

American
JUNIOR RED CROSS
May 1924 **NEWS** *"I Serve"*





R.M.U.



In the atmosphere in which Abraham Lincoln was born, these sketches of sturdy mountain children were made for American Junior Red Cross News by Miss Anna Milo Upjohn



A cabin and little folks. The spirit of cooperation and service for others, introduced by the Junior Red Cross, is blessing a number of isolated mountain schools

Supplement to Junior Red Cross News

The Teacher's Page

BY ELIZABETH D. FISHER

Junior Red Cross in the School

RETELL and rewrite the following story" appears again and again in a 1923 English book for the grades. Junior Red Cross has a unique contribution to make to the retelling and rewriting of stories. Children filled with the spirit of service are eager for opportunities to help those about them. Each

An English Project

community has its unfortunates. For Juniors to go and share stories they have enjoyed with these shut-ins is a beautiful service. The preparation for such story-telling furnishes a strong motive for class-work. There is also the social value of doing something to make others happier and of having a part in life outside the school.

With little stimulation and direction from the teacher many individual Juniors may elect to tell stories regularly during the summer to some shut-in or to children in a Day Nursery or at a Library Story-hour. Others may plan to occasionally rewrite a good story or jokes to send to local ex-service men in government hospitals. There are many other suggestions for summer activities on the last page of the Calendar.

THE Juniors who have been corresponding with foreign Juniors will now write letters of appreciation. This occasions the use of somewhat different vocabulary, of beautiful phraseology, and of nicety in expression. "How should we express appreciation to

Junior Red Cross friends abroad who may be living under the shadow of centuries of culture?" So the situation is valuable in the teaching of English. There are other values.

There is the appreciation of having made these friendships and of receiving the letters, portfolios, handwork, good wishes, and the like.

There is also the appreciation of belonging, together with this group of foreign friends, to an international association of children—the Junior Red Cross. This opportunity is made possible through the efforts of those who direct this association, through the American Red Cross which bears much of the expense, and through the willingness—even delight—of children throughout the world to take part in a big service movement.

WHATEVER observance or entertainment your Juniors participate in on "Good Will Day" (May 18), they should consider suitable summer activities. There is a magic art in planning and doing for others which changes the heart. It is this which makes

the planning for summer activities for children in other lands peculiarly fitting for "International Will Day" Good Will Day."

There are a number of suggested activities under "World Service" on the last two pages of the Calendar; for example, the growing of flowers and the saving of the seeds to send to children in other lands. A growing plant may be an intimate companion

for the child during the summer. If he grows this plant so some child in a foreign country may have flowers from its seed another year, he is helping to build international good will.

Situation—A call to the American Juniors from the "American Legion," to help them in locating certain World War veterans. Here is the request as sent from Mr. Garland W. Powell, of the American Legion:

A Civic Project "There are 18,000 World War veterans who served honorably in the Army, Navy, and Marine Corps of the United States during the World War, who made application while in training camps and abroad for naturalization papers, which were granted to them. They now stand naturalized, but have not called for their final papers.

"Will you not help us locate these men, through publicity, and have them write to the Bureau of Naturalization, Washington, D. C., giving their name, address, the camp they were in when applying for naturalization papers, and the outfit they served with? The Bureau of Naturalization in turn will immediately send them their final papers."

Purpose—To learn if there are any such World War veterans in the community and to interest them to write to Washington. Also to learn what such naturalization papers are, why they are required before a foreigner becomes a citizen, how they are obtained, and what advantage they give the one obtaining them.

There are many attendant projects which may naturally grow out of this one, such as: "How many unnaturalized people are there in our community?" "How can we interest them to become naturalized?" "Are there those in our community whom we can assist in getting their naturalization papers?"

THE "May Festival of Nations" mentioned in the Calendar will furnish another natural contact for Juniors with the foreign-born in their communities.

"May Festival of the Nations" Such a festival will contain folk dances of various nations given by children dressed in the native costumes of the countries represented.

The foreigners in the community may be of immeasurable assistance in getting dances, music, costumes, and other valuable local color for this entertainment.

AS SUGGESTED under "Community Service," on the May page of the Calendar, Juniors may serve the people of their community by displaying their health posters in some down-town window during the summer.

For example, they may have discovered that out-door play at noon made them better able to make the afternoon successful. Their hygiene study emphasized the value of fresh air and exercise. Then they meet the problem, "How can we portray this idea in a poster so everyone who sees it will be impressed?" When the series of "Fit for Service Posters" is made, the class may choose the best ones for the summer display down-town.

THE Junior Trail in the Mountains," p. 131, pictures mountain children of today as they are living and learning. After enjoying this intimate contact with one group of these children, Juniors may wish to file this story and its illustrations to use in connection with Abraham Lincoln's Birthday program next year.

A part of the value children receive from belonging to Junior Red Cross is to feel that they are working together with other children in all parts of America for the common ideal, "Service." "The Junior Trail in the Mountains" shows these children working that they may send some of their handiwork to Indian children. The use of this story in oral reading class, story-telling class, or history class will naturally increase the feeling of common fellowship among American Juniors. Those who are getting up a program for assembly may consider having this story retold as one of their numbers.

ANY teacher or other Junior worker who wishes to direct the children in fruitful activity during the summer will find valuable help in "Atlanta Juniors' Summer School," p. 132. In case so large a project is undesirable, there is a wealth of suggestions in the details worked out, any part of which could be used alone. Other interesting suggestions for summer activities will be found in the report from Boston Juniors on page 138, and also on pages 139, 142, and 143.

THERE are three natural Junior interests in birds: (1) To enjoy birds and learn of them to tell others through bird bulletin boards, local papers, etc.; (2) to protect the birds and interest others in protecting them as man's entertainers and helpers; (3) to make worth-while notes on bird life in the vicinity to exchange with Juniors in other parts of America, and with Juniors in other countries.

The group of Juniors who feel any one or more of these interests may be led to set a very definite purpose for the study of "Well Known Birds Close Up," pp. 134-135, in their nature study or general science class. This charming article is the spontaneous record of how one noted ornithologist observes birds and what kind of notes he makes. Juniors may study this article to decide upon how to observe birds and what kind of notes to make.

The "how" may be something like the following: "I will choose a vantage place and watch quietly"; "I will watch the ground when walking through boggy or deep grassy places"; "If an unfortunate bird falls into my hands, I will try to feed it and care for it so I can watch its habits"; "I will read about birds at the same time I am observing them," etc.

The "what" will take some such form as: "I will observe the appearance of birds so I can describe them"; "I will notice how they make their nests and what kind of eggs they lay"; "I will watch how the mother protects her young"; "I will try to learn what kind of food each eats," etc.

