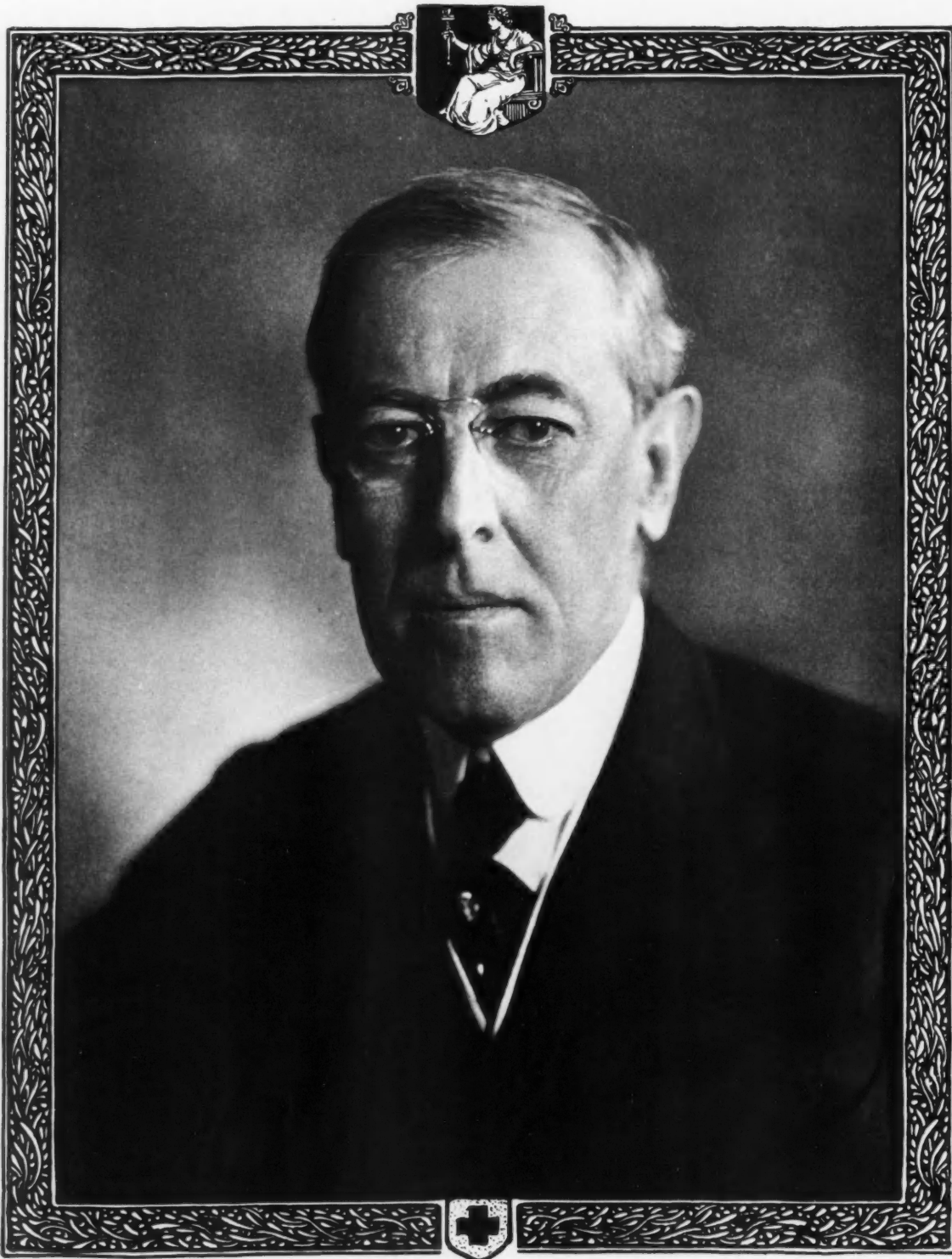


*American*  
**JUNIOR RED CROSS**  
*April 1924* **NEWS** *"I Serve"*





WOODROW WILSON

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President of the United States (and of the American National Red Cross) from March 4, 1913, to March 4, 1921

*He gave utterance to the aspiration of humanity with an eloquence which held the attention of all the earth and made America a new and enlarged influence in the destiny of mankind*

—President Calvin Coolidge  
February 3, 1924

**I**N HIS proclamation to the school children of the United States in 1919 (p. 115), President Wilson said that the Junior Red Cross "has planned a work for peace times even larger and more systematic than the work done during the war." He also said that

"people have seen a vision of a different kind of world from the world of the past, a world in which nations shall unite for the purposes of peace and good will as they formerly united only for war against an

armed foe." Do the Juniors in your school understand that, through the Junior Red Cross, they are taking part in one of the most practical enterprises in the world to help make this vision a reality? With your help, this issue of the NEWS may enable them to understand a little better why and how this is so. It ought to be inspiring both to teachers and pupils to feel that the latter do not have to wait until they "grow up" to have an appreciable influence in the movement for world understanding. "It is proven that youth is meant to reconcile the different nations," writes a class of Austrian children. It ought to be inspiring to teachers to know that they must provide the leadership for this children's enterprise.

**D**R. AUGUSTUS O. THOMAS, State Superintendent of Schools in Maine and President of the Federation of World Education Association, says: "Perhaps the greatest task which lies ahead of the school in all lands is that of lending its energies toward the creation of a new order of interna-

**The Great Task of the School** tional friendship, justice, and good will. Upon the public system of education of each state or nation rests the responsibility of enlarging national conceptions, promoting the ideal of the Golden Rule among the nations of the earth, and of developing a world consciousness."

