

American
JUNIOR RED CROSS
NEWS "I Serve"

March 1924



HURTOHN



Photograph by J. Gaberell

*“Of this land which I inhabit,
this Switzerland, praised by all
writers, I cannot but be proud.
One should love one’s country”*

"THE Hopi, the Peaceful People," contains a wealth of live material for history and geography. Through this and other articles on the Indians by Miss Upjohn your children may get an intimate knowledge of Indian boys and girls. If they are interested in finding out what contributions various racial elements in America are making, this article reveals the contribution of one tribe of American Indians, the Hopi. Is it generally known that any group of Juniors who wish may help keep Indian art alive? More Indian school children would weave rugs or baskets if they had material. Your children may furnish such materials. In this way they will have a share in perpetuating this distinctive art—Indian art—for America.

"WHAT shall we have for our assembly exercise?" is a familiar problem to teachers and pupils as well. How would some such dramatization serve when rehearsal time is lacking—The Junior Red Cross Monthly or An Album of Many Lands? Use the

An Assembly Exercise old album idea, having the characters come out as the pages of the album are turned and appear in a frame (imaginary if desirable), but modify it by having each tell some thing of his land and of himself and his doings. In this way the costuming becomes less important and may be so simple as an apron and hair dress or ever so much more complete.

A committee of Juniors may take full charge of this. They can get various children to volunteer to represent definite countries. The countries may be so chosen that direct messages from and personal information concerning their peoples, especially their children, are found in this issue of the News. When the necessary introductions and turning of the album pages are carefully arranged for, the entertainment may be given without rehearsal.

It seems to be the birthright of the child of today that his book of experience contain personal contact with children of many lands. And such men and women of tomorrow are America's rightful heritage—"which will make it more difficult for the flames of hatred and suspicion to sweep over our country in the future."

JUNIOR RED CROSS CALENDAR IN SCHOOL

SPRING brings the birds. In many schools it is natural to have some bird activities and some study of their life. Most children find interest and enjoyment in their feathered friends.

Perusal of the March page of the Junior Red Cross Calendar reveals various suggestions for bird activities under School Service, Community Service, National Service, and World Service. The placing of a bird house near a sick-room window, where the invalid may watch the birds build their nest and later teach their young to fly, is an attractive service. Perhaps some group of Juniors may choose to do this and add it to the list of Personal Services on the Calendar page. Or they may plan a community entertainment by which to share with the people of the community the results of their findings—what birds are helpful; how much, for example, what one robin contributes in a year; how to protect and attract these helpful birds, etc. This will be done through talks, information charts prepared by the children, posters, slogans, explanation of the bird bulletin board, etc. In this way the entire community may be interested to work toward the same ends.

Children are universally interested in birds—their life, habits, and language. It is easy to build air castles and picture children of many countries meeting each other and beginning a fruitful acquaintance through this delightful common interest. But this is more than an air castle and more than suggestions in the Calendar. Space permits only brief extracts from one such exchange going on between many groups of Juniors.

A school in Hoboken, New Jersey, sending to school-fellows in Italy a vivid description of local birds, writes: "We are going to make a bird calendar in our club this year. This calendar will contain a list of all the birds which our members observe in the open, the date on which the observation was made, and a brief description of appearance and, if possible, song. We should like anything you care to tell us about bird life in your country."

The Italian school replied: "We send you our best thanks for the kind thought you have had in sending us your greetings through your feathered friends. . . . We, too, have very beautiful birds that fly in the air

singing their lovely songs to the clear blue sky and to the sea, to the lakes and to the rivers. We think that these charming creatures have a common language, and that they don't have the difference of tongue, which makes this correspondence a little difficult."

Are your children having sufficient experience in working with children in other classes and in other schools?

A JUNIOR Red Cross Council may be made up of representatives from all the schools in a city, or in a county, or of representatives from a few neighboring schools. Such a Council might well be formed now because it is a good time to plan for a big entertainment and exhibition toward the close of school. Such a definite, concrete project is a splendid undertaking to draw larger groups together and begin cooperative work.

Such a movement may be started by any group after consulting the proper school authorities and Junior Red Cross Secretary.

WHAT to plan for this big get-together day? There are some suggestions under "Junior Red Cross City, County or Neighborhood Council" on March page of Calendar. Under "Community Service," on the same page, is a suggestion which may well be considered, "May Festival of the Nations." If a group of school children planned such an entertainment, asking the various foreign groups in their vicinity to help them with the songs, dances, games, and costumes of their respective countries, it would help to create the "mental attitude toward other people" referred to in the quotation from Dr. Dewey on the previous page.

THIS same attitude will be strengthened if Juniors of foreign extraction are encouraged to teach others their native dances, music, stories, legends, and games as suggested under "School Service" on March page of the Calendar.

Coöperation With Other Schools

May Festival of Nations

School Service

Supplement to Junior Red Cross News

The Teacher's Page

BY ELIZABETH D. FISHER

March News in the School

WHAT does this March issue of JUNIOR RED CROSS NEWS bring to your school children?

Look it through and see if you do not agree that it brings to them chiefly a challenge to get into the correspondence game with children in many and different parts of the globe—a challenge not only to get into the game, but to play it well—with vigor, perfection, and art—and for big stakes—world joy and world understanding. What a worthwhile challenge to the school children of America when viewed in the light of the quotation from Dr. Dewey in the center of the page!

Many teachers may react to this issue of the NEWS in some such fashion as this. "So many different countries are intimately brought to notice here. My children will get peeps into the real life of today in these countries through the talkative letters and greetings sent from these children or through reports of their doings brought by others. Would that they might have this feeling of reality and intimacy when we study these countries in our geography and history."

IT IS worth a great deal to be able to get the human touch given by the letter "To Hawaii from Switzerland," page 112, when your children begin the study of Switzerland next year, or the following year. Think of having at hand the panels on pages 104 and 105 when studying Poland! Can your Juniors be led to see how desirable this is? With little suggestion they may devise some way of systematically keeping these articles month after month so they can be referred to quickly and easily. This is a real opportunity for them to serve their class as well as classes that are to come.

"THE Junior Idea in Latin America," page 100, is a trip—the National Director of Junior Red Cross went from city to city—the children down there are becoming Juniors—they are planning to correspond with American Juniors. Here is a new child-interest in South America. Your Juniors may be inspired to take the same trip Mr. Dunn did—filling in all the detail he did not have space to tell of and stopping at cities which time forbade him to visit. In "What Rumania Thinks," page 102, the Ru-

manian boys picture their boundary lines as sensitive and throbbing with the life of past generations. With this interpretation of the boundary line, "Why are the boundary lines as they are," becomes an unusual review for any particular historical study.

Our bulbs coming from Holland and the Dutch colonists of Passaic, New Jersey, led seventh-grade children of that city to correspond with children in Holland (p. 105). "From what country shall we choose our correspondents?" calls forth from children expressions of personal interests in various countries and people—a good introduction to further study.

