check with the Executive of the Junior Service Corps as to the suitability of the work for young people and the hours and conditions under which such work may be performed. With his approval, the Volunteer Office will then call the leader of the youth group to obtain volunteers. In making assignments, the Junior Citizens Service Corps Executive should deal with leaders of youth groups in accordance with their local organizational structure.

Whenever a Civilian War Service Committee or community agency requests the Volunteer Office for the services of a number of boys and girls, and there is doubt about the suitability of the work for young people, the Volunteer Office will get in touch with the Executive of the Junior Service Corps.

In doubtful cases, the Junior Service Corps Executive should advise with the Advisory Committee, and should specify the conditions under which the young volunteers will work. The standards of the Children's Bureau, U. S. Department of Labor, concerning conditions and types of work suitable for boys and girls, should be observed.

When requests are made for boys and girls to participate in projects which involve a house-to-house canvass such as book or salvage collections, distribution of leaflets or other material, war bond or stamp campaigns, this request should be cleared with the Civilian War Services Board to avoid confusion and duplication of effort. The decision rests with the Defense Council as to whether the project is more suitable as a program for youth rather than the block organization. In projects requiring distribution or canvassing by junior volunteers, rather than organizing young people on a block plan, the community should be divided into areas and the responsibility for distribution in each area delegated to an existing group of boys and girls. This does not apply to cities or communities in which a junior Block Organization has already been established and its members are working as assistants to the block leaders.

The following four principles should be kept in mind by those responsible for selecting projects for young people to undertake, if the maximum value both to the community and to the young people themselves is to be realized from the activities of the Junior Service Corps:

1. The work to be undertaken must be genuinely useful as an essential part of the community war program.
2. The work must be entirely voluntary on the part of the young people.
3. The work must be within the limits of the age group who will perform it. It must be so selected and organized as to avoid over-stimulating children to do too much or too many things at one time. Additional safeguards should be added in in certain circumstances. (For example, when children help

in homes outside their own, they should remain in their own neighborhood.)

4. The work should have an educational value to the children who participate. They should share in the initial planning, execution, and evaluation of the project, so that these educational values may be fully realized.

Youth leaders should be on the alert as to ways by which educational values to the young volunteer will result from a service project. The values to the youth are not inherent in the project itself. It is necessary to show the interrelationship of these many projects to each other and to the war effort. This involves presentation as well as planning. It is not enough to do this at the start; continuous interpretation is necessary if the relation of small parts of service to the whole are to be seen. The leader should also be on the lookout for the leading-on possibilities from the service project into other phases of school or youth program.

Quantitative competition between individuals must be carefully guided and interpreted. Undue emphasis upon the amount of scrap turned in or the amount of stamps bought by individual boys and girls can be harmful to the youth as well as to the project. (For example, under highly competitive stimulation stamps previously bought might be redeemed and useful articles might be turned in as scrap.)

The doing of these service projects can contribute to happy, zestful living for boys and girls if the adult leader tries to make it fun.

Group leaders or executives of youth-serving agencies should report periodically upon the completion of projects. These reports on programs, accomplishment, and evaluation should be made to the Junior Service Corps Executive. They may be made directly, or through district assistants, or through the community headquarters of a given organization. Proposals from the boys and girls and group leaders for new projects might follow the same procedure.

The Junior Service Corps regulations should be applied flexibly, with the chief purposes of the Corps kept clearly in mind. The Junior Service Corps is not an end in itself. Its aim is service to the Nation and service to American Youth.

The local Defense Council through its Volunteer Office will doubtless need to undertake the recruiting of additional youth group leaders. The Advisory Committee, through the Junior Service Corps Executive, should advise the Volunteer Office of the needs for such leaders, their desired qualifications, and training opportunities. Potential youth leaders should be convinced that youth work is a vital war responsibility, that the guidance and training of young people can multiply an adult's contribution to the war effort, that constructive

youth activity is an essential part of the war program, that practical training in citizenship is the gateway to the future of a strong and democratic America.

It is also essential to convince potential youth leaders that effective group leadership does not necessarily require years of training and experience or specialized ability. Adults endowed with patience and a love of children, trained in certain essentials and with some help and supervision by experienced youth leaders, can meet the requirements of work with boys and girls.

In cooperation with the Training Committee of the Civilian War Services Branch of the local Defense Council and local youth-serving organizations, the advisory committee should set up training courses, wherever necessary, in youth leadership.



IV. SUGGESTIONS FOR SERVICE

Wartime Community Needs and What Boys and Girls Can Do About Them

Junior Production Lines

Most of the adult hands that formerly fashioned articles for non-military use are now engaged in war production. Machines and materials have likewise gone to war.