THE grades for American Red Cross life-saving tests for Juniors are given on page 139. To which grade will each Junior belong at the close of this sum-

mer? All Juniors who are Boy Scouts should be urged to help in the Boy Scout swimming "Learn to Swim" campaign, under the direction of Commodore Longfellow, of the American Red Cross. Other Juniors may observe this swimming campaign and be considering how they can help bring about a Junior swimming campaign in their community next year.

WHAT service can Juniors render America? "Our National Flag," p. 136, has many suggestions. A few of these are listed here. (1) Juniors may procure an American flag in case there is none in their school or room. By making a flag from silk they may relive the Betsy Ross episode and perform a service of love. (2) They may assume the responsibility of displaying this flag at proper times and in the approved manner. (3) They may see that American flags are never used improperly in school decoration. (4) They may co-operate with others in the community to see that the flag of the United States is used properly in all public places, and that it receives due respect. (5) They may file this copy of authorized flag etiquette for future reference.

The bigger idea underlying all these flag activities is beautifully expressed by Franklin K. Lane. This idea, interpreted in terms of Red Cross Juniors, is: not only may Juniors make an American flag of silk, but they are making the country's flag day after day. Their dreams are its stars and their labors are its stripes. Surely there is no better symbolism with which to captivate idealistic youth. It may prove the key to the worthy release of much of that idealism.

ANY group of Juniors should be responsible for providing and properly using the American Red Cross Flag. They can easily make the pattern and also the flag. This article, "The Red Cross Flag," p. 137, should be filed for future reference, so the Junior may be sure that the Red Cross emblem is never improperly used in poster-making and the like in the school.

The Juniors may write short compositions or give short talks at assembly, setting forth such ideas as these: what the Red Cross emblem meant to a wounded soldier on the battlefield or in the emergency hospital; what that emblem means to the world today since its followers have pledged themselves to work for peace; what it means to the world's children of today since Juniors in many lands look upon it as the symbol of comradeship and service.

The Red Cross emblem will stand tomorrow for what the children of today wish it to symbolize.

AS a fitting conclusion, or benediction, as it were, to the work suggested for Juniors in connection with these two majestic emblems, "The Stars and Stripes" and "The Red Cross Flag," comes the charming Junior Red Cross pledge, page 144, made and taken by Indian boys and girls. This heartfelt expression of American Indian Juniors may make a contribution to the flag exercises engaged in by any group of American Juniors.

This pledge may be used next fall as a stimulus to other Juniors to write a Junior Red Cross pledge of their own.

A JUNIOR TRAIL IN THE MOUNTAINS

EVIDENCE comes to us every now and then to show that the Junior Red Cross counts among its most active members girls and boys in the little schools of some of the more remote parts of our great country. In the heart of the southern Appalachian



Going for the mail in the mountains of North Carolina

Mountains fifteen schools in Carter County, Tennessee, have enrolled this year in Junior Red Cross and during the past winter have been engaged in a variety of interesting activities.

Being in the mountains where the roads are none too good at any time, these schools often seem very much cut off from the rest of the world during the winter season. In telling of her visit to one of these schools, our Junior Red Cross field worker says: "I shall never forget this trip. My rubbers came off four times and I had to set down the things I was carrying in both hands, including an umbrella, to put them on. I stopped every few minutes to rest. The mud was over my shoe tops and it was impossible to escape it. Finally I met a man on horseback who advised me to go over into the fields because the top of the hill was impossible. This I did, climbing a number of fences and bars which I could not let down. The burdens I was carrying grew heavier and slipped and slid and had to be put over the fences before I could climb over. I had been told to take the path down the hill off the main road. This I did and just about slid down the last hill—rocks, water,—and into a barnyard, where the horses snorted at such a strange object so suddenly thrust upon them and the cattle did not look any too friendly. But I hastened on as fast as I could, and the last terrible thing was one of those swinging foot log bridges—fortunately it had side supports or I should never have made it across the river. When I reached the station, I had three minutes of grace before the train came. I had walked two miles in two hours and fifteen minutes."

In spite of such difficulties as these, our Junior worker in this mountain region thinks that the effort is well worth while, and who would not in view of such results as these described in one of these little schools:

"This school is taught in a large one-room 'church-house,' a dark interior, with rough benches of slabs nailed together—not a school desk nor a piece of school equipment. About thirty children are in attendance, and the benches are drawn around the stove, which seems a cold-hearted thing and eats up the wood like

sixty. The old room is draughty, for the door is off and the wind does come in. It is situated on the narrow-gauge railroad and is only a few minutes' ride from town, but is rather lonesome. It is quite neat looking outside, painted white, as they all are, and the inside

is clean, too, save for the inevitable mud of the winter.

"On my first visit, the young lady teacher said, 'Well, I don't know whether the children would be interested or not.' But I talked to them, showed them posters, roll, etc., and told them of the work. On my next visit, they had put the things up on the wall. They had their fifty cents ready for the NEWS, and most of the pupils as members. We elected officers this time, had songs and games, which completely won them—they are the cutest ones yet—and decided they would like to hear from Indian children. The chairman walked a mile with me to get some kodak pictures. We also discussed handwork, and the teacher said she would teach them to make a crocheted rag rug. She was very sweet and interested.

"On my third visit, they were working on the rug, and it is beautiful. They made their own needle of a twig, and three boys helped, too. One was left-handed, and made the circle go wrong (a round rug), so he said, 'Well, I will use my right hand'; and he did. Now he is making his mother a rug. On this visit, this same chap manufactured a paste brush of a match when we were making health posters. They are writing up their letter and finishing the rug after school, and they are going to make two sample rugs and send their needle to the Indians along with a sample. The big rug we are going to sell for the school.

"There is such a nice spirit at the school, and the little boys are the most attractive I have met—they are so full of fun and native wit. How they love to play! Every single one joins in, and the teacher is as happy as any of them.

"Songs, plays, and games, the making of posters, correspondence with Indian children, and rug making constitute the principal Junior activities in this school. These children will go to a larger school next year, a consolidated school which is just being erected."

An exhibit for Red Cross Headquarters of a miniature log cabin is being made by Central High School, Chattanooga, Tennessee. The furnishings, including a little bed with old-fashioned "coverlid" and a fireplace, also the tiny logs, will be supplied by mountain schools.