**S**OME schools have refrained from contributing to the National Children's Fund for foreign service on the ground that "the needs at home are so great." Not only have expenditures for foreign service diminished with great rapidity since the war, but very great expansion in service in our own

**The Need at Home and Abroad** country has occurred. A very much greater proportion of the money raised by Juniors in all parts of the United States is being spent for local purposes than at any time since the war. Moreover, whereas the National Children's Fund has been, until this year, entirely devoted to foreign work, it is now available also for domestic projects of national importance. For example, we are now carrying on an important work in schools for Indian children, and have begun a program of service in disadvantaged schools for white children. The desire to give greater attention to the needs that lie immediately about us, however, should not exclude entirely our interest in our "world community." Our needs at home are indeed great, and one of the greatest of these is for a sympathetic understanding and friendliness that embraces the whole world. Charity begins at home, but it does not stay there (see p. 128).

**T**HE real appeal of our foreign program and of our National Children's Fund is to be found in the articles, "Reflected Rays" (pp. 116-117), "The Light Burning in Hungary" (p. 118), "Reflections Here and There" (p. 119), "Christmas Candles" (pp. 120-121, 125), and the editorial, "Good Will Days" (p. 122). Can you help your Juniors to find this appeal?

The appeal of the American Junior program abroad today is not so much in the particular projects carried on as in the results that it is achieving.

**A Light that Shines Around the World** For example, the fact that we are giving only \$100 to Czechoslovakia this year to help put the

Czechoslovak Junior Red Cross Magazine on a sound footing and to insure its translation into English may not in itself make a great appeal to the emotions, but the fact that by this small means we are helping to kindle an illumination that is radiating throughout Czechoslovakia, and far beyond its boundaries, should appeal strongly to the imagination even of young children (see the first item on p. 119).

**W**HEREAS there was spent from the National Children's Fund \$420,000 for the year ending June 30, 1921, there is being spent this year only approximately \$65,000. The expenditures have thus rapidly diminished and will probably continue to

**Increasing Return for Decreasing Expenditures** diminish to the vanishing point. In the article on "Reflected Rays" (p. 117), you will see that the lights which our National Children's Fund "has kindled in many countries are rapidly growing stronger, but not until they are burning with a full radiance of their own may we withdraw the ray whose reflection has done so much to illuminate the black night that fell upon the children across the sea and has enabled them to 'see out' into the world of sunshine."

**I**T IS not desired that any school contribute to the National Children's Fund unless the Juniors in that school have a real interest in doing so, and unless the teachers and school authorities are convinced of its value to the children who give as well as to those who receive across the sea. This issue of the NEWS is an appeal to the school children and their teachers to seize the practical means afforded by the Junior Red Cross to contribute appreciably to

**What Share Does Your School Have?** the promotion of world-wide understanding and good will and of an "Americanism with a world perspective." From the point of view of educational value, national and international, it is more desirable that many schools contribute in a small way than that a few schools contribute largely. (See The Service Fund, p. 128.)

The cooperation of teachers is necessary to make true, in each school, the statement (p. 128) that the Service Fund is so called "because it is raised by service as well as spent for service." The value to the school of the financial activities of the Junior Red Cross is derived as much from the methods by which money is raised as from the giving of it.

**"N**ATIONAL Fête Days the World Around" (p. 123) would occupy an appropriate place in a "Good Will Day" program on May 18. Whether or not this "festival" is given, every Junior group in the United States should have an active part in making Good Will Day a success in the local community.

**Good Will Days** While planning for the observance of Good Will Day, however, be sure that your Juniors get the full meaning of the editorial on "Good Will Days" on page 122. Cannot your Good Will Day program be used as a means of giving greater effectiveness to the year-round international good-will work of the Junior Red Cross?

# Supplement to Junior Red Cross News

## The Teacher's Page

### The Appeal of the Foreign Program of the American Junior Red Cross

**C**AN any teacher in America read the following extracts from "The Children's Crusade for Peace" by Rheta Childe Dorr, in *The Ladies Home Journal* for March, without being inspired by the opportunity for world service that lies before her and her school? Mrs. Dorr's article is written in the light of several years' personal observation and experience in Europe since the war.

#### "The Junior Red Cross"

**F**OR the past three years I have lived in Europe, and as far as I was permitted I have gone to school. I have sat in classrooms and, even to better purpose, I have talked with ministers of education, teachers and children in the public schools of England, France, Germany, Italy, Czechoslovakia and Rumania. In all these countries the children are playing war, but in most of them they are playing peace, too.

"It is only fair to say for Europe that the difficulties in the way of reconstructing education have been and still are almost insurmountable. Poverty is widespread, building is difficult, and everywhere the seething tide of politics has swept over and drowned most projects of reform. Above all, few Europeans really believe that the peace, so dearly won, is a permanent peace. Not believing, how can they teach their children? . . .

"On that new education rest the destinies of all the countries of the world, including our own country, for the world can have no peace, no security, unless the youth of the world is educated to want peace and security. Grown people, I have concluded, are incurable. Only children can learn.

"Fortunately, a leaven is at work, and in time, let us fervently hope, it will leaven the whole lump. . . .