We have learned that life on the home front affects success on the battle front and home front morale depends in part on the supply of consumer goods available. We cannot spare war production workers

to make things for civilians at home. But the willing and skillful hands of boys and girls can reinforce the dwindling army of workers who produce for home consumption. We know how important it is to keep the home front strong, and thus both necessities and articles that provide recreation, convenience, comfort, or beauty are worthy of the productive efforts of boys and girls.

Groups of young people have made a great variety of things useful to the war effort. They have made bulletin boards, ping pong paddles and tables, maps, model planes, ash trays, coat hangers to be used in Service Men's Centers.

For Child Care Centers they have made toys, scrapbooks, puzzles, and simple furniture such as game cabinets, tables, and screens. For their communities they have made posters, street signs, and equipment for recreation centers. For family agencies they have sorted and reconditioned used clothing, painted and repaired broken toys. They have made all sorts of medical supplies and prepared and collected additional articles needed in hospitals such as waste containers and corks. The list of valuable things to make is virtually endless; it is limited only by the imagination and resourcefulness of boys and girls, and their leaders. American ingenuity is well demonstrated by what young people have done in making all sorts of useful articles from scrap materials.

Shortages of goods and services have much to teach young people. Each project has a story. To know that story is to broaden the horizon of young Americans, and to give them a deeper understanding of what war means.

Sort Out and Fix Up

Help may be needed to sort out things that have been collected or to fix up articles needing repair. Clothes must be looked over for mending or spot removal. Shoes may need laces or shoe shop repair. Older girls can mend clothing and boys can mend toys for nurseries and welfare agencies.

The following suggestions for practical repair assistance come from actual examples of what boys and girls have done. One group of girls staged a "Patching Party" in which they used faded patches to match used materials, fitted new pieces on work socks, darned three-cornered tears. Another group conducted a "Fix-it Shop" in which they redeemed articles that would otherwise have been thrown away. Still another group established an exchange for rubbers; not only were sizes exchanged but rubbers were repaired and sold.

This type of service encourages understanding of materials, adaptability and creative skill. It leads to better care of one's own clothes and equipment, develops community-conscious young citizens who are

stimulated by services that not only originate in the community but directly benefit it.

Articles collected for shipment to Britain, Russia, China, Greece, or other United Nations open a new field for discussion and planning. The work involved leads to an enthusiastic interest in our Allies, in their needs and in their way of living.

A War Savings Campaign

Young people can not only convert part of their allowance or savings into war stamps but their enthusiasm can be the direct cause of larger adult investment in war bonds.

Here are some of the ways in which groups of young people promote war bond campaigns: They operate booths at local theaters, at county fairs, at athletic contests. They make posters for distribution at local stores. They give plays and concerts, admission to which requires the purchase of war stamps. They stage war bond parades, and give war savings plays. They conduct house-to-house canvasses, either to take orders for stamps or to distribute Treasury information; and in many instances induce people to make their first purchase. They write and produce scripts over local radio stations.

Understanding of what the buying of war stamps and bonds really means to the Nation is important. Before a community-wide campaign is launched, boys and girls should be told of the problem of financing the war, the meaning of inflation, the value of thrift. This widens their own knowledge and makes them more effective salesmen.

New Families Have Come to Town

Here is a real opportunity for boys and girls to take the initiative in making the new residents feel at home in the community. There are many ways of doing this. Girls' groups can find out from the school office what new girls have moved into the community, and invite them to meetings of their clubs. Boys can ask new boys in town to join with their group on an overnight hike, a baseball game, a regular group meeting or in some community service project. Parties for boys and girls can be initiated by youth groups to welcome newcomers, particularly in boom-town areas.

Great gains in good citizenship can be made from such activities. Even in democratic America the walls stand too high between groups in any community. For younger children such walls do not even exist, and older boys and girls find ways to circumvent them. From the friendly and understanding attitude that gathers in newcomers it is but a short step to include members of all groups in the activities of the community.

A Call for Books for the Armed Forces

Boys and girls are ideal house-to-house canvassers for good books. They can get people to give books where others fail. Millions of interesting volumes would bring great pleasure to our soldiers and sailors if they were in camps and on ships instead of resting, unused, on the library shelf or in the attic.

The value of Victory Book campaigns for young people will be greatly increased by good planning. A given drive should include a discussion of the kinds of books needed, of the best techniques to use at the front door, of the places the books are to be sent, of all possible aspects of the project.

Some of the books may need repairing. Here is a chance for boys and girls to learn something of the fine art of book binding. The books will need to be classified and in so doing boys and girls will increase their acquaintance with reading materials. The chance for developing discrimination in literary taste should not be overlooked.

The Hospital Has Jobs To Do

There are many ways in which hospitals can use the services of responsible boys and girls—as receptionists, as messengers, in sweeping, making unoccupied beds, folding bandages, arranging flowers, feeding those unable to feed themselves, in reading aloud to patients.