ATLANTA JUNIOR'S SUMMER SCHOOL

TOWARD the close of the regular school term in the Spring of 1923, the Junior Red Cross of the Atlanta, Georgia, public schools, planned what turned out to be a helpful and unique summer enterprise—a free summer school. Joyful anticipation and practical preparation resulted in the holding of a Junior Red Cross field day and rally in May

as a means of helping to meet the expenses of the school. Many things were sold at this rally. Articles were donated for the purpose in some instances and furnished in extra large measures in others by generous merchants. For example, ten cases of refreshments would be bought and the merchant would supply fifteen at the wholesale cost of the ten. Orchestras of the two high schools, Technical and Morris, supplied the music, playground supervisors volunteered to conduct the games and sports, and a May Pole was a feature.

From this merely preparatory festival, which was a mighty fine thing in itself for all participating, \$180 was realized. This was enough to guarantee the salaries of the main instructors for the summer school, who turned out to be two principals of the public schools. From the Service Fund \$44.49 was added for working materials, and these two sums, totaling \$224.49, represented the entire expense of the school.



At Atlanta's Junior Red Cross Summer School. Samples of handiwork are shown

An advertising circular was distributed in advance of the opening which read: "Games, Basket Weaving, Book Binding, Poster Work, First Aid, Dramatics, Sewing (for girls), at Inman Park School and Grant Park School, Every Monday, Wednesday, and Friday, from 9 to 12 A. M., Beginning June 18th, 1923. Under Direction of Junior Red

Cross. All Children Are Invited."

"At first the attendance was small," writes the Junior Red Cross Director for the Southern Division, "but when the children found out that here were recreational and vocational schools, they came in large numbers and begged us to prolong the session."

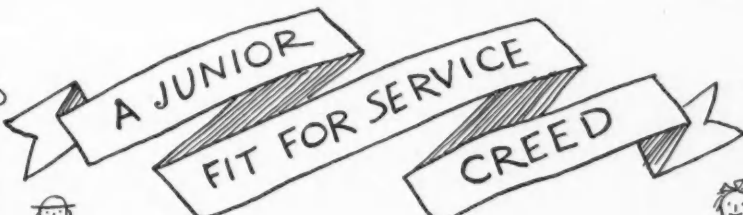
The making of comfort bags, desk pads, joke books, and scrapbooks for disabled soldiers, toy making, artificial flower making, doll dressing, knitting, story telling, and life-saving were taught in addition to the studies mentioned in the advertising circular already quoted. Thirty boys were graduated from the life-saving class, and Scout troops came and took lessons in basket making, weaving, toy making, and first aid. Volunteers, who were experts, taught the different crafts; high school girls taught the sewing.


Atlanta Juniors are educating a girl and boy from the mountains, and furnish 20 pints of milk daily to as many children.




Photograph by Lane Bros.

Girls and boys were taught swimming and life saving methods





*I want to serve others and to
serve my country.*



*If I improve my mind and body I will be better
able to help others and to make them happy.*

*I know that proper eating, sleeping, playing, and working
will help to make me fit for service.*

Therefore I am going to live the very best I know how.

NATURE FESTIVAL AT THE CAPITAL

A ABOUT four hundred girls and boys of the Washington, D. C., public schools participated in a pageant, given at the Central High School in which they told in pantomime the story of their study of the stars, their work in the gardens, and their share in preserving the forests. Much emphasis was put on the need for protection of the forests.

When the curtain rose a beautiful forest was disclosed—no ordinary forest but one of human trees. Moths and fireflies fluttered about enjoying the twilight. Music was in the air. A little owl who, up to this time had been dozing unnoticed, was awakened. As the music became more distinct he got wider awake and, arousing his sleeping twin brother, was urged to look for signs of Spring. Although the violets seemed to be late, the anemones and spring beauties were showing signs of life, and this made the owls realize that it was time for Spring to return.



Spring came and her touch brought the flowers to view. Bluebirds and robins and goldfinches greeted their Fairy Queen and then flew away to find good nesting places. An Indian chief arrived in time to see Spring disappearing and heralded with joy the flowers and birds she had left. He called in the braves and squaws to share in his rejoicing.

But that night joy was changed to sorrow. Into the forest there crept its greatest enemy. Snapping and crackling and growing larger and stronger and hungrier, the flames leapt and whirled and exulted with almost human direction, leaving in place of the fresh, green forest a forlorn mantle of black. The flowers and birds wept when they saw the place which was once so beautiful now so devastated, and the situation would have seemed quite hopeless but for the timely appearance of Uncle Sam with his great army of youthful aids, who advanced with outstretched, helping hands.

WELL-KNOWN BIRDS CLOSE UP

ONE lovely day in the latter part of April I was out for a tramp in the south-

By Dr. R. W. Shufeldt

PHOTOGRAPHS BY THE AUTHOR

ern part of New England, with the object of making some notes on the birds and flowers of that region, to be used later on. This was years ago, when birds were far more plentiful than now, which was also true of not a few flowers. Spring was fairly on; many of the early plants were up, and some were in bloom already. Bluebirds were building, while in the tops of the tall hickories and elms the vanguard of the spring migrants was moving in full force. Ahead of me were two or three big boulders, such as are often seen in the woods of that region, and to some extent they were in the shadow of the woods; so I took my way over to them with the intention of resting awhile on the biggest one, as from such a vantage point I could observe better and make notes on what I saw.



"Our American woodcock has beautiful eyes, which are very large compared with size of bird"

I had to cross a place that was a bit boggy, so I was not surprised when a woodcock sprang up at my very feet. Giving vent to its familiar *païque—païque—païque*, it swiftly flew straight away from me, to pitch down into a swampy place near some alders, which were off about one hundred yards or so. Our American Woodcock has beautiful eyes, which are very large as compared with the size of the bird; moreover, they are placed rather high and towards the back of the head. So, when it is suddenly "put up" in this way, and makes off in a direct, rapid flight, the bird naturally glances back to take in who the intruder is. However, as no woodcock can look forwards and backwards at the same time, it is very liable, in this sudden flight, to bump into some big limb or tree trunk, and fall, more or less stunned, to the ground.

Often I have talked to our boys, and even to some old sportsman about our woodcock, and I have been surprised to note how very little is known among them in regard to this bird—one of the most interesting ones in the United States. You must know that our woodcock has a very singular bill; it is long and straight, and in capturing the worms it feeds upon, only the far end of the bill opens and shuts. This end is very sensi-

tive, so that when a live worm, down in the mud, touches it and squirms a bit, the woodcock at

once seizes it, pulls it up, and swallows it whole. In addition to eating a great many angle worms during the twenty-four hours, it also feeds upon some insects which are harmful to our interests. The crane fly is one of these; some kinds of grasshoppers, too, and still others.

A woodcock's nest is very hard to find, and I do not recall ever having found one, though I have a faint recollection of once coming across a deserted nest with one egg in it.