"Still the leaven goes on working, and the life of that leaven is American. The Junior Red Cross of America . . . works with the children themselves, rather than with teachers and parents and parliaments, and because the children believe in it and trust it more than anything else that touches their lives. I am sure that women who read *The Ladies Home Journal* know the American Junior Red Cross and its program for bringing the children of all the world together in friendship and understanding. But do they know how far-flung

the influence of the Junior Red Cross has become within the last three years? Do they know that children in seventeen countries are corresponding with children in all these countries and in America? Do they know that the ideal of the American Juniors—service to others before service to self—is gaining ground in all these countries?

"I was in Czechoslovakia when the Junior Red Cross, under the leadership of Fanneal Harrison, Isabel McNeal, Rose Klima and other Americans, was established, and I watched its perfectly typical progress past the authorities to the children. Czechoslovakia was just emerging from a period of starvation and misery which we in this country can barely imagine. When Miss Harrison, before a gathering of Prague school teachers, explained the objects and ideals of the Juniors, one excited man teacher, rushing down the room, shook a fragment of black bread in her face. 'This is what we want from America,' he shouted. 'Bread, not foolish ideas!'

"But the children and, it must be said, many teachers wanted ideas as well as bread, and in the end they got them. Not a year later came the Russian famine with its awful toll of child life on the Volga and in the Ukraine: Czechoslovakia was still poor, still miserable, but at the bare suggestion of the Junior Red Cross the school children of the republic adopted hundreds of starving Russian refugee children, made complete outfits of clothes for them, found them village homes, sent them food, warm wraps, knitted stockings, and letters of cheer and comfort.

"This is a story not unique in any way, but quite characteristic of what children do, what they want to do, when they are freed from the shackles of tradition and worn-out race hatreds."

# TO THE SCHOOL CHILDREN OF THE UNITED STATES

(Reprinted from Junior Red Cross News for September, 1919)



TWO years ago I, as President of the United States and as President of the American Red Cross, addressed to you a letter in which I advised you to enroll in the newly organized Junior Red Cross, and I explained to you some of the ways in which the Junior Red Cross would help you to be useful to your country and to the children of those countries which were associated with us in a great war against a powerful enemy. Millions of you did join the Junior Red Cross and worked hard and what you did is warmly appreciated by the whole country.

Now, by the blessings of God and through the faithful performance of duty by our soldiers and sailors and the soldiers and sailors of the countries by whose side we fought, a great victory has been won and the war is over, but I am sure that you wish to continue to be useful to your country and to children less fortunate than yourselves. Therefore, I am writing to you at the opening of the new school year to advise you again to join the Junior Red Cross, which has planned a work for peace times even larger and more systematic than the work done during the war.

The Junior Red Cross will instruct you in ideals and habits of service, will show you how to be useful to your school, how to aid the older people in your community

in their efforts to promote the health and comfort of the people among whom you live, and how to help children who are still suffering from the effects of the great war in foreign lands invaded by the enemy.

The recent war was the greatest of all wars, not only because more men and nations were engaged in it than in any other war of history, but also because, as a result of it, people have seen a vision of a different kind of world from the world of the past, a world in which nations shall unite for purposes of peace and good will as they formerly united only for war against an armed foe. In working for the children of other nations you will come to understand them better and they will understand and appreciate you more.

Your education will not be complete unless you learn how to be good citizens, and the Junior Red Cross plans to teach you simple lessons of citizenship through its organization and its activities. It is your generation which must carry on the work of our generation at home and abroad and you cannot begin too soon to train your minds and habits for this responsibility. By doing what you can to make happier the people of your own neighborhood, your State, your country, and also the people of other lands, you will make yourselves happier.

# "REFLECTED RAYS"

By Arthur William Dunn

NATIONAL DIRECTOR, AMERICAN JUNIOR RED CROSS

THE National Children's Fund of the American Junior Red Cross may be likened to a match which is applied to many candles, spreading illumination as it goes in ever widening circles.

A representative of the American Junior Red Cross in Europe writes: "I wish American children could know how many, many times, in how many unexpected ways, they have been and are being repaid" for the money which they have contributed to the National Children's Fund. The thousands of American Juniors who last spring saw and heard the group of girls and boys from the Bakule School in Czechoslovakia must have felt the greatest satisfaction in the knowledge that they had had some share in producing the joyousness, and in discovering and developing the remarkable talents that these formerly disadvantaged children showed; and that this group was here "singing from their hearts," as Mr.

Bakule said, "for millions of children who have America and the Red Cross to thank for life itself." And what was the share that American Juniors had in producing this wonderful result in Czechoslovakia? It consisted in giving out of its National Children's Fund a sum which amounted to less than half a cent for each of the members of the American Junior Red Cross each year for a period of three years. It is astonishing how much service is bound up in a little penny when it is combined with other little pennies and is invested with wise forethought and under wise management in productive enterprises.

A prominent Hungarian has said, "The Junior Red Cross is to the Hungarian children an open window through which the sun shines." American Juniors have helped to open the window, if indeed they have not furnished some of the sunshine. Our representative in Hungary states that American Juniors are being repaid in the best possible way for the help they have given in that country "by the reflection of that sunlight out again from the souls of 50,000 Hungarian children, who rejoice in doing their bit for others in the true spirit of service."