Not every service need be done inside the hospital itself. Boys and girls have done much with their hands to ease the strain on our medical services and to make the sick more comfortable. They have made stretchers, first aid cabinets, folding cots, knitted goods, games, layettes, ash trays, plastic bandages, emergency dressings, slings from old sheets, refuse bags and bedroom slippers from newspapers, scrapbooks and uncounted other articles.

In wartime this type of assistance is highly important; it attracts the services of young and old, bringing together the skill of the old and the eager hands of the young. Young people gain from the increase in knowledge and from the quickened feelings of service to the ill and wounded. Youth leaders can emphasize the close relationship between hospitals and health; they can show how each citizen helps to win the war by taking care of his own health, thus collectively relieving the strain on overburdened hospitals.

Only boys and girls, at least 14 years of age and sufficiently mature, should be assigned to service in hospitals themselves, and assignments should cover only a few hours at a time. Leaders should also see that material be used carefully and wisely.

Distributing a War Pamphlet

Here is a service clearly within the abilities of younger boys and girls. Under adult supervision they have distributed literally millions of copies of Government leaflets.

This is a "leg-work" job, but it too should have its educational value. The boys and girls should participate in the planning, and they should know why a given assignment is important. Youth as well as adults should, according to their ability, gain an understanding of the war issues. The delivery of printed materials usually is connected with a national campaign for better nutrition, fire prevention, conservation, security of information, car sharing, and so on. The leader's job is to strengthen the grasp each child has on the meaning of each thing he does. He should also show how a particular campaign is related to others and to the war as a whole.

Children of Working Mothers

Older boys and girls in the Junior Citizens Service Corps can render important community service as assistants in the care of small children. They can help as aides in nurseries or as escorts for children to and from nurseries. They can serve as recreation assistants in neighborhood playgrounds and housing projects. With training and experience they can tend children in homes of working mothers.

Obviously many of these services will be done individually rather than by groups, but the preparation, placement and check-up is the responsibility of the group leader. As the need increases for older people to work in war plants, more care of small children will be taken over by responsible adolescents. Schools and youth-serving organizations now give training courses in home and recreation leadership; they are preparing thousands of recruits for this important service. Few activities develop more worth-while attitudes among boys and girls than responsibility for younger children.

Here are some of the enterprises already under way: a group of girls conduct a playroom where they take charge of children under 8 years of age while their mothers do the marketing; another group of girls operate a Toy Library where they lead games and songs, tell stories and read aloud; a "Mother's Helper Agency" is operated by another group of girls; students in high schools volunteer to assist in the new extended school program; in one large city, the members of one youth organization take entire charge of the playgrounds for the summer.

In making assignments, Junior Service Corps Executives should give boys and girls only that degree of responsibility for which they are qualified. This is especially true with respect to care of other children. With proper supervision, service of this kind can be valuable both as a war measure and as a developing experience for the youthful assistants.

Wanted: Office Help

There are times when Defense Council offices are swamped with the details of a new campaign. Long lines of people wait to be served at War Price and Rationing Boards. The war strains the facilities of welfare agencies, libraries, Red Cross centers, war relief agencies, U. S. O. centers. Most of the people who staff these offices are volunteers who work long and hard.

The Junior Citizens Service Corps can come to the rescue of hard-pressed volunteers in these offices by typing letters, indexing and filing, running errands, sorting and arranging, addressing envelopes, filling in forms, acting as receptionists. Willing and alert young people can help to break one of the worst community bottlenecks. They can save the time of adult volunteers and the public.

This kind of work furnishes valuable business experience to young people and helps them to understand their community. If young people see its importance, the routine of "office" work will not lessen enthusiasm. Youth leaders can make the job meaningful, and can encourage adult workers in offices utilizing boys and girls to make their experience pleasant and informative.

Growing Things

There are many services in the out-of-doors that can widen the experience of boys and girls with growing things. Most important of these is food-growing. A school or club group, or a summer camp, may send out a call for young volunteer gardeners. Here is a chance that needs no explaining for boys and girls to join in the battle for food.

There are many sides to the food problem—the relationship of food to war plans, the importance of the farmer to the Nation in peacetime and in wartime, the secrets of successful gardening, the processing of food, problems of distribution, wisest ways of preparing food, means for eliminating of food waste, etc. Gardening is not easy, and the persistence of young gardeners must be supported by a broad understanding of the significance of their labors.

Young volunteers can augment our supply of food by picking berries and gathering edible plants, nuts and fruit. They can help to ease the shortage of medical supplies by collecting herbs. Such activities will have maximum value to boys and girls, both as services and as broadening experiences, if the adult leader provides a background of knowledge and interest.

Outdoor projects help to win the war and promote physical and mental well-being. There are no finer experiences than those which associate the youth with the world of growing things, and which teach him useful adaptations of what he finds in nature to everyday life.