The egg of this bird is a little over an inch long, bluntly pointed, yellowish brown in color, with irregular patches of a darker brown rather thickly sprinkled over it. I added the egg I found to my "collection," and it was one of my prize specimens, next to some gulls' and black skim-

mers' eggs that I had collected down on the Florida Keys.

When young woodcocks are but a few days old, they are the prettiest little things you ever saw—light brown and fluffy, and they show some darker markings. They run about as soon as hatched, and the mother is more than anxious about their welfare. She urges them to hide themselves upon your approach, and then she "plays wounded," hoping that you will be fooled and come after her, and this ruse often succeeds. Audubon, in writing about this bird says: "There is a kind of innocent simplicity in our woodcock, which has often excited in me a deep feeling of anxiety, when I witnessed the rude and unmerciful attempts of mischievous boys, on meeting a mother bird in vain attempting to preserve her dear brood from their savage grasp. She scarcely limps, nor does she often flutter along the ground, on such occasions; but with half extended wings, inclining her head to one side, and uttering a soft murmur, she moves to and fro, urging her young to hasten towards some secure spot beyond the reach of their enemies. Regardless of her own danger, she would to all appearance gladly suffer herself to be seized, could she be assured that by such a sacrifice

she might ensure the safety of her brood. On one occasion of this kind, I saw a female woodcock lay herself down on the middle of the road, as if she were dead, while her little ones, five in number, were endeavoring on feeble legs to escape from a pack of naughty boys, who had already caught one of them, and were kicking it over the dust in barbarous sport. The mother might have shared the same fate, had I not happened to issue from the thicket, and interpose in her behalf."

I have often been surprised to note how little some people know about our common ruby-throated humming-bird. A gentleman of good general education once asked me if a humming-bird was not some kind of an insect! A lady desired to know if a humming-bird had feet. Still another person—an ornithologist, too—was under the impression that the tongue of a humming-bird was "hollow," and that it used its tongue to suck up the honey or nectar we find in many flowers! Doubtless it does get a little honey, while its real food are the tiny insects that are attracted by the honey in such tubular flowers as morning glories and others.

The nest of our ruby-throated humming-bird is truly a wonderful creation, and in making it the bird uses not a few materials. One that I examined very carefully was composed of down from different plants; some plant fibers of the most delicate sort, and the whole was held in place with spider web. On the outside the bird had covered it all over with lichens, and it was lined with the softest stuffs imaginable. Such a nest is fastened to the upper side of some small limb of a tree, and is often twenty-five or thirty feet above the ground. The bird never lays more than two beautiful little white eggs, with no markings whatever upon them. They are rounded at both ends.

Humming-birds are only found in the Western Hemisphere, and there are several hundred different species of them. In winter some of our ruby-throats remain in Florida, while the great army of them go as far south as Central America—a journey of some five hundred miles or more. In doing this they fly across the Gulf of Mexico—surely a most remark-

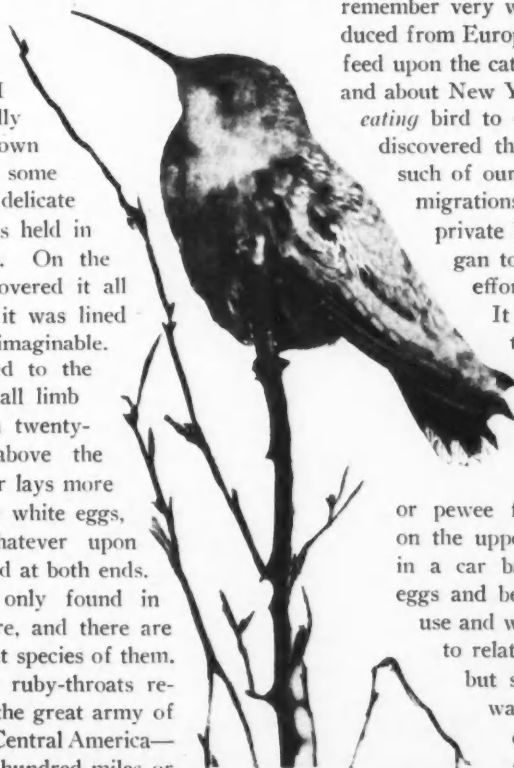


A baby English sparrow—a seed-eating bird selected to destroy an insect pest

able feat!—and, what is more remarkable still, they go the whole distance without any food whatever.

Most boys and girls have heard more or less about the common "English sparrow," and that the bird is now seen from one end of the country to the other. I remember very well when the species was first introduced from Europe, the idea being to have it destroy or feed upon the caterpillars that were killing the trees in and about New York City. Think of selecting a *seed-eating* bird to destroy an *insect* pest. It was soon discovered that this sparrow was not friendly to such of our native birds as appeared, during the migrations, in the trees of our city parks and private homes; so people and newspapers began to say all sorts of things about it, and efforts were made to get rid of the bird. It is a long story—too long, indeed, to tell here. But at this writing the bird is practically one of the country, and has spread over large areas of the world.

In closing I must tell you what once happened to a phoebe flycatcher or pewee flycatcher. The bird built its nest on the upper part of a baggage car as it stood in a car barn in an eastern city. It laid its eggs and began sitting, when the car came into use and was to run to San Francisco. Strange to relate, the bird was not at all frightened, but stuck to its nest; and when the car was run into the station on the Pacific coast, the nestling phoebes were safe and sound in the nest, not a bit the worse for their trip across the continent.



Humming-birds do not suck honey from flowers; they eat tiny insects which collect in flowers



No flag or pennant should be placed above the Flag of the United States

OUR NATIONAL FLAG

THE Flag is speaking in Franklin K. Lane's famous little story, "Makers of the Flag," and says: "I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

In these rational and eloquent words a great American has preserved the meaning and the sacredness of the American national emblem. Four days on which the flag is popularly displayed come within a comparatively short time—Mothers' Day, the second Sunday in May; Memorial Day, May 30; Flag Day, June 14, and Independence Day, July 4. Hence it is fitting that some advance thought be given to the country's "star-spangled banner." Mr. Lane's beautiful interpretation of that banner may be found in full in AMERICAN JUNIOR RED CROSS NEWS for October, 1921, and will serve as an exceptional recitation number on almost any patriotic program.

Flag Day is the anniversary of the date in 1777 when Congress authorized the making of the "Stars and Stripes" as the official emblem of the republic, red and white stripes and white stars on a blue field. The law originally provided for a star and a stripe for each state of the union, but in 1818 Congress saw that adding a stripe for each new state would be impracticable, so the stripes were confined to thirteen—the number of original states—while a star was authorized for every state in the union. There are 48 stars in the flag today.