"We must realize that whatever breeds hostility and division without is bound to react and produce hostility and division within. * * * * *

"As we need a program and a platform for teaching genuine patriotism and a real sense of the public interests of our own community so clearly we need a program of international friendship, amity and good will. We need a curriculum in history, literature and geography which will make the different racial elements in this country aware of what each has contributed and will create a mental attitude toward other people which will make it more difficult for the flames of hatred and suspicion to sweep over this country in the future, which indeed will make this impossible, because when children's minds are in the formative period we shall have fixed in them through the medium of the schools, feelings of respect and friendliness for the other nations and peoples of the world."
—John Dewey, *Journal of Social Forces*, Sept., 1923.

ARE you needing new pictures for your lower grade story telling? If so, the cover picture **Picture** will interest you; **Story** so also will the pictures on pp. 98, 103, 105, 109, and 112. By becoming familiar with these pictures while telling stories, they meet interesting people of different countries.

SPEAKING of pictures and challenges in this issue of the NEWS, turn to page 107. Will "A Word Picture of Fair Mayenne," by Yvette Barre, of Bordeaux, challenge your boys and girls to compete with him in painting a word picture? "Kodak as you go" arrests the eye when traveling along our beautiful highways. But **"A Word Picture of Fair Mayenne"** what throbbing pulses of life—people, seasons, color, joy—flow through this word picture!—no photographic reproduction can portray.

Such a project has the possibility of being both compelling and far-reaching. What place may be chosen where human life—attractive and full—moves in a setting of natural beauty? In attempting to solve this problem the children see new beauty and significance in life and nature about them. How may the picture be made true, clear, and full of color? Here choice of words and phrases, shades of meanings and beauty of expression hold a place of unusual importance.—What is the purpose which prompts this undertaking and carries it through to successful conclusion?—that children in another land may have as beautiful a word picture of some spot in America as Yvette Barre gives us of St. Peter of Mayenne, in France.

WORLD UNDERSTANDING COMES IN SCHOOL CORRESPONDENCE

"THE whole world may be brought into the classroom," says the *Junior Red Cross Supplement*, published in England, "by well planned and illustrated correspondence with schools in other lands. . . . But the advantage of Junior correspondence is that it is warm with the interest born of the common bond of world-wide fellowship in the Junior Red Cross."

"Applications from other countries to correspond with schools in Great Britain come tumbling in," we read in the same publication. "You would be surprised to see how many letters we get from foreign countries asking us to arrange 'pairing' for correspondence."

An exhibition of school correspondence materials was recently held in Paris. "Our teacher took us to see the exhibition of the Junior Red Cross,"

writes a class in Paris to one in Washington, "and I cannot say how delighted we were with what we saw.

"We were shown into a room in which were exposed objects made by children of every country—shoes, needle-work, and objects made of wood, the work of the Jugoslavians; dolls charmingly dressed in the costumes of their country—Poland and Czechoslovakia; prettily painted boxes; a blouse or bodice of a dress embroidered by Rumanian children; photographs of groups of children belonging to the society—Japanese in their own costume, Filipinos, Poles, Rumanians, Italians and Americans. The photograph which interested us most was one of a school in Washington, the pupils of which correspond with European schools. This photograph made us think of you and it occurred to us how nice it would be if we could continue to correspond and exchange ideas in the same way.



A page from a portfolio made in Hyde Park High School, Chicago, for Ecole Communale de Jeunes Filles, Paris, France, which was transmitted through Junior Red Cross school correspondence. The drawing illustrates a line from a poem called "Trees," by Joyce Kilmer

written so gloriously on the pages of history, and which teaches us that 'the brotherhood of the nations' is not a fiction of the fancy," declares a school in Zolkiew, Poland, writing to a school in Minot, North Dakota. "We wish to build further a bridge of common understanding, and mutual friendship, in spite of the ocean, in spite of the distance that separates us.

. . . . We read the description of your town with great interest. Our town, like yours, has over 10,000 inhabitants, is situated beautifully, and possesses many historical places. Our favorite game is football. In summer, we make excursions to the beautiful regions. But now we have autumn. . . . The gray clouds are sailing in the sky, the wind is humming some mournful songs, the rain is beating upon the window panes. . . . Our thoughts fly to you across the sea, across the mountains and rivers through the whole hemisphere."

"A delightful Californian showed us a tiny tree growing in water (a redwood), and also a piece of the bark of this tree and a great many photographs of it. We could hardly believe that any tree could be so enormous! We also saw specimens of the work of American scholars which included maps modeled in plaster. One of these—a model of the United States and South America—we admired particularly: it was indeed a 'chef-d'oeuvre' of patience. We also saw scientific drawings, sketches of physical exercises, and school fete programs all delightfully illustrated. We were at last obliged to leave in order to get back to Versailles, having immensely enjoyed our delightful afternoon with the Junior Red Cross."

"We wish to spin further this golden thread of love, that is

The Junior Idea in Latin America

By ARTHUR WILLIAM DUNN

National Director, American Junior Red Cross



The harbor of Rio de Janeiro is considered to be one of the most beautiful in the world

Photograph by Thiele

“WE HAVE hurried to get this portfolio ready so that you can take it with you to South America and give it to some of the children there, with our greetings.”

This in effect was the message that came to my desk from a group of Ohio Juniors the day before I started on my long journey to Buenos Aires to attend the first Pan American Red Cross Conference.

For two weeks prior to my departure messages similar to that from Ohio had been coming to me from Juniors in different parts of the United States where rumors of my approaching journey had in some way or other been heard. So when I sailed out of the harbor of New York on the good ship *American Legion* I had in my trunks, along with various things to illustrate what the Juniors of the United States are doing, a dozen or so carefully prepared portfolios and numerous letters carrying messages of friendship for the children of Latin America.

I told about this the very first chance I had in South America, which happened to be at a luncheon of business men in Rio de Janeiro, into whose beautiful harbor we sailed on November 12 and where we stopped for several days. I told these men that while I was only one of the group which had come to represent the Red Cross of the United States, I was peculiarly favored in being a special ambassador from the children of the

United States to the children of South America and that, as such, I bore greetings of friendship, the sincerity of which could not be doubted.

Wherever I told this (and I told it a number of times in different cities), it was greeted with great enthusiasm. Most of my audiences were composed of grown people, but these grown-ups were just as enthusiastic about the Junior Red Cross and about the idea of a “league of friendship” among the children of all the Americas, and between them and the children of the rest of the world, as if they had been children themselves. Perhaps they were even more enthusiastic than children would have been because they saw more clearly what the Junior Red Cross idea may mean for the peace and the friendship of the nations of the world in coming years.