*Does he look like a tribesman—the boy with the book? Compare the two photographs and you will see in the young student the effect of the Albanian Vocational School, at Tirana, Albania, on the sons of former tribesmen like those in the group of five. The National Children's Fund of the American Junior Red Cross established and is partially supporting this pioneer school, an institution that is praised as an almost ideal Junior Red Cross educational project*

One is also reminded of the figure of speech used by this same American worker in an address at the opening of a playground established by the American Junior Red Cross in Belgium. "If this playground were turned by magic into a great mirror, what would you see in

it?" she asked her audience. "Thousands of faces! Juniors in the United States, all smiling at you and waving their hands in friendly greeting!"

"We have all heard," we read in a recent number of the Polish Junior Red Cross magazine from which we have borrowed the title at the head of this article, "that it is possible to lead a ray of light around an obstacle by means of a series of mirrors. The ray was near us, but we did not see it. . . . But now, by reflection, it comes from afar." The writer is speaking of the influence of the American Junior Red Cross in Poland.

By means of its National Children's Fund the American Junior Red Cross is thus sending rays of light into scores of dark spots and there setting up "mirrors," in which not only are the faces and friendly hands of American children forever reflected, but which also, in turn, send on and on the ray of light to illumine other spots that would otherwise not be reached.

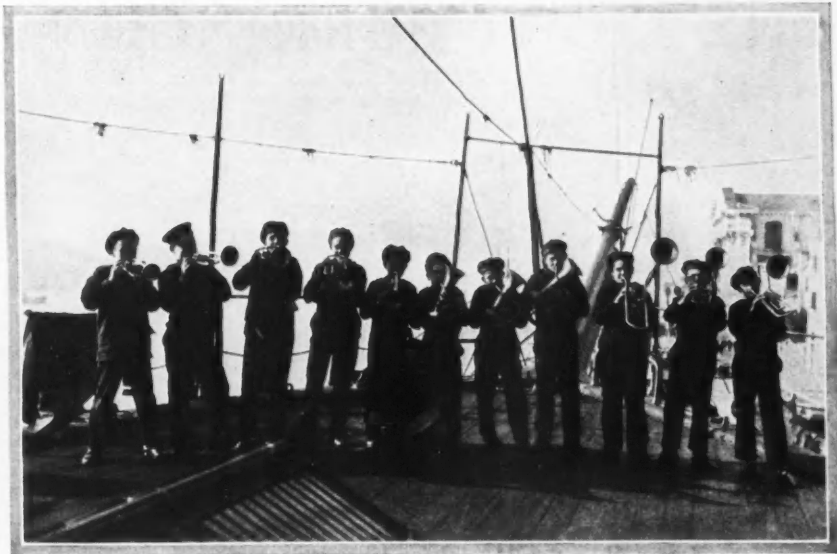
Reflected rays not only bring the light in, but they also enable those to whom they come to see out. You know what a periscope is—an instrument used in submarines and in the underground trenches and dug-outs during the war to enable those below the surface of the

water or the land to get a vision of the world outside. It is done by a series of mirrors which reflect to the watching eye rays of light from the outside world. One of the greatest services of the National Children's Fund consists in bringing rays of light to the submerged children of Europe, by means of which they "see out" from the depths into the sunshine of the world about them.

During the Great War unthinkable sums of money were spent in destruction. Property and lands were laid waste, human lives were destroyed, human bodies and minds were wrecked, homes and schools were wiped out,

untold suffering and wretchedness were heaped upon men, women, and children. To millions of children in war-stricken Europe it has seemed that there was no such thing as sunshine in the world. It will take generations to restore the material and spiritual losses caused by war. The children of today will have to carry the burden. They will need physical health; they will need education; and they will need, most of all, courage and a cheerful outlook on life. It is these things that the Junior Red Cross is bringing to the children of Europe, and that American children are helping to bring through the wise expenditure of their National Children's Fund.

It is difficult for one to appreciate fully the extent to which our National Children's Fund is spreading light in Europe without visiting the countries in which its work is being done, or at least without such object lessons as that brought to our own doors last spring by the Bakule Group from Prague. Unfortunately, such object lessons cannot come to us often, and few of us can visit our friends across the sea. There are several articles in this number of the NEWS, however, that may help us to see the great illumination which our National Children's Fund is causing, either by reflected light or



*Through the National Children's Fund of the American Junior Red Cross many Italian war waifs have been benefited. Aid has been given to school training ships and school libraries, and a fine playground in Rome has been established. A concert by a boy band on one of the school ships*

by the direct rays of light which it has kindled in scores of centers in foreign lands. The lights that it has kindled in many countries are rapidly growing stronger, but not until they are burning with a full radiance of their own may we withdraw the ray whose reflection has done so much to illuminate the black night that fell upon the children across the sea and has enabled them to "see out" into the world of sunshine.

Not long ago, when some one ventured to express a doubt as to the value of the help received in Austria from America, a leader in the Austrian Junior Red Cross replied with a fairy tale. "War," he said, "froze up all the fairies in the world so that they fell into a deep sleep. Among the first of these fairies to awaken was Human Kindness in America. She came over to Styria to do some of her work and while there she was able to arouse the Styrian fairy from her frozen slumber." The crowning example of the work of this American fairy, this Austrian leader goes on to say, is seen in the effort of the American Juniors to help Austrian Juniors to play *their* part also in the world league of children. The National Children's Fund of the American Junior Red Cross has been the means of bringing about these results in many parts of the world.