Representatives of 68 organizations met in Washington on Flag Day, 1923, under the auspices of the National Americanism Commission of the American Legion, and drafted an authentic code of flag etiquette. Some of the rules on the use of the flag follow:

The Flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be displayed on national and state holidays and on historic and special occasions. The Flag should always be hoisted briskly and lowered slowly and ceremoniously.

When carried in a procession with another flag or flags, the Flag of the United States should be either on the marching right, *i. e.*, the Flag's own right, or when there is a line of other flags the Flag of the United States may be in front of the center of that line.

When displayed with another flag against a wall from crossed staffs, the Flag of the United States should be on the right, the Flag's own right, and its staff should be in front of the staff of the other flag.

When a number of flags are grouped and displayed from staffs, the Flag of the United States should be in the center or at the highest point of the group.

When flags of States or cities or pennants of societies are flown on the same halyard with the Flag of the United States, the National Flag should always be at the peak. When flown from adjacent staffs the Flag of the United States should be hoisted first. No flag or pennant should be placed above or to the right of the Flag of the United States (the observer's left).

When flags of two or more nations are displayed they should be flown from separate staffs of the same height and the flags should be of approximately equal size. (International usage forbids the display of the flag of one nation above that of another nation in time of peace.)

When the flag is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of building, the union of the Flag should go clear to the head of the staff unless the Flag is at half mast.

When the Flag of the United States is displayed in a manner other than by being flown from a staff it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the Flag's own right, *i. e.*, to the observer's left. When festoons, rosettes, or drapings of blue, white, and red are desired, bunting should be used, but never the Flag.

When displayed over the middle of the street, as between buildings, the Flag of the United States should be suspended vertically with the union to the north in an east-and-west street or to the east in a north-and-south street.

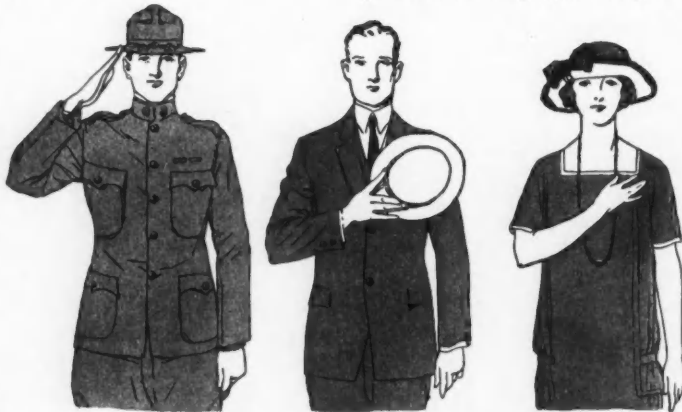
When used on a speaker's platform, the Flag should be displayed above and behind the speaker. It should never be used to cover the speaker's desk nor to drape over the front of the platform. If flown from a staff it should be on the speaker's right.

When used in unveiling a statue or monument, the Flag should not be allowed to fall to the ground but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

When the Flag is displayed in church it should be from a staff placed on the congregation's right as they face the clergyman.

The service flag, the state flag, or other flag should be at the left of the congregation. If in the chancel, the Flag of the United States should be placed on the clergyman's right as he faces the congregation and other flags on his left.

When flown at half staff, the Flag is first hoisted to the peak and then lowered to the half staff position, but before lowering the Flag for the day it is raised again to the peak. On Memorial Day, May 30, the Flag is displayed at half staff from sunrise until noon and at full staff from noon until sunset, for the Nation lives and the Flag is the symbol of the living Nation.



Here are the proper ways for soldiers and civilians to salute the Flag of the United States. The pledge of allegiance has been amended to read: "I pledge allegiance to the Flag of the United States and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all." Drawings from an American Legion Circular

THE RED CROSS FLAG

WE SHOW respect for a flag because of what it stands for. This is true of our National Flag. It is true, also, of the Red Cross Flag. Perhaps you do not know that there are rules regulating the use of the Red Cross emblem. Sometimes schools make Red Cross posters upon which the Red Cross emblem is used in a manner contrary to the regulations. In the first place, the Red Cross is formed by five equal squares: that is, the four arms are perfect squares equal to one another in size, and equal also to the square in the center of the cross. In the second place, the Red Cross must *always* appear on a *white background*. And in the third place, *nothing whatever* should be superimposed upon the Red Cross—no decoration, no printing or writing, nothing at all must mar or obscure from view the complete Red Cross of the emblem.

You may not know, also, that in the charter which Congress gave to the American Red Cross in 1905, it was made unlawful for any unauthorized person or corporation to use the Red Cross symbol as described above for any but Red Cross purposes, except that the hospital and sanitary authorities of the United States Army and Navy may use it. Anyone unlawfully using the emblem may be fined \$500, or imprisoned for a year, or both. The fine is paid to the American Red Cross. This prohibition was intended to prevent the use of the emblem in commercial advertising or as a trade mark.

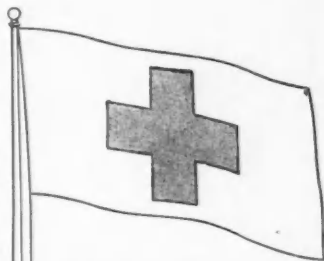
The Red Cross emblem as it is now known throughout the world was chosen at an international conference held in Geneva, Switzerland, in 1864, when what is called the "Red Cross Treaty" for the relief of wounded in war was adopted. The convention was brought about by a little pamphlet on the need of organized volunteer societies in all countries for this purpose, written by a citizen of Switzerland, Jean Henri Dunant, following a visit to the battlefield of Solferino, in Italy, in 1859. Mr. Dunant was secretary of the convention. The design of the Swiss flag is a white Greek cross on a dark red field, so the representatives of various countries attending

the convention found an opportunity to use the historic emblem of mercy, the cross, and to honor Switzerland at the same time, by adopting a red cross on a white field as the international sign of the new world association. In other words, the Red Cross Flag is the Swiss Flag with colors reversed.

Not until 1881 did the United States have a Red Cross of its own, although the United States Sanitary Commission had done relief work during the Civil War of 1861-1865. In 1881 the American National Association of the Red Cross was incorporated in the District of Columbia. The Treaty of Geneva was formally agreed to by the United States in 1882. Many and varied have been the relief activities in behalf of unfortunate peoples at home and abroad since then, a new impetus being given to these works when the Association was reorganized and interwoven with the Government of the United States in 1905 by an Act of Congress.

In 1921 the Joint Council of the International Committee of the Red Cross and the League of Red Cross Societies, meeting in Geneva, issued a statement which said in part: "Today the Red Cross owes it to all its many workers to proclaim, as an ideal and a practical intention, a struggle against the horrors of war, an attempt by world-wide help and unselfishness definitely to abolish war. The mere continuation of Red Cross activity in time of peace will no longer suffice. It is the wish of the Red Cross to work in the interest of peace."