I may as well tell you right here, before I go any further, that there was nothing discussed at the Pan American Red Cross Conference which aroused so much interest as did the Junior Red Cross and that nothing met with heartier approval than the resolutions which endorsed the creation of Junior Red Cross societies in all countries of North, Central, and South America and the development of school correspondence among them.

It was, of course, impossible for me to deliver the message entrusted to me by the children of the United



Stately royal palms adorn Brazil's Capital, especially beautifying this canal

Photograph by Thiele

States to all of the children of South America in person. South America is a very large continent. Brazil itself, where we first stopped, is larger in area than the United States. I could only visit a very few places. And then it was a bad time of year to visit the children in their schools because they were taking their final examinations and about to begin their long summer vacation. For this is on the other side of the equator, you know, and many things down there seemed topsyturvy to one from the northern hemisphere. For example, I could hardly get used to seeing the moon cross the heavens to the *north* of me, nor to the idea that the farther *south* I went the *cooler* it would grow. And so, although I left home at the beginning of our winter, I arrived down there in the beginning of their summer and found their schools ready to close.

But I did visit some schools and saw some of the children, who possess all of the qualities necessary to make loyal and enthusiastic Juniors. In Rio de Janeiro I had a delightful surprise. I visited a private school, called the Colegio Bennett. It is not a college as its name would seem to indicate, but corresponds to our elementary and high schools. Accompanying this article you will see a picture of some of the buildings used for classrooms. And what do you suppose I found some of the classes doing? At work on a *portfolio* to be sent to a school in the United States! For

this school and another one which I also visited had already received portfolios from schools in Texas and Tennessee and were hastening to get their replies ready before the close of the term. A few weeks later, when I boarded the ship for my homeward journey, whom should I find as fellow passengers but one of the teachers of the Colegio Bennett and a bright young graduate of the school who was on her way to attend college in the United States. They had with them the portfolios which I had seen in preparation and from which one of the illustrations for this article is taken.

And so, as I went bearing greetings from the children of the United States to those of South America, I came back with similar greetings from South America to the United States. I felt that my journey had been thus well rounded out.

In São Paulo, Brazil, I visited a wonderful school of manual arts, about which I cannot tell you now, and a large school for the training of teachers in which there were also several hundred of the busiest, happiest, and most charming children I have ever seen. I saw them in their classrooms and on the playground, and I was just in time to attend an entertainment by the kindergarten, the beauty and joyousness of which were entrancing. Brazil has not had a Junior Red Cross, but a few days after our visit there, during the Conference at Buenos Aires, a tele-



Colegio Bennett, a school in Rio de Janeiro, received portfolios from Texas and Tennessee

gram came announcing that the Brazilian Red Cross had authorized the creation of a Junior department. I am sure, from what I saw of the children and their teachers in Brazil, that they will soon add great strength to the Junior Red Cross movement in Latin America and throughout the world.

When we reached Buenos Aires, Argentina, an attempt was made by some of the people there to arrange for a meeting of a large number of school children in order that I might tell them about Junior Red Cross work in the United States and elsewhere. To my great disappointment it proved to be too close to the end of the school year to permit of such a meeting. Nor could I visit any schools in that city. But they have a Junior Red Cross in Argentina which gives promise of growing into a strong and useful organization. It was in Buenos Aires that our Conference was held, representatives from every Latin American country being in attendance. These representatives went back to their homes with the promise to do all they could to promote the Junior idea. Some of them took with them the letters and portfolios which I had taken down, with the assurance that they would be placed in schools which would undertake to reply to them.

Eight or ten of the countries in Latin America now have the Junior Red Cross in process of development and it is expected that others will soon follow. These neighbors on our south look with admiration upon what the Juniors of North America have done, and are doing, and are eager to join

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Beautiful monuments and art groups are to be seen in Buenos Aires, Argentina

hands with them in perfecting the "league of friendship" among the children of the world. Before very long it is hoped that arrangements will have been completed so that the exchange of correspondence which has been begun in a few countries will become general among the Juniors of all the Americas. The children of Latin America have much to give to us in the North, and they want our friendship and co-operation.

What Rumania Thinks

Dear Friends:

WE ARE in the third class and we have learned already about America, but we must frankly admit that we knew nothing about Indiana, because we have not enough time to learn about each state separately.

We realize once more how useful this interschool correspondence is. It teaches us a lot of things in such a pleasant way. We studied carefully the map you sent: What perfect squares and right angles your states form! They are almost like geometrical figures, especially Colorado, Kansas, Dakota, etc.

In Rumania it is very different. We also have states: we call them "Judete," but they are far from forming perfect squares or right angles like yours. Some are much larger than others, some wide, others narrow, all crooked somehow. Of course the explanation is that you are a new country and were able to divide your country just as it seemed best, whereas we have many old traditions and had to count with them. You could do as you pleased and we simply could not; that is the only explanation we could think of. Are we right? I think our ancestors would have risen from their tombs if we had arbitrarily tried to separate them from their brethren. Here, at every step there is something that reminds us of a historical event, at each step there is either a tomb or something that reminds us of the past that claims its rights. Perhaps you have not all this past to count with and that accounts for your perfectly formed states: so much more perfect than ours.

perfectly formed states: so much more perfect than ours.

We thought you might like also to have a map of our country and that you might like to know where Botosani lies.

Your friends,
Third Class,
Boys' Normal
School,
Botosani, Rumania.

JUNIOR RESULTS

FOUR thousand children in two hundred schools in Fergus County, Montana, have enrolled in Junior Red Cross during the last few months. International school correspondence is the main activity this year.

JUNIORS in North Attleboro, Massachusetts, are corresponding with a class in the Posen District of Poland. In addition to letters and sample school work the North Attleboro pupils sent in to New England Division Headquarters of the Red Cross a check with which to purchase books to send to their Polish friends.

JUNIOR Red Cross children at Beggs, Oklahoma, are active in community work and in the promotion of the health chores and nutrition program of their organization. One of the things in community service which they accomplished recently was securing the co-operation of different civic organizations to conduct a clean-up campaign.