*School textbooks, garden tools, buckwheat seed, and assistance in organizing a Junior Red Cross are among the varied helps given the school children of Poland by American Juniors through their National Children's Fund*

# THE LIGHT BURNING IN HUNGARY

IN last month's News, under the title, "A Sunny Window for Hungarians," the story is told of a recent Junior Red Cross Congress held in Hungary, which well illustrates how the light kindled by our National Children's Fund is shedding its rays in ever widening circles. Some of the reports given at this Convention by children gathered from all parts of Hungary bring out this idea even more clearly.

A merry-minded child of twelve years, addressing her audience as "Dear Red Cross Uncles and Aunts," said: "Three whole years ago we were organized as a company in a great world army of Juniors. Since then we have been learning to know the noble ideals of our organization, and trying to live according to them in order to be worthy of the badge we wear so proudly. The idea of 'Happy Children the World Over' delights us. That is the thing we want. So we try to lighten the days of Hungarian children as far as lies within our power. . . ."

A very small girl, eight years of age, reported that the Sixth class in her school dressed two dolls in Hungarian costumes "which were to travel to mighty America to tell the story of Hungary, so beautiful a short time ago but now torn with many sufferings. It is for Hungary's rebirth that all are striving hard."

An older Junior from a teachers' training school spoke as follows:

"We are not able to do great works, for we also are poor, but where our willingness to serve can be of help we wish it to be put to use. We have made 600 dresses for the Child Care Association. For two years we have helped to distribute Christmas gifts from America. These distributions fill us with joy. It puts us in the mood for tears when we remember the 150 children of the deaf and dumb school at Vaes who received parcels. The happiness that could not find words was in their eyes. If the American children could have seen these children's faces, they would have received their heavenly reward on earth



*The Junior Red Cross has been "as sun and air" to the children of Hungary*

for their loving kindness.

"It is our aim not to work with the passing enthusiasm of a fire of straw, but with the steady gleam of a sanctuary light. Notwithstanding its international aims, the Junior Red Cross can only be of service, we believe, if it furnishes spiritual sustenance to a people by deepening the national consciousness. Therefore

we begin and end our work times with the Hungarian Creed, and we do our embroidery to the rhythm of Hungarian songs, wondering if the work we send over the ocean will tell other countries of our determination to live. We like to think of ourselves as the stone carriers in a great army of workers building a temple of human love, but we believe that that temple will only fulfill its true destiny if its foundation stones are formed from love of one's own country."

The last speech to be quoted is that of Tenko, president of the Junior group at a crippled children's home. He himself has no legs. He said:

"To us cripples the Red Cross means more than it does to others. It is merciful because it turns the attention of our members to those who are handicapped as we are. Before people thought of us so we felt outcast and abandoned. We lived to ourselves alone, jealous of, even hating, our human fellows. But the Red Cross has helped us and we have learned to work together with it, and we wish to express our gratitude for all the thought and aid that has been sent us.

"In our own Junior group, what have we done, and what do we plan? It would be presumptuous of us to think of helping normal people, so we aim to help cripples. . . . Our task for the present is to learn and to work. By the beauty and excellence of our output we want to show that even cripples have something to contribute, if given a chance. We wish to do all in our power to uphold the noble ideals of the Junior Red Cross and to stand in its service. The love for humanity has taken possession of us, and it must keep this possession."



## REFLECTIONS HERE AND THERE



*At five years of age this little Czechoslovak sings in four languages. She is one of the youngest members of the Bakule Chorus in Prague*

THE National Director of the American Junior Red Cross is in receipt of a letter from Mr. Frantisek Bakule, whose visit to this country with his pupils many American Juniors remember with pleasure, in which he says:

"From Germany came to us the calling of the suffering children for help. And so we did not mind what was in the depths of our souls from the days of the old hostility between Bohemians and Germans, and we

have done as the feelings of the human heart commanded us.

"As we have no funds that we could use, and a special concert in their behalf was not possible, so we divided brotherly—a half of the gain of our big concert that we have given here in Prague. Because we are living 'from day to day' we were not able to give to those suffering children the whole profit though we desired to do so very sincerely. . . .

"I shall be very glad if you will say to the American Juniors that, doing this, we were pleased by the knowledge that we were fulfilling our promise to the American children; that, in every action in behalf of the suffering, we shall stand by to help, gratefully remembering that they have once helped us."

From a pupil in the Albania Vocational School founded and in part supported by the American Junior Red Cross:

"Thanks to the American boys and girls we have the Albania Vocational School. I attend this school. We are very happy to be here because not every Albanian boy can yet have the opportunity to be in this or any like school.

"When two boys last year were sent from our town to this school, I was not chosen to come; but afterwards I walked three days on foot to come to this school. I thought that the Americans would let me stay in the school. They took me in when I told them my story. I am now very happy and have always in mind the American children who are showing such kind hearts."

A group of Juniors in Hungary gave a play, written by one of their teachers, of which this is the story:

"A mother and two daughters, Hungarians, in that part of old Hungary

awarded to Czechoslovakia after the war, being ordered to leave their home, were trudging wearily toward the border of smaller Hungary when they were met by a band of Hungarian Juniors on an excursion. On hearing of their misfortune, the leader of the Juniors immediately offered help. Her companions, however, said, 'But we have no resources, we are not rich, how can we help?' The leader replied, 'You do not always have to help with things,—perhaps we can do something; our mere wanting to help is perhaps the real help that will give the poor mother courage to help herself. Anyway, it was my first instinct to offer our aid and I did it; now we must see what we can do. Let's go to the prefect and tell him about this mother and her children having to leave their home and ask him, in the name of the Junior Red Cross, to permit them to return.' The others thought this a mad idea. But just then a group of Czech Juniors came through the woods and joyfully greeted their Hungarian comrades. Their advice was asked, and they agreed to go together, Czechs and Hungarians, to help to persuade the prefect of the harmlessness of the poor mother and her children. This was done, and the evicted family returned to its home amid great rejoicing."