So the meaning of the Red Cross symbol grows rather than wanes. All Juniors will surely aid in promoting its proper use as well as in preventing its misuse. They have helped greatly to endue it with a new meaning since the frightfulness of the World War—to make it a symbol of understanding and good will the world over.



The Red Cross is formed by five equal squares, and must always appear on a white background



An example of showing respect for what an emblem stands for: General Haller of Poland decorating the Red Cross Flag as an evidence of the gratitude of the Polish Nation for what the American Red Cross and the American Junior Red Cross have done for Polish people

OVERCOME FEAR, LEARN TO SWIM

THE palm for the development of Junior water first aid—swimming and life saving—in the Pacific Division of the Red Cross in 1923 was awarded to the Portland, Oregon, Chapter, which issued 250 new badges to beginners and swimmers.

Writing of her work as swimming and life-saving instructor in the Portland public schools, Miss Mille Schloth, who also represents the Red Cross, says: "If I have a hobby, it is overcoming fear. To my way of thinking, fear is the greatest bugaboo I have to contend with. There are as many varieties of fear as there are varieties of pupils. Unless fear is eliminated, concentration is impossible. No actual work on the stroke can begin as long as a child is afraid of water. With fear eliminated, the stroke, which is the best foundation, is developed.

"I familiarize the beginners with deep water as soon as possible—inducing a fearful child to be a spectator. Watching small children perform in deep water often inspires confidence. I like a good encounter with fear. It is a real battle sometimes to help a child overcome this terror and the more difficult it is, the more of a conqueror I feel when fear turns tail and runs. . . . Life saving appeals to chivalry, honor, and to all the finer sensibilities."

There are three grades of the American Red Cross life-saving tests for Juniors. No. 1 is the 50-foot swim, using any stroke, for which a beginners' button is received. No. 2 is the swimmers' test. This consists of a 100-yard swim, demonstrating two or more strokes; swimming one length on the back, dive in good form and retrieve object in deep water from a surface dive. For this test a swimmers' button is received. No. 3, Junior life-saving test for students from 12 to 17. This test includes various ways of towing a body, breaking grips and strangle hold; disrobing in deep water, demonstration of artificial respiration. A Red Cross pin



Youngstown, Ohio, boys making a swimming pool by damming a creek

and emblem for bathing suit are given for successfully passing this test before three authorized American Red Cross examiners.

The Savannah, Georgia, camp for Girl Scouts, has no shallow water, but a deep, rushing tidal river for bathing. Nevertheless 103 girls learned to swim last season and 12 of them qualified as Red Cross Junior Life Savers.

The Scout Director, Mrs. Oliveres, who qualified as a Red Cross Life Saver ten years ago at Isle of Hope, when the Girl Scout movement was very young, is overcoming the difficulties of the deep water in an interesting manner. She had constructed a wooden pen or crib made of cast-off lumber from the sawmills. In this pen the "sink-easies" are kept until they learn the stroke, breathing, and can go under the water and pick up objects without getting excited.

Under the direction of Wilbert E. Longfellow, National Field Representative of the Life Saving Service of the American Red Cross, a campaign is being started in 1924 to teach swimming and life-saving methods to all Boy Scouts. There are some 600,000 Scouts and the slogan is "Every Scout a Swimmer." The steps are given by Mr. Longfellow as "sink-easies," beginners, swimmers, Junior life savers, and merit-badge life savers.



Two big men—a Red Cross life-saving instructor and a life guard—are being towed by seven-year-old Alfred Herb, of Brooklyn, New York. The boy is swimming on his back, using his feet only, as he is holding the men by the hair with both hands. Like a little tugboat, he can thus pull many times his weight through the water

COMMON SENSE AND FIRST AID



It is but common sense to protect others from injury. This is "first aid to the uninjured"

Photograph by Brown Bros.

A SMALL detachment of United States Army scouts were on an expedition in the mountains of Luzon, one of the islands of the Philippines. In the party were several native guides. Night had fallen, with no moon, and the little group picked their way with difficulty over a mountain trail. The trail led through a bamboo village—a one-street village. While in the middle of this village, the rifle of one of the natives was discharged accidentally. Thinking that they had been fired upon from the bamboo huts, others of the guides immediately began firing at the two rows of humble dwellings. The commanding officer stopped the firing as quickly as possible, quieted the guides, and made a hasty investigation of the damage done, accompanied by the company surgeon.

A visit to all the bamboo huts disclosed that only one person had been injured, a very fat man, the head of a family. A steel-nosed bullet had bored a hole straight through his chest and had come out of his back. Nothing vital had been touched, apparently, and no large bone struck. The surgeon bathed the wounds, and then took great pains to explain to the frightened members of the household that they should put absolutely nothing on the openings. His advice in brief was, "If you want father to live, leave these wounds alone. Don't put any ointments, salves, poultices, on these bullet holes. Keep them clean only." Two weeks later this same little detachment of army scouts re-

turned by way of the bamboo village. The commanding officer and the surgeon were anxious to know how the injured native was getting along. To their delight they found "father" sitting comfortably in front of his hut, enjoying the sunshine, and smoking a black cigar a foot long.

One of the veteran first aid instructors in the service of the American Red Cross, Dr. M. J. Shields, in his lectures, tells his audiences of firemen, policemen, railroad employees, streetcar men, factory workers, that if they want a cut or other wound to heal they will keep "sticking plaster" off it. "Keep it clean" is the main thing. And then it is pointed out that "nature helps in this," for the wound is washed from within—a little watery substance is exuded with a tendency to cleanse and cast out any dust or foreign matter. To lick a piece of court plaster, and fasten it down over the injury not only tends to delay the healing but closes in with the wound any dirt that may be on the surface and adds to that the insanitary saliva from the mouth. A serious condition may be developed by this erroneous practice.

The quieting of fear is the very first step in rendering first aid. In a state of extreme anxiety, the nearest and dearest relatives of an injured person have been known to do disastrous things before the arrival of the doctor, or other authority. An amusing story is told of an excited workman who knew something of the

principle of the tourniquet as a means of stopping excessive bleeding. A fellow workman suffered a severe scalp wound, which was bleeding, and his excited friend, understanding that a tourniquet must be applied between the heart and the wound, was about to twist one about the injured man's neck with the possibility of shutting off his breathing. One is not likely to bleed greatly from a scalp wound. The tourniquet, which can be made with a handkerchief and a stick, with a rock, a lump of coal, a boy's top, or some other solid object enclosed in the handkerchief and placed over the artery above the wound, has the same effect in stopping bleeding, as Dr. Shields reminds, as stepping on a garden hose in stopping water that is running through it.