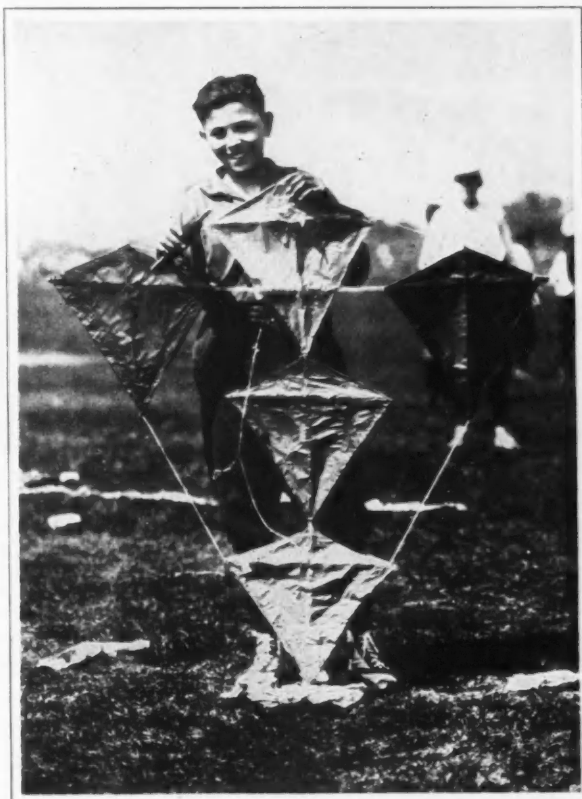
DR. PAUL MONROE, of Columbia University, was so impressed with the educational value of Junior Red Cross international school correspondence, samples of which were brought to his attention during a recent visit to Europe, that he has asked for a permanent exhibit of this work to be used at Teachers' College, Columbia University, by his foreign students. Two Boston schools are contributing portfolios identical with those they are preparing for foreign countries to be used in this exhibit.

THE Junior Red Cross Auxiliary at Joplin, Missouri, collected cast-off toys from all over town before Christmas and put them in shape, by repairing, repainting and generally burnishing them up. They were then distributed, thus bringing joy to many children. Among the repaired toys were 150 dolls. It was estimated by merchants of the town that these dolls were worth an average of two dollars each. The toys were repaired by volunteer service so that the entire Red Cross organization in Joplin, the grown-ups as well as the Juniors, had a part in this joyous project.

THE Junior Red Cross of the Milwaukee Chapter of the Red Cross has spent more than \$1,200 on materials and upkeep of a nutritional clinic conducted in the schools.

MEMBERS of the Junior Red Cross in Middleboro, Massachusetts, have contributed \$25 to the National Children's Fund.

"THE Junior Red Cross as a vital and essential factor in the world of children is growing even beyond the most sanguine dreams of its original or-



Photograph by Paul Thompson

Introducing an American schoolboy, who in turn introduces five kites in one. March is kite month in the United States

ganizers," says a Portland, Maine, newspaper. "It owed its inception to the World War but its humanitarian aspect and educational value have been so far-reaching that it was deemed advisable to continue its activities. Indeed logical and progressive thinkers are beginning to point hopefully to this children's branch of the Red Cross as a potent influence for the future peace of the world."

THE Negro high school in Muskogee, Oklahoma, furnished an entertainment for the Negro ward in Veterans' Hospital No. 90. This was part of the plan for the Juniors in the different schools of that town to provide entertainment and gifts for the patients in the hospital. Each school was assigned a ward and then was given the responsibility of arranging the party. The schools of Muskogee are enrolled 100 per cent in the Junior Red Cross. The Juniors also sent individual remembrances of candy and other things to every soldier at Ft. Sill, the army post near Lawton, Oklahoma.

LITTLE Frances May Wagner, of Larimer County, Colorado, is a whole Junior Red Cross Auxiliary by herself. She is seven years old and is the only child in the school at Westlake. She and her teacher, who lives on the ranch with her and her family, form the entire school personnel.



Polish schools are sending interesting native art and handwork to American Schools. A wedding party in the District of Cracow

FROM INDIANA TO HUNGARY

A JUNIOR RED CROSS worker of the League of Red Cross Societies sends the following:

Dr. Maria Pell, in charge of Interscholar Correspondence for the Hungarian Junior Red Cross, was most anxious for a conference with us. At the appointed hour we met her at her desk, a desk piled high with portfolios from American schools waiting to be translated. We gasped at the enormous quantity of work Dr. Pell had ahead of her. Our understanding increased when we went over this bulk of material and learned that about half of it was from a single school, the Booker T. Washington School of Indianapolis.

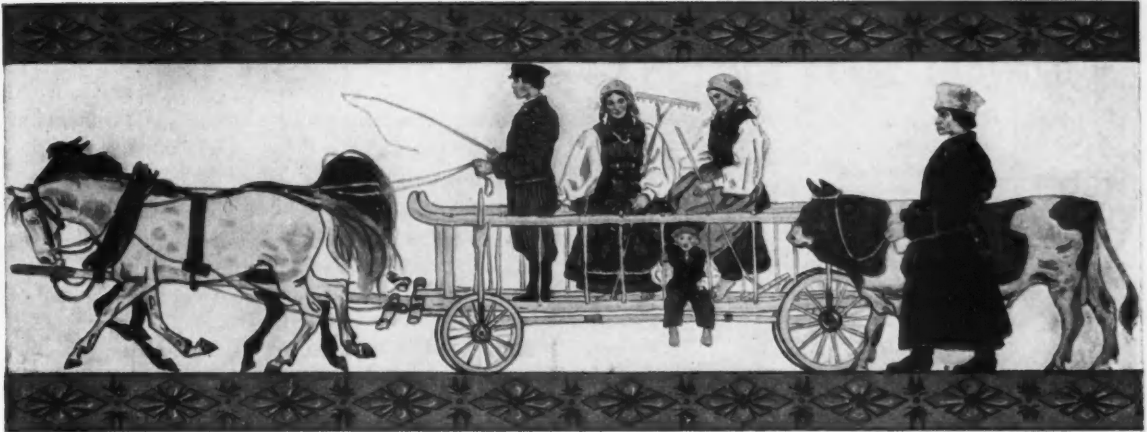
The correspondence was addressed to a certain small school in Debreczen, Hungary, which, on account of its small size and limited type of attendance, could not offer the proper and full appreciation which this bulk of excellent correspondence merited. It had no girls who were Scouts, for instance, and a Girl Scout group would be so intensely interested to see the excellent portfolio devoted exclusively to descriptions and photographs of the Scout activities of the girls in far-off America. Did we think she might send some of the volumes to other schools instead of heaping such great riches on this single school?

Why did Dr. Pell look upon these albums as such priceless treasures? We examined them carefully to see. They were extremely well gotten up. The paper was good, the illustrations plentiful and nicely mounted and the subjects infinitely varied. Indianapolis was featured in all its phases, with splendid pictures of its streets and buildings. There were sections on industry; a point that seemed particularly valuable was a clear and well illustrated account of a milk distribution plant with some additional information on the dietetic value of milk. . . . Then there were sections dealing with the high lights of school work, the domestic science class, domestic art, with views of

sensibly and pleasingly furnished interiors and a word or two on the relation of well-kept homes to the sum total of human happiness, examples of paintings done in the art class. And through it all a vibrating eagerness for self-expression that touched you to the point of tears.