*Albania, an agricultural country, imports wheat. Thus it is clear that scientific farming, taught by the Albanian Vocational School, is important*

The Secretary of the Belgian Red Cross has forwarded to the American Junior Red Cross a copy of a letter written by a Belgian Junior about former President Woodrow Wilson.

The letter follows:

"My dear unknown Friends in America:

"This morning at the opening of school our teacher talked to us about the death of Mr. Wilson. We have kept a minute of silence during which we thought of the great departed. We were very much affected. The story of his career has shown us that he loved peace much. He did much for us. He was concerned about the little peoples. We are very grateful to him. During the terrible War of 1914 he came to our aid. We have seen in the newspapers that a monument is to be erected to him.

"My friends, we will finish this letter sharing your sorrow and your mourning, which will be a universal mourning."

### FAITH

I believe in the brotherhood which shall the whole world unite;  
I believe, that out of the little sparks that history strikes,  
A great hearth of human love will be inflamed;  
I believe in the power that shall melt all noble deeds and sacrifices  
In a great and royal banner for new and happy days.

—M. KONOPNICKA,  
In Polish Junior Red Cross Magazine.

# CHRISTMAS CANDLES

DOES the title above seem a little out of place in an April magazine? Well, this is not so much a Christmas story (although it is that, too) as it is a story of how lights lighted at Christmas time by American Juniors are burning more brightly, as the days go by, in foreign lands. The appropriateness of the title will become clear enough if you first read the article, "Reflected Rays," on another page of this magazine.

"It is wintertime—Christmas, 1922. We are near the eastern frontiers of our country (Poland), in the valleys covered with snow. The fields are cut by lines of trenches, reminders of the last war, already half destroyed in some places, but yet definitely seen. Near these small hills and cavities we see moving on the snow gray living creatures, some of them quite small, who run about and then disappear again under the earth.

"Are these hares, badgers, or other animals, which have chosen these quarters so far off from the woods? No, look more carefully and you will see that these are human beings, children, just like yourself, only very poor, meager, and worn out. They are the children of the repatriates, who have come back from Russia after several years of wandering. They have returned to their homes, but have found nothing but barren earth, the fields cut by trenches, or covered with remnants of barbed wire, with no trace of a house or chimney. What had they to do? They were obliged to seek a shelter against frost, rain, and snow. . . .

"But don't you hear the ringing of little bells com-

ing from the side of the distant forest? Nearer and nearer, you hear the merry tinkling of the bells, bringing a long forgotten song of joy. Look, you can already see sledges: one, two, three . . . yes, five

sledges are approaching quickly. And what do you see on the first sledge? Green branches and multi-colored ribbons. Yes, it is a real, great decorated Christmas tree, and behind it an old man, with white beard, in a red mantle and cap— it is St. Nicholas!

"The first sledge stops and behind it others charged with boxes and trunks. All children gather around the sleighs with wide opened eyes, wondering and half frightened—the youngest ones have probably never heard about St. Nicholas and Christmas gifts. The good old man opens the trunks, and after a while every child has in his hands a box with the sign of the Red Cross and the inscription: 'The gift of American

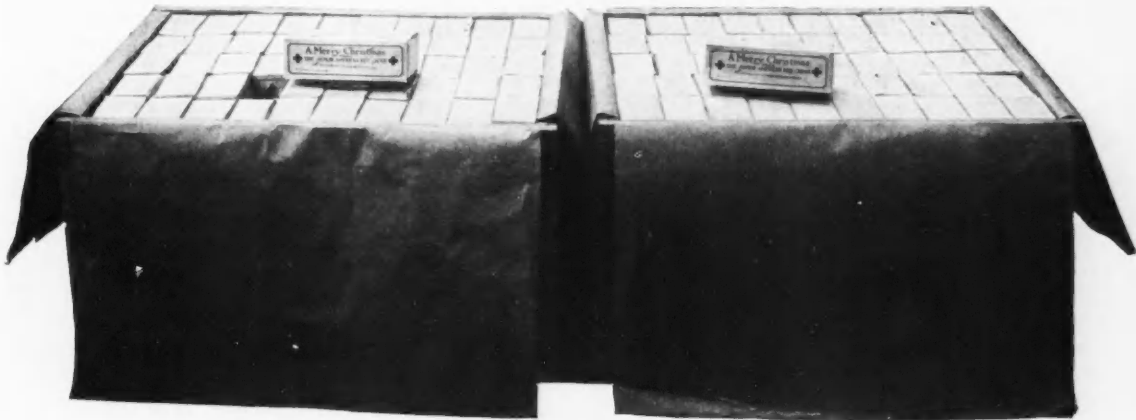


*Twenty thousand gift boxes from Pacific Coast and Hawaiian Juniors were distributed among about 100,000 Japanese school children in the regions of Yokohama and Tokyo*

Red Cross Juniors.'"