Another illustration of the tendency of excited and uninformed persons to do something harmful to one they would help may be found in cases of fainting, or other disturbances in which unconsciousness results. One of the first things the average untaught person attempts is the administering of a stimulant. Common sense, which is momentarily absent from a panicky state of thought, would say "Why, a person who is unconscious can't swallow." The first aid physician will tell you pointedly that any liquid forced into the mouth of an unconscious person will tend to strangle him when he revives. Mental calmness and quiet surroundings are the first requirements in proceeding to help such a one. Anything done to promote free breathing of fresh air, and bathing the face with cool water, are desirable steps. But when consciousness returns it is again important to be cautious about stimulants, and alcohol in any form is a veritable poison under such conditions. A cup of hot tea, hot coffee, hot milk, hot water, or a half teaspoonful of aromatic spirits of ammonia in a small glass of hot water are ordinarily available, if a stimulant be insisted upon; but to administer anything stronger when the patient's physical condition has been weakened by the experience just gone through, may play havoc. Large, "able-bodied" men have been known to be intoxicated by a very small drink of brandy, unwisely administered following a condition of unconsciousness.

Accident prevention and first aid go hand in hand, and children in the first and second grades can help in the home and also in school in safety work. They know it is not safe to play on railroad or street-car tracks, near a quarry, open well or pit, or a river bank, or with fire; that pointed things, such as bits of glass, jagged cans, hooks, nails and so forth, should be removed from danger points or avoided; that electric or other wires should not be touched unless understood; that banana or other fruit peels should be removed from sidewalks, or other places where they might be stepped on.

Older children—those of the third, fourth, fifth, sixth and seventh grades—can do many things to protect themselves as well as assist small children and their teachers in preserving a state of safety. They know, of course, not to skate in the street, ride a bicycle on sidewalks or crowded thoroughfares, climb on railroad cars, play in railroad yards, jump on moving wagons or automobiles, trip others, pull chairs from under others, cross the street in the



A convenient way to carry a person; but the head should be held higher

middle of the block, play with matches, make bonfires, taste drugs, or ammonia, or iodine, or disinfectants, or leave them where little children can taste them or in any way use them without direction. They can make first aid boxes out of cracker or candy tins and fill them with from three to five first aid articles, such as absorbent cotton, sterile gauze, a roll of bandage, and a spool of adhesive plaster. A more ambitious box could be made from a bread box, and a longer list of articles included, or, for the price of \$10, a regularly equipped first aid box be bought from the First Aid Supply Department of the Red Cross, through the Red Cross Chapter.

A Teachers' Handbook of First Aid Instruction, free of charge, and the general edition of the American Red Cross Abridged Textbook on First Aid, costing forty cents, are available through the Red Cross Chapter, with special prices to schools when quantities are ordered. Courses in first aid are conducted under Red Cross auspices and may be arranged for through Chapters.

First aid is merely what the name indicates, says the Teachers' Handbook, in effect—the aid that is rendered before the practitioner of one's choice arrives. "Quick thinking, common sense, and coolness are of prime importance. It is as important to know what *not* to do as it is to know what *to* do. A half-knowledge of first aid is dangerous, for the first aider deals with a human being, and his endeavors may make or mar a life. The field of the first aider ends where that of the physician begins."



Decoration from Austrian Junior Magazine

IDEAS FOR ALL IN THESE ACTIVITIES



Juniors of Allen County, Ohio, Chapter of the Red Cross, assisted by the Kiwanis Club, have conducted a successful summer camp for children

A GROUP of Junior boys of the Fulton School, Alexandria, South Dakota, saw some cattle taking a nap on the railroad track. The afternoon train was approaching and the cattle were unconscious of it. One of the boys shouted, "Come on, Juniors, here's our chance to do something for the man who owns those cows!" They all ran and succeeded in chasing the cattle to safer ground just as the train came along.

Ideas for summer fun and for raising a Service Fund at the same time may be found in the following note from Juniors of Sour Lake, Texas:

"We are to begin practising soon for our circus. We are going to use a pageant of the Red Cross, 'Knights and Ladies of the Great Adventure,' given in the Junior magazine (February number) for our big tent show, with a concert following. For side shows we will have at least two health plays, health songs by the little children, vaudeville, fortune telling, bareback riding, tight-rope walking, peanuts, popcorn, red lemonade, music, and everything else that we possibly can have that goes to make up a circus."

One thousand pupils in the ten villages in Polk County, Wisconsin, enrolled in the Junior Red Cross recently and entered into the work joyfully. Plans are under way to stage the Junior Red Cross pageant, "The Court of Service," as a feature of the county play day held annually in the beautiful Inter-State Park at St. Croix Falls. Each village will present an episode in the pageant.

The Juniors in the Rocky Ridge, Colorado, school have undertaken the construction of portfolios and jointed toys, which will be

exchanged with the children in the Indian schools in the district surrounding Fort Collins, Colorado. The portfolios are lessons in geography, English, and writing. The best penman in the class has the honor of writing the articles and the portfolios are then exchanged with similar portfolios made by the Indian children.

Burley, Idaho, school girls and boys are playing "post office," but not as their parents did. Junior Red Cross has inaugurated a new game and one that follows closely after the pattern of the civic institution. The wee tots in the first and second grades exchange samples of their hand-work, each bearing the signature of the producer; and the big boys and girls in the third, fourth, fifth, and sixth grades send letters to children in Burley's hospitals. The Red Cross nurse acts as postman, delivering the tiny tots' gifts from room to room and taking the letters from the upper grades to the "shut-ins."

The miniature post office, which is the Juniors' very own, makes unique provision for the Junior Red Cross fund, collecting two cents postage from the children participating in the mail service. This money is used for JUNIOR RED CROSS NEWS subscriptions. Burley citizens generally have caught the spirit of the idea and report neglected "shut-ins" to the Juniors, so that Junior service covers the entire city.

SPRINGTIME TO ME

By ANNA SASS, 7B2

Edgar Allan Poe School, Baltimore, Maryland

Springtime to me is a fairyland
Where all the elves make a merry band
As they frisk from flower to tree—
Like butterflies they flee;
That's Springtime to me.

From the Secondary Schools, Darling, Cape Province, South Africa, there has recently passed through New England Division, Junior Red Cross Headquarters, a very interesting school correspondence portfolio en route to the Grammar School, Pond Cove, Cape Elizabeth, Maine. "Through such let-

ters," the South African Juniors have written, "we learn to know your country and it will help us to cultivate a cosmopolitan feeling which all nations should have."