But the explanation of Dr. Pell's attitude was not to be found so much in the contents of the portfolios, excellent though they were, but in the content of the Hungarian mind, so to speak. These little brothers and sisters in the United States were so intensely interesting in their differences that it seemed a shame not to introduce them to as many Hungarian children as their portfolios could possibly serve. From the American angle, we agreed that so large a group as the sending school would like a wider friendship in Hungary than that offered by the comparatively small school at Debreczen. So we undertook to speak for the pupils of the Booker T. Washington School of Indianapolis in saying that they would be pleased to have their correspondence bring interest and pleasure into the lives of as many Hungarian youngsters as they could be conveniently divided up among, still giving, of course, a fair proportion of the material to their original Hungarian friends in the Debreczen school.

We are sure that the Indianapolis school whose work is so highly appreciated in Hungary will heartily approve the decision which gave to their materials a circulation and a use so much greater than had been anticipated. When a school sends on its way a packet of correspondence, a portfolio, or even a letter, painstakingly prepared in the Junior Red Cross spirit of service, no one can foresee the possible extent of its influence in the lives of those who receive it. This message from Hungary will surely make the Booker T. Washington School, and all other schools which are engaged in correspondence, feel that the rewards amply repay their own best efforts.



The colored ribbons above and below these Polish panels are the emblems of the districts. Farm scene in Sieradz

HINTS FROM REAL LETTERS

HOW do you decide upon the country with which you wish to correspond? The choice may become very interesting. A school in Muscatine, Iowa, wrote as follows:

"Dear Friends in Scotland:

"We have chosen your country to correspond with. We voted until we had narrowed the names down to Scotland and Hawaii. Then the fun began. First the votes shifted from Hawaii to Scotland, then from Scotland to Hawaii. Some of the pupils wrote on their slips of paper 'Scotland forever!' 'Long live Scotland!' At last Scotland won a majority of votes and sighs came up from all parts of the class."

And from Passaic, New Jersey, came the following:

"Dear Friends of Holland:

"We are seventh grade children of the Work, Study, and Play School. Our interest was aroused in you when we learned that our bulbs came from Holland and also when we studied the Dutch colonization in America.

"Our city, Passaic, was first settled by Hollanders in the year 1679, under the leadership of Jacob Stoffelson. When the settlers came here they found a tribe of Delaware Indians from whom they bought some land. Part of Stoffelson's property known as Stoffel's Point is now a public park where many hundreds of tulips bloom in summer."

Things that are perfectly familiar to the children of one country may be entirely unknown to those of other countries. Sometimes things are mentioned or expressions used in letters that completely mystify the recipients. Thus some European children were mystified by the term "popcorn sales" in an American letter,

and once when American children referred to the "hoop" of the basket in a description of the game of basket ball, the European recipients thought that this hoop was in some manner fastened to the ball.

Such misunderstandings do not indicate stupidity but only that experience is not the same in all countries. The very purpose of international correspondence is to exchange experiences and to arrive at better understanding. While every writer should take pains to explain very clearly what he is writing about and to use proper English (slang is not only mystifying to foreign children but is hardly in good taste), it is inevitable that failure to understand should sometimes occur. What is more natural, then, than to write again asking for further information?

For example, a school in Arizona wrote to a school in the Virgin Islands as follows:

"Dear Friend:

"We are writing you a letter asking about the sea-rod you sent us as we are very anxious to know more about it. Here are some questions we would like to ask you: Is the sea-rod always so hard as the piece you sent us or has this one been petrified? Does it grow in deep or shallow water? Is it plant or animal life? Is it very hard to get or is it common like seaweed?

"If it is a plant is it the food of the fish and does it have leaves and blossoms? Why is it called sea-rod? Is it useful to man in any way? Is it dangerous, that is, is it poisonous? Does it live very long?

"We have been wondering so much about it that we hope you will find time to answer our questions.

"Your Far Away Friends."

It is in affording opportunity thus to "talk things over" that school correspondence derives its chief value.

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School Correspondence: How to Engage in it

THE rapidly growing interest in international school correspondence is the reason for devoting this issue of the NEWS largely to that subject. This correspondence has three decided advantages: It gives those who participate in it an immense amount of pleasure; it promotes that world-wide understanding and friendship which are not only one of the principal objects of the Junior Red Cross but are also much desired by the world generally; and it brings to the schools materials which make the regular studies more interesting and profitable.

An understanding of these values and a reading of the articles in this number of the NEWS will certainly inspire us all to do what we can to make our correspondence the very best possible. Remember that your portfolio and your letter are to make you and your schoolmates known to your foreign friends, and, more important, that by them American schools and American character will be judged.

This means attention to details. Letters and descriptions must be easy to read, which makes even the kind of paper and the color of the ink used an important matter—black ink on white paper is best. Handwriting and spelling are still more important, as also neatness and orderliness. Nothing should be sent out from a school until it is in the best shape that the combined efforts of the class can make it, both in the respects mentioned above and in the quality of the language used. Nothing but the very best English that the whole class is capable of should be permitted to pass. Those who have supervised the exchange of correspondence have been much pleased by the high standards set by much of the material from

both American and foreign schools. These standards should be kept up and even improved.

The best results of school correspondence seem to be obtained through the "portfolio," though it should contain or be accompanied by letters. The contents of a portfolio should have variety. Of course a portfolio may be devoted to one subject or to several; but when it contains a number of letters or descriptions on the same subject and in about the same language it becomes tiresome in the making and in the reading. Small portfolios prepared at frequent intervals are as a rule better than one large portfolio which takes a long time in the making. Not "how large," but "how nearly perfect," can we make it, should be the question. And of course postal regulations must be complied with: seventeen inches each way is the largest package acceptable, and it must not weigh more than four pounds with wrappings.

Great care should be exercised in selecting illustrative materials to go into the portfolio. Pictures from shop catalogues or from advertisements are seldom desirable unless they are the best obtainable to illustrate some particular idea. Your correspondents always like to see your original work, because it is a part of *you*—original compositions, original drawings, handwork of various kinds—but these also should represent *the best* that your class or school can produce.

I Heard It From the Willow Tree

BY CHRISTOPHER MORLEY

I heard it from the willow tree
Tossed by the wind so silverly:
That some day this bright world shall be
More clean, more lovely, and more free. . . .
A free and clean and lovely earth?
I tell it you for what it's worth.

There was some meaning in that air:
I tell you that I saw it there. . . .
A world more generous and clean,
A world more worth its blue and green. . . .
It may be, or it may not be—
No willow ever lied to me.

—From "Parson's Pleasure."

A. R. C.

J. R. C.

Recreational and Educational Motion Pictures

JUNIOR RED CROSS and AMERICAN RED CROSS motion pictures on subjects of service and hygiene, together with beautiful scenes of foreign lands, are available to schools, churches, clubs, and other non-theatrical organizations through the following libraries of the SOCIETY FOR VISUAL EDUCATION, INC., the exclusive national distributor for these productions.

Rental rates—\$2.00 per reel per day

Make your bookings through distributor nearest you.