Every Community Has Its Special Needs

No two communities are exactly alike. Likewise all the problems likely to arise will not be exactly the same.

One town builds ships. Suddenly its population is doubled before there is time to provide houses for the new residents. Difficulties swarm in with the swollen population. Boys and girls can be a real help in solving some of these problems.

Another town faces the opposite situation—many people have moved away. Able-bodied men have gone to war and to the shipyards. Young and old join forces to defeat manpower shortages.

In one community, there may be a constant danger from forest fires, in another an epidemic of white pine blister rust, in another the destructiveness of erosion, in another the ravages of the gypsy moth, in another the threat of flood. Services that can be performed by boys and girls are virtually unlimited, depending upon local conditions and the imagination of group leaders.

Projects mentioned in this manual are not intended as a definitive list. There are many other things that young people can do. As the war develops, new projects will undoubtedly arise. But, whatever the precise project, its value will lie less in its specific character than in the manner in which it is conducted. Only services that are voluntary, useful, suitable, planned and executed by boys and girls can be regarded as fulfilling the purposes of the Junior Citizens Service Corps.

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*The pamphlet contains a valuable and pertinent bibliography of publications and films as well as concrete examples of community war services performed by youth groups.



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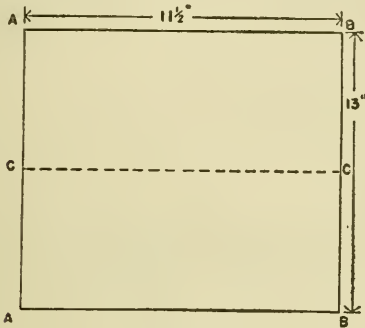


Diagram I

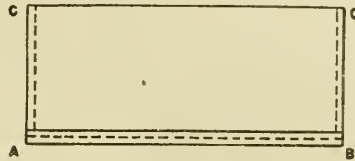


Diagram III

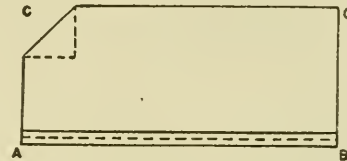


Diagram IV

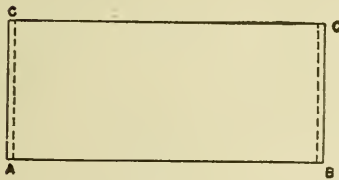


Diagram II



Diagram V

HOW TO MAKE THE JUNIOR CITIZENS SERVICE CORPS VICTORY CAP

Material.—Use medium gray cotton material, such as muslin, poplin, or gabardine. The firmer the material the more satisfactory the cap. 3 caps, medium size, may be made from 13 inches of 36-inch material.

To cut.—For medium size (22-inch head size) cut a piece of material 11½ inches by 13 inches. See Diagram I.

To make.—1. Fold in the center, placing right side of material together, as indicated on dotted line "c" in Diagram I; bringing points a to a and b to b.

2. Stitch a ¼-inch plain seam at each end as indicated in Diagram II. Stitch twice to reinforce seam.

3. Make a ½-inch plain hem at the open side a-b. Stitch. See Diagram III.

4. Turn the cap right side out and measure 2½ inches from each corner "c" toward the center and toward the open edge of the cap. Fold this point in as shown in Diagram IV. Fold both corners in.

5. Press well.

6. Apply insignia as shown in Diagram V.

**SAMPLE
CERTIFICATE**

UNITED STATES OF AMERICA



Certificate of Enrollment

This certifies that

has fulfilled the necessary requirements and by reason
of service to his country is hereby
enrolled in the

UNITED STATES JUNIOR CITIZENS SERVICE CORPS

of _____



Dated _____

(Authorized Official)

This form should be strictly followed except that :

- The name of the State and/or community may be added under the heading "United States of America."
- The certificates may be printed in either black or blue or in two colors (red and blue).
- The size may be varied from 8 x 12 inches to 9 x 12 inches to accommodate stock frames.
- Provision may be made for signature by such person or persons as shall be approved by the local Defense Council.



**UNITED STATES JUNIOR CITIZENS
SERVICE CORPS**



(CITY) (STATE)

THIS CERTIFIES THAT

(NAME)

(ADDRESS)

IS ENROLLED IN THE UNITED STATES JUNIOR CITIZENS SERVICE CORPS OF THE OFFICE OF
CIVILIAN DEFENSE AND ENTITLED TO WEAR ITS OFFICIAL INSIGNIA

SIGNATURE OF THE EXECUTIVE OF JUNIOR CITIZENS
SERVICE CORPS OR HIS REPRESENTATIVE

**SAMPLE
IDENTIFICATION
CARD**

This identification card
may be printed in black
or in two colors, red
and blue.