For three years, now, American Juniors have been sending little Christmas boxes to children in foreign lands. Last Christmas these boxes were distributed in 14 countries in Europe and in some of our insular territories, and similar boxes were sent to Japan for child sufferers from the earthquake. The sending of these boxes required an expenditure of \$9,000 from the National Children's Fund, but never did an investment bring greater returns.

Our European representative reports: "If a film could have caught and recorded the travels of the cases containing Christmas boxes from American



Cases like these carried nearly 100,000 good-will boxes to needy children in European countries at Christmas time—a National Children's Fund project

Juniors after they reached European ports, it would show quite clearly that grown-ups, as well as children, felt the contagion of that friendly thought packed with the dolls, the neckties, the soap babies, and the whistles. There is something so pleasing to all sorts and conditions of people in this Christmas exchange in the name of good fellowship that stevedores, freight handlers, shipping clerks, truck drivers, and Red Cross officials hastened to find a means of overcoming all difficulties so that the Christmas celebrations could be carried out by the children of Europe as planned."

A long story could be written of the joy that these small Christmas greetings brought to thousands of children. Here is a single instance. It was on the Junior Red Cross Playground in Rome. "Unfortunately a persistent rain frightened many of the people who had been invited, but it did not frighten the children; they arrived nearly an hour before the fixed time, all dressed up and excited. They came into the room by groups, the small ones first, and were so amazed by the sparkling Christmas tree that they could hardly move. But when their eyes fell on the table full of toys and mysterious boxes, they found all their energy again and ran together to receive their gifts. American Juniors can never imagine the great pleasure they gave to their little Italian brothers who for the first time had the joy of seeing and possessing a Christmas box."

In practically every country, the reports tell us, the expression of good will from American children resulted in an impulse on the part of children receiving it to "go and do likewise." Of course they wanted to show appreciation to the American Juniors in return. A story is told of one family in a hut with almost nothing with which to sustain life, where "for weeks efforts had been made to procure just one egg from their only hen in order to send it to the American Juniors in appreciation of their Christmas cheer. Daily the performance of shaking the hen took place and the mother would say, 'Give them, Hen!' until finally the great day arrived and the hen laid an egg, which was saved carefully and given to the Junior

Red Cross visitor in grateful appreciation for the American Juniors' gifts."

The thing they wanted, however, was not so much to send something back to America in exchange, as to *pass on* the good will and good cheer to someone else who was even more unfortunate. In the Polish Junior Red Cross Magazine, for example, the writer of the description at the beginning of this article goes on to say, "What will *our own* Circle do for Christmas? To whom shall *we* bring joy and surprise? And how? These questions have occurred to all of us. In the whole country—no, in the whole world—young hands and noble hearts are engaged in finding the answer."

In no country has there been greater need than in Austria, and nowhere did the American Juniors' Christmas gifts bring greater joy. But who can doubt that the joy of these Austrian children was the greater because when, "hearing that gifts were on their way from America, they decided that their gratitude could best be expressed by gathering their small substance together to send cheer to those who were in worse plight than they—the children of Germany. In schools near the border, bands of children often carried their gifts on their backs for a walk of two hours or more to distribute them personally in the stricken region. In Salzburg children renounced the joy of receiving American packages and carried them personally to a very poor school in Bavaria."

"If a mouth organ is the one thing in the world which would make your life complete, and you are ten, it is far from easy to stand by your resolution to sacrifice and enrich the lives of others," says another report. "But if you are Polish, you think of that American child who saved his pennies to buy a gift and send it, and you resolve that you can do as well as any one in America at that sort of thing, and at the supreme moment of temptation you present the precious organ to the blind boy at the party with a smile of triumph. You have done as well as that American Junior and the knowledge of that fact makes a warm fluttering somewhere in your stomach that is

(Continued on page 125)

# AMERICAN JUNIOR RED CROSS NEWS

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VOL. 5 APRIL, 1924 No. 8

## National Officers of the American Red Cross

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*Thou must know the Truth  
If thou the Truth wouldst teach;  
Thy heart must overflow  
If thou another's heart wouldst reach.*

—Anonymous

## Good Will Days

"ON earth Peace, good will toward men" is a sentiment which we always associate with Christmas Day. Christmas has come to be very largely in practice a "home" day, a day for the expression of good will and good cheer in the family circle and among our intimate friends, though in its origin it was intended to be world-wide in its significance. To perpetuate the Christmas spirit throughout the year, in a world-wide sense, a "Good Will Day" has been designated for observance on May 18. Its purpose is to cause people, and especially children in the schools, to stop and think about the extension of good will internationally.

American Juniors have done a very important thing in giving to Christmas something of its original meaning of peace on earth, good will to mankind, by expressing their good will and friendship to the children of many far-away lands in the annual Christmas box enterprise. And now when "Good Will Day" comes around, on May 18, Juniors in every school should be foremost in making it a success, in helping to derive from it its fullest value.

The danger in setting aside particular "days" on which to emphasize a particular idea is that people sometimes seem to think that their duty is done when they have celebrated the particular "day" in due form,

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entirely forgetting the idea on the other days in the year. Juniors cannot very well make this mistake, because to a Junior every day is a Good Will Day. Especially through its National Children's Fund, its International School Correspondence, and its Junior Red Cross magazine, the Junior Red Cross is working day in and day out to foster world-wide understanding and good will.

Every Junior group in the schools of the United States should take as active a part as possible in presenting some kind of program or ceremony on May 18 to stimulate interest in world-wide good will. But no kind of a program on that day will go very far toward actually promoting good will unless we do something to show that good will and to cultivate it in action day by day.