Chicago, Ill.—Society for Visual Education, Inc., 806 West Washington Blvd.
Boston, Mass.—Copley Motion Picture Service, 454 Stuart Street.
New York City—Society for Visual Education, Inc., 130 W. 46th St.
Oklahoma City, Okla.—H. O. Davis, 125 S. Hudson Street.
Berkeley, Calif.—University Extension Division, 301 California Hall.
St. Paul, Minn.—Saint Paul Institute, 4th St. Front, Auditorium.
Seattle, Wash.—Cosmopolitan Film Exchange, 2014 Third Ave.
Detroit, Mich.—Michigan Film Library, 338 John R. Street.
Atlanta, Ga.—Enterprise Distributing Corp., 104 Walton Street.
Washington, D. C.—Southern Moving Picture Corp., 310 McGill Building.

A WORD PICTURE OF FAIR MAYENNE

Ecole Primaire Superieure,

TO SOMERVILLE HIGH SCHOOL,
SOMERVILLE, MASS.

Rue de Cheverus,
Bordeaux, France.

ST. PETER is a picturesque village located in Mayenne not very far from the city of Laval. The river which has given its name to this department flows through this little village. It is a quiet stream rolling its calm and clear waters from one dam to another. The rustic cottages of the village raise their pointed roofs covered with slates in the middle of a mass of green. Though it is said that slate roofs are dreary, these are not, especially when the sun throws a gay blue reflection on them. The tiny windows are framed with red bricks, the heavy oaken doors are characteristic of the country homes in this region.

On week days, the silence is disturbed only by the far-away rumbling of the sluice or the noise of the washerwomen beating their linen on the stones near the stream. But on Sunday what animation! From 3 or 4 o'clock in the morning, the anglers arrive with their lines on their shoulders. They take their places in the green reeds which edge the river. Indifferent to the beauty of nature, they have only eyes for their corks. And yet what a picture! The sun has not yet appeared, but its beams light the clear mists which are in the flats and make them seem like long veils of linen. The dew sparkles on the grass of the meadows and in the nearby wood the birds warble their morning songs. Later, families follow the beautiful white road which goes along the Mayenne and which is over-topped by woody hills. After having crossed the river on the light boat of the ferryman they go to sit under the arbour of a little inn to eat a dish of fried fish and drink bottled cider sparkling in their glasses. Until night you can hear the laughter and cries of the children, happy to come to breathe pure country air and to be enraptured with liberty.

Then the woods is the place where the lovers of silence and solitude go. Climbing the rugged sides of the hills which surround the village, cut by big, bare and perpendicular rocks, they do not tempt the city dweller and yet how pleasant it is to dream under their foliage! They are not wonderful and majestic forests with age-old trees, but little coppices, shoots of oaks and chestnut trees whose trunks are covered with light moss. Many rills flow over the ground covered with ivy, and along these little rills, beautiful ferns grow. Early in the spring, the foxgloves raise their clusters of red bells in the middle of the green grass of the underbrush. Later the yellow flower of the broom blossoms in the



de dire, la rose scendille sur le herbe des pres et dans
le bois tout proche les oiseaux gazouillent dans l'air
matinal. Un bord de la route, encores sequent la porte
d'une blanche aux longs la chapeaux et que sur son
ou, d'olives d'olives. Les avoir hannerse la rivière sur
la rive, barque de poisson, ils vont s'asseoir, dans les
buissons à un petit restaurant pour manger une bûche
et une de cette bûche, pailletant dans leurs robes
de laine au soir on entend les cris et les rires des enfants
heureux de venir respirer l'air pur de la campagne
et de s'emparer de liberté.

Le soir après avoir un souper, à ceux qui aiment
la science et la solitude s'écroule aux flammes d'un
feu de cheminée au bruit de la pluie, sous de
l'eau et à l'air de ne font que les arbres.

"The silence is disturbed only by the far-away rumbling of the sluice or by the noise of the washerwomen beating their linen." Original sketch in a neat page of Mayenne school correspondence

glade and till the end of the autumn the purple tufts of heather bloom on the rocks.

Many farms surround the village. The houses and barns are built in a large yard surrounded with low walls, like the old Breton Halls. The dwelling of the farmer includes a big tile-floored room whose walls and ceiling, with its large beams, are whitewashed. In the center of the room is a long table where the peasants eat their meals. The elbows on the table, their meat on their bread, they eat slowly because they are tired by their hard toil. On winter nights they sit down under the monumental mantel-piece where a faggot of chestnut tree blazes. A big bed with faded linen curtains stands in the back of the room. Along the walls are several cupboards of cherry-wood with bright ironwork.

But what strikes the people, especially strangers, is the crown of wax orange flowers that the farmer's wife wore on her wedding day, and which rests on an old velvet cushion covered with a glass globe. Around are the pictures of the members of the family symmetrically ranged.

The farmers in Mayenne are very well to do. Very religious and observing the precepts of their religion, they are really honest and it is good to live near them.

Yvette Barre.

FROM AN AUSTRIAN LETTER

It is proven that youth is meant to reconcile the different nations. For that purpose a Junior Red Cross was organized, in other countries, to create friends all over the world. No conference will be able to bring about international reconciliation as long as hatred lives in the hearts of the people. Therefore let's be brothers; away with the barriers, and give us your hand through the Junior Red Cross! How glad we shall be to have the same songs, though they be sung in different tongues, and to enjoy the same games!

THE HOPI, "THE PEACEFUL PEOPLE"

WHEN we enter Hopi land it is with a mind full of questions most of which can be only vaguely answered.

Who are the Hopi? Where did they come from? Why have they so largely disappeared? Originally they perhaps came from Asia, passing by slow migrations through Alaska and pushing southward into Northern Arizona where they now are. Or perhaps they were pushed there by stronger tribes who kept the more fertile lands for themselves, leaving to the un-warlike Hopi the semi-desert wastes of the unproductive but beautiful country which they call "Tusayan." With more certainty it can be said that about the time Columbus was begging for ships from the Court of Spain, the Hopi were living

as a more or less civilized people in groups and villages spread over a large part of New Mexico and Arizona. They are supposed to be the descendants of those ancient cliff-dwellers whose buildings are found in caves and sheltered nooks of canyon walls in many places of the Southwest.

The Hopi name for themselves is the "peaceful people." By degrees they were forced from the plain which they inhabited on to the three mesas where they now live. A mesa is a rocky tableland with cliffy sides. Usually there are few trails, perhaps only one, by which it can be scaled and so these mesas form natural islands of refuge. Though the Hopi mesas are without water or vegetation, and though the danger from the surrounding tribes has passed, the people still cling to the little stone villages on their eyries where they seem lifted above the world and where their most sacred shrines exist. There may formerly have been more moisture than now on the mesas for one of the villages bears a name which means "The Mound of Yellow Flowers," and on the second mesa

By Anna Milo Upjohn

WITH COLOR SKETCHES BY THE AUTHOR

there are traces of ancient terraced gardens, while on the third, half way up, there is a small peach orchard.