The letters continue, "Darling lies about 23 miles from Malmesbury and about 40 miles from Cape Town. . . . There are four distinct climatic changes that are called seasons. Our winter season is from June to August and during this time it is cold and wet. Afterwards comes the spring, the prettiest time of the year with us, for the fields, grass, and foliage are fresh and green. Our summer months are from December to February. During this time the farmers are busy reaping. After summer our autumn lasts from March to May."

Contributions of food, clothing, and toys were made to needy families in and around Leavenworth, Kansas, by the Juniors of the Leavenworth schools during the past winter. In addition these Juniors are actively engaged in inter-school correspondence and are in communication with two French schools and one Belgian school.

A prize of \$15, in playground equipment, was won by Delaware School in a health contest involving compliance with twelve rules of cleanliness and wholesome living.

James Douglas Junior High School, Warren, Arizona, has divided its Junior Red Cross work among five committees, with all of the 57 boys and girls in the school assigned to places on the committees. The committees and their work follow: Hospital Committee, which cares for the flowers brought on Fridays and takes them to the patients at the hospitals; Bundle Committee, which is collecting usable clothing to be given to charity; Correspondence Committee, which looks after correspondence with other organizations; at present they are completing a portfolio which will be sent to the Hawaiian Islands; Christmas Basket Committee, which conducts candy sales during November, proceeds of which they will use in filling baskets for the needy ones at Christmas time; Financial Committee, which conducts candy or ice-cream sales every Thursday to help in carrying on the work.

One hundred and twenty-eight bouquets have been taken to the patients at the Calumet & Arizona, Copper Queen, and Mexican Mission Hospitals.



"The Court of Service," a Junior Red Cross pageant, was given at the last May Play Day of the schools of Foster County, North Dakota. Each consolidated school district presented an episode of the pageant, so that all sections of the county were represented. Photograph shows King Service and aides

On Armistice Day 45 of our members marched in the form of a cross in the parade and presented a red carnation to each ex-service man in the parade. One hundred and sixteen carnations were given out. Eighty narcissus and hyacinth bulbs were purchased. Each member planted a bulb and cares for it. When it blooms the owner will present it to some one whom it will cheer. Fifty Christmas cards were written and sent to the Junior Red Cross in the Hawaiian Islands. A box of sea rods was received from the Virgin Islands and a letter of thanks and inquiry was sent in reply. Christmas letters are prepared by each member for the United States Veterans' Hospital, at Tucson, Arizona.

Juniors in Central Division were "thrilled," as one boy from Montana expressed it, to hear Junior Red Cross stories coming to them across the great distance from Chicago. "Where Chetwolf the Guide Led a Tenderfoot Junior" and "Billy's Magic Stone," from JUNIOR RED CROSS NEWS, were the stories that were heard "just as though the story lady had been in the room." Miss Lula Eskridge, assistant in the Junior department of Central Division and an experienced story teller, was the "story lady." Through the courtesy of the Chicago *Daily News*, the children's hour of the program of the broadcasting station WMAQ was turned over to Central Division for the entertainment of the Juniors.

Other Junior Red Cross programs are to be broadcasted.



"In the Good Old Summer Time," from Austrian Junior Red Cross Magazine

THE SPIRIT OF THE INDIANS

"WE ARE Indian boys and girls of the west. As true as we are to our dear old country and its flag that waves proudly o'er our heads, so, we'll be to the Junior Red Cross. Our little sunburned hands we hope will be of great service. In years, it's true, we are young, but we can work with these little brown hands, maybe faster than a turtle going at full speed."

What more encouraging message could come from the newest of Juniors, the Indian children, than the above letter from Our Lady of Lourdes School in Sells, Arizona! A report from this school tells of a few things done by the children. It says in part:

"They have made the most wonderful flower vases out of fruit cans which they covered with white paper and made red crosses on them. They also made boxes for the smallest children in school, which they use in their alphabet letters. My boys are now working on sign boards, which they are going to put up where roads switch off here in their village. The girls are busy making dolls and will be finished with them some time next week, they also have pressed flowers for their portfolio."

On this page is a photograph of a Hopi Indian girl, with a "Katchina" in her arms. This doll is a symbol of rain and good crops—of prosperity and happiness. The other picture shows a sample of a hand-woven Navajo rug, bearing symbols full of meaning to these nomadic Indians.

Pueblo, or town-dwelling Indians, such as the Hopi, live in houses made of stone and mud.

"We get the stones and good sand, and then we cut the stones to look like square bricks," writes a boy in the Albuquerque, New Mexico, Indian School. "When we are ready to build the house we put some small hard stones underneath for a foundation; then we build a one-story house. Sometimes several houses are joined together and one house is built above another until the last one may be three stories high. We go to the upper

house by a ladder. The shape of a Pueblo house is square. There are one or two doors and sometimes three or four windows. There is a chimney which is made of stones and mud.

"The inside of the house is white. The floor is black like mud. We have pictures on the wall; sometimes bows and arrows, deer's horns, and buckskins. There is a stone on one side of the room used for grinding corn. We build a little place in one corner of the room to use for storing corn, melons, and things for the winter. We have large pottery jars setting on the floor, filled with water. Sometimes we put the little blankets on the floor that we don't use on the bed.

"We make a box and nail it on the wall and put the dishes in it. Near one corner of the house on the outside we build an oven of stones and mud. We bake the bread in it. This oven makes the bread brown and cooks it quickly."

An equally interesting letter from a girl in the same school says:

"I am a Navajo girl. I live on the Navajo Reservation where many Navajos live. I will tell you about the Navajo house. It is made of the wood of pine trees. First we gather the wood and pile it together and then we start to build the house. We put one log on top of another until we get the frame as high as

we want our hogan to be. Then the top we make smaller and round. We put mud and grass over the logs to keep the rain out. There is only one door, which we make also of logs, but we sometimes hang a blanket up for a door. Some have windows, but most of the hogans do not have windows. We have one chimney, which is a hole left in the top of the hogan.

"At first when you go inside, it is dark. You may see the women weaving a blanket or cooking some things over a fire in the center of the room. You also see a baby cradle, sheepskins for beds, and sometimes we put our beads and bracelets and silver belts on the wall. We have a deerskin bag in which we also keep our jewelry.

"There is no floor in a hogan, so the sheepskins are put on the ground to sit upon. A piece of oilcloth or sometimes a sheepskin is spread out near the center of the room and the large dishes or pans are put on it. Every one sits on the ground around this table to eat. We have no chairs, stove, or table. It is not much trouble to move from one Navajo camp to another.

"A house is usually built in two different places; one is a summer house; the other a winter house. We move to find food and shelter for the sheep."