Three suggestions may be made:

1. Could there not be arranged, on Good Will Day, a public meeting for your parents and friends, in the program of which there would be, among other things, a presentation of what the Junior Red Cross is doing continually to promote international good will? This and last month's numbers of the JUNIOR RED CROSS NEWS afford good material.

2. Could you not prepare a portfolio to be sent to a school in some other country and have it ready for exhibit at the public meeting on May 18? If you have already been engaged in school correspondence, you may also have for exhibit one or more portfolios from other countries.

3. Could you not, on May 18, send in a contribution to the National Children's Fund, even if it is small, in order that you may have a direct and continuous part in establishing in other countries centers from which good will is radiated, as shown in the various articles of this number of the NEWS?

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.

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Chicago, Ill.—Society for Visual Education, Inc., 806 West Washington Blvd.

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# NATIONAL FETE DAYS THE WORLD AROUND

## A Festival

By Louise Franklin Bache



### THE CAST

**MAIN CHARACTERS:** Civilization, an elderly man dressed in the garb of a pilgrim of old. The color of his robes is either green or purple. He wears sandals. In his hand he holds a globe. America, Japan, Norway, Cuba, Great Britain, Serbia, France, Switzerland, China, and Czechoslovakia are represented by girls dressed in white flowing Greek costumes. Their hair is unbound and they wear sandals. Each maiden carries a shield of her country's colors.

**DANCING, SONG, AND TABLEAU CHARACTERS:** Old Bellman and grandson dressed in Revolutionary costume (optional characters). Japanese dancers, eight girls dressed in Japanese costumes carrying fans. Norwegian group—three people, one boy and two girls in native costume; several groups if desired. Cubans in Spanish Fandango—three or more couples in Spanish costume. Dancers from Great Britain—eight girls dressed in the crinoline costume of Victoria's day. Serbian dancers in the Kola—ten boys and girls in Serbian costume; more if desired. French group in the round "On the Bridge of Avignon"—at least three couples in peasant costume. Swiss singers in national song—one or more in native costume; may be drawn from chorus. Chinese singers in Jasmine Flower Song—one or more people may sing the song in native dress; may be drawn from chorus.

**CHORUS OF CHILDREN:** Do not appear on the stage. Sing national songs from behind scenes or from the audience.

### SCENE

Home of Civilization at heart of universe. Civilization is seated on a throne. In his hand he holds a globe.

**CIVILIZATION** (very slowly): Men call me Civilization. My home is built in the heart of the Universe. Darkness, dawn, the light of a new day are one to me. The failures and sorrows of mortals are as my own. Their joys and achievements alone bring me happiness. Had I one wish, it would be that my people might have liberty and prosperity without bloodshed. Were this true, then would my years drop from me as the leaves from the trees in autumn. I should be what I really am at heart—youth with my face to the sun and my feet on the highway of the People. (Enter America. She carries a shield on which are displayed the Stars and Stripes. She advances to the throne of Civilization and bows.)

**AMERICA:** Father Civilization, full many a weary mile I come, to seek an answer to my question.

**CIVILIZATION:** What one seeks persistently and with courage, that shall he find.

**AMERICA** (eagerly): Men say your wisdom is as varied as the centuries. Tell me, then, is not America's Independence Day the most glorious day in all the world?

**CIVILIZATION** (wearily): Independence Day, Independence Day! Oft have I heard that name.

**AMERICA** (interrupting): Perhaps you know it better as the Fourth of July. (Recites poem "Independence

Bell." Tableau of the old bellman and his grandson may be given while America recites. The actions of the characters follow the words of the piece. As America comes to the part "Ring! Grandpa! Ring!" a bell is heard off stage. The bellman may pull the rope from within. If tableau is given, have the bell rung off stage anyway. At end of recitation tableau characters move off stage. America stands with bowed head. Chorus of children sing one verse of America. At its conclusion America speaks.) Is our Independence Day not rare, oh Father Civilization? (Bows before Civilization and takes her place at left of throne.)

**CIVILIZATION:** What I tell you would mean but little. What you see and hear shall solve the riddle. (Spins globe.) One, two, three! Enter ye!

**JAPAN** (enters bearing the shield of her nation's colors; bows before Civilization): I represent the ancient Kingdom of Japan. Men know me as the land of sunshine and flowers. I bring the day of February Four known throughout our history as "Kigen-Setu," that day of days which first ushered in the Emperor Jimmu's sway. First in descent from a sun goddess was he and the first Emperor of our realm. He ruled so wisely and was so great a man that his descendants still rule our land. Twice blest was Kigen-Setu, for on that day in the year 1881, centuries after the reign of the First Great One, a constitution was signed which made us an Empire. Few today can boast a people so brave! Few today can boast an Empire so stately as that of Japan. (Turns toward audience, holding shield aloft. In trip eight maidens in Japanese costume carrying fans. They dance a Japanese dance,<sup>1</sup> tripping off at its conclusion. Japan bows before Civilization. Takes place at right of throne.)

**CIVILIZATION** (turns globe): One, two, three! Enter ye!

**NORWAY** (enters bearing the shield of her nation; bows before Civilization): From the land of the Norsemen of old I come, to tell you a tale of freedom, a tale of right, a tale that it took full many a year to settle. Eighteen Fourteen was the year which brought to Norway the tidings of independence. At Eidsvold on May 17, our constitution signed, we dared to dream of better days. It