Hopi girl and pottery. On the wall hangs a Kachina, symbol of happiness and prosperity. The Hopi are a gifted people, and each village has its distinctive art

But for the most part the villages seem but an outcrop from the rock itself. Their streets are paths worn across the bare rock by the feet of the inhabitants, and the little houses, piled one on top of another, are of the stone of the mesas. All the water must be toilsomely carried on the backs of old women from the springs at the foot of the mesa and the small corn and melon patches lie far below the villages on the floor of the desert. This same desert is not sterile but arid. With even moderate irrigation and the abundant rainfall at certain times of the year, vegetation springs up rapidly, and there are many succulent desert plants

on which sheep fatten. The Hopi know how to take advantage of these conditions and are successful though laborious farmers. Corn is their chief produce, but melons and beans, peppers and peaches also have a place. Their storerooms are filled with orderly tiers of dried corn, red, blue, and yellow. Thick festoons of peppers and beans cover the walls and great heaps of golden squashes light the shadowy corners.

Ninety miles or more to the East, in the weird country of the painted desert, there is a group of globular stones having every appearance of monstrous melons. It has been suggested that they may be petrified pods of gigantic sea plants which once grew on the bed of the pre-historic lake which now forms this Arizona desert. At any rate, among the neighboring Indians they bear the name of the "Hopi Melon Patch" and are pointed to as proof of the golden days of the Hopi before the "wild" Navajo came into the land. The Navajo are no longer wild. They and the Hopi get on very well and have a regular system of barter. The Navajo has turned sheep-raiser and with

wool as his chief product has become an expert weaver. Indeed in that art he has excelled the Pueblo Indians who were his teachers. As the Navajo have no permanent settlements and consequently but few crops, they trade their blankets and woolen garments for Hopi utensils and corn.

The Hopi are counted as Pueblo Indians because they live in houses which are built to accommodate several families belonging to the same clan. As among the Zuni Indians it is the Hopi woman who owns the house. When she is married her husband comes to live with her family and they build an addition to the old home which may already have several divisions. The Hopi people are as a rule amiable and exceedingly contented. There is an understood division of labor between the men and women. It is the men who weave, whereas the women make the pottery and baskets.*

Although the Hopi people live at least 80 miles from any railroad they are not as shy as some other Indian tribes because, attracted by the beauty of their country, their fine art, and their strange dances, many visitors come to the mesas during the year. In this way the children hear English and see white people frequently.

The Hopi are a gifted people and each of the three mesas has its distinctive art for which it is famous. On the first mesa the women make peach colored pottery, on the second coiled basketry, including many plaques with strange bold designs full of meaning known only to the Indians themselves. On the third mesa the basket work is not coiled but woven, radiating from the center. On all the mesas men weave blankets and ceremonial robes both for their own dances and for those of the Zuni.

It is not strange that in this arid country most of these ceremonies and games have to do with the bringing of rain and the success of the harvest. Many of the springs are considered sacred, and one at the foot of the first mesa is supposed to mark the spot above the center of the earth.

Hopi land is a country of fascinating stories. First there are those pertaining to the Kachinas who correspond to our good fairies. They are supposed to live on San Francisco Peaks near Flagstaff but between the months of January and September they come to visit the Hopi people on the mesas bringing happiness and prosperity. It is in their honor that the principal dances and festivals of the year are held. The dancers wear masks representing the different Kachinas, rain, wind, corn, etc. Little images carved in cottonwood, gaily painted and crowned with feathers (the symbol of prayer), are hung on the walls during the summer months. But when the Kachinas have gone back to their mountain homes these are taken

* See the Indian painting on the March page of the Junior Red Cross Calendar.



"Hopi children are quick to learn, obedient, and kind . . . They have a love for all that is beautiful and free and cling to their homes on the majestic rocks among the eagles"

down and given to the children to play with. With autumn the harvest is over, the revels have come to an end and school claims the Hopi children. But in the cool evenings, snuggled under their sheep skins they listen to the tales of the older people as they sit husking corn around the fragrant fire of pinyon sticks. Many of these concern the coyote, a clever and tricky prairie wolf, who, like our Renard the Fox, usually succeeds in out-witting his enemies after many narrow escapes.

On or near each of the three mesas there is a government day school for the Hopi children. Here they begin to speak English, to read and write and number. When they have finished the fourth grade, they are sent away to one of the large Government boarding schools in some city of Arizona or California. This is because there is no school on the Reservation higher than the primary day school. Hopi children are quick to learn, obedient and friendly.

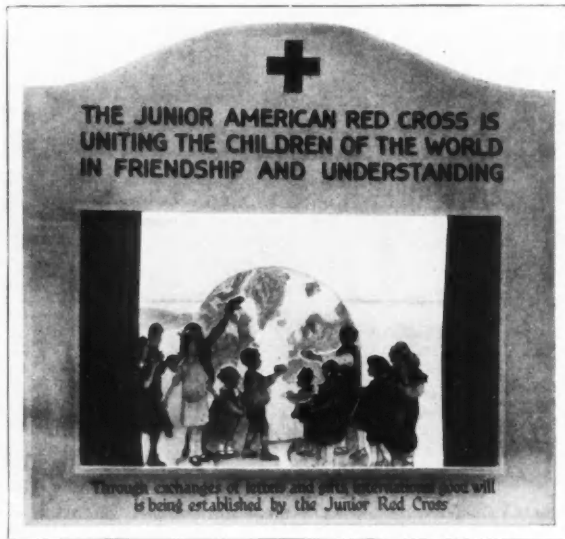
The Hopi are cheerful, contented, and kind. They have a love of all that is beautiful and free and for this reason cling to their meagre homes on the majestic rocks among the eagles.

A MESSAGE FROM JAPAN

Writing from Kobe, Japan, Miss Anna Milo Upjohn, the Junior Staff artist, says:



"It was Mr. Naito who took me about and I felt as though he were an old friend. He not only reads the *Courier* but translates it for the Japanese Red Cross. He also had the *News* from the first issue—when I told him my name he exclaimed, 'But I have known you for years! You make pictures and write stories—you have been in the Balkans and with the Indians.' He

told me they had definitely begun a Japanese Junior Red Cross and when they are fairly on their feet they will have an artist to make European connections. At



the time of the disaster they received messages and letters from many Junior organizations in Europe—Poland, Hungary, and Czechoslovakia sent the translations in *English!* They were much impressed by the reality of the Junior Red Cross movement. There is nothing chimerical about it. We have only to remember the act of the Czech children toward the Russians, of the Italians toward the Austrians, of the abolishing of feuds in Albania between Junior Red Cross members—and here in shattered Tokyo, still under the pall of earthquake dust, a sick child turns and smiles at a toy made by a schoolboy in Honolulu!"





FROM A FIT FOR SERVICE BOOK



MARCH

Mind Rules:

- I work hard.*
- I play hard.*
- I rest completely.*
- I make decisions quickly when playing games.*
- I try to give everyone a square deal.*
- I am cheerful.*
- I am trying to be happy all the time.*
- I am trying not to worry.*
- If I take books home from school, I study them.*

NOTE: *I think I shall have to work on these rules for some time. I have been much happier since I have been trying to observe them.*

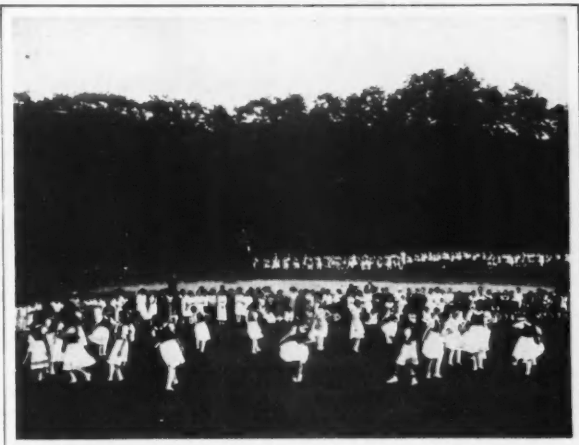





A SUNNY WINDOW FOR HUNGARIANS

THE far-reaching value of the National Children's Fund of the American Junior Red Cross, when wisely used in the promotion of Junior Red Cross work among children of other lands, is shown by a national congress of Hungarian Juniors which was held recently in Budapest. In Hungary, impoverished by the World War as greatly as was Austria, American Juniors, through their field representatives, set about helping Hungarian school children to help themselves out of great unhappiness by the organization of a Junior Red Cross and the launching of a Junior Red Cross Magazine. This congress was the first country-wide gathering of young Hungarians since the development of their Junior organization, which now has some 52,000 members divided into 186 groups.

"Some of the child delegates to the Congress were lodged on passenger boats in the Danube," says a report from the League of Red Cross Societies. "We visited one of these, and while the Tzgan fiddle played and young feet danced and young hearts leaped with hope and the rhythm of ancient tunes, the Captain of the boat said to me, 'It is a great change this river boat feels tonight, a great change from six and seven years ago.' 'How is that Captain?' I asked. He was silent for a moment, looking across the inevitable onward flow of the Danube, as if it were Time he felt passing. 'This same steamer,' he said, 'was for a long time headquarters for the Austro-Hungarian war chiefs. Look at her tonight!'"

During the two days of the congress, reports read and addresses made by Junior delegates themselves showed a range of activities by children for children which included the fostering of genuine Hungarian needle work and the reproduction of national patterns, book-binding, locksmith-work, iron-working, plastic-work, joining and Sloyd, paper-work, raffia and basket-work, brush-making, shoe-making, dress-making, making apparatus for physics laboratory and preparing other instruction materials such as specimens for natural science classes, toy-making, artificial-flower making,



Hungarian Juniors enjoy their fetes. Folk dances at Budapest

and lamp-shade making, photography, masonry, gardening, bee-keeping, rabbit-keeping, Braille writing, and hygiene and health activities.

Continuing, the report says: "The money from the National Children's Fund has unquestionably been of untold service, and still is. Its wise investment in equipment and supplies for those innumerable and practical activities was amply acknowledged throughout the speeches of all the teachers and child delegates. It bought—and still is buying—the wherewithal by means of which Hungarian Juniors are given a chance to use their hands (you will see how spontaneously they are using their hearts) in helping their fellow-children and in working back into their own souls a more wholesome view. The Junior Red Cross opportunities are to them sun and air. Through them they eat again of the feeling of wholeness, whether mentally in the way of the cripple boy Tenko Yoshof, or physically as with the refugees in the freight cars of Debrecen. Dr. Simon was right when he said the Junior idea is to the Hungarian children an open

window through which the sun shines. The American children have helped to open the window. I wish they could know how many times in how many ways they have been and are being repaid, repaid in the best possible way, by reflection of that sunlight out again from the souls of fifty thousand Hungarian children who rejoice in doing their bit for others in the true spirit of service."



A Junior exhibit of dainty and useful handmade articles in Budapest

HAWAII, A LINK IN THE CHAIN

From Switzerland to Hawaii

Dear little friends:

We thank you very much for the beautiful portfolio in which we were very much interested. We enjoy looking at it very much. In next month of May, when we shall study the islands of the Pacific ocean, this portfolio will be very useful to us. We hope that made by our comrades, who were in the 5th grade C last year, will be interesting for you and will please you.

I should like to know if in your country you have flowers as beautiful as ours. Roses, for example, of all colors, size and fragrance?

And wild flowers, do you have some of them?

Here, on the pastures when the herds and cattle go to the Alps, the slopes are covered with very bright colored flowers.

It is so beautiful in Spring, when the fruit trees are in bloom. The apple trees are pink and the cherry trees are white!

Please tell me if in your country you have in Spring the same pleasure?

I like little monkeys very much! But what a pity I can only see them at the circus with the elephants. Do they climb up quickly to the cocoanut trees? And the cocoanuts, may you play with them?

In passing before a shop I have admired, in the shop window, a beautiful collection of butterflies and I have dreamt to have one for my own. It is very pretty, but very difficult to catch! Have you never run after these flying vagabonds with your hat in your hand without succeeding in catching one of them?

In coming from school, I always hear our neighbor's red and green parrot whistling. It is in a big cage,

but there is no liberty for it! In your island how beautiful it must be with all these many colored free birds, as many as our sparrows.

I hope I am not too curious with all my questions, I think you will be kind enough to answer them. It is

so nice to think that in spite of the distance between us we can be friends.

Now, we shall have a complete real idea of your country. We hope that you will think Switzerland beautiful and worthy of admiration.

Receive, dear little friends, our best greetings.

From Hawaii to a School in Rome

OUR ACTIVE VOLCANO

We went in an automobile, starting from Hilo, Hawaii, at noon. All along the way we saw tree ferns. The tree ferns were taller than our school. We saw Calla lilies and Choleas growing wild.

As we climbed the mountain Mauna Loa it grew cold and we put on our coats.

At last we came to the Kilauea crater. It was a big hole in the side of the mountain, about 400 feet deep and over two miles in diameter. We got out of the automobile and looked into the crater. We were very cold and so we got out of the car and warmed our hands over the steam cracks.

Then we went to the active pit called Halemaumau and looked into the pit. The rocks under our feet shook. The pit was full of red hot rock. It was whirling and bubbling. Sometimes a big bubble would burst and throw the red lava into the air and over the sides of the pit. When we started home, we found it was dark. All the sky was red and you could see it for miles.



A high school senior in Honolulu, a fine Hawaiian type, who gave up her Saturday morning to pose for the Junior Red Cross

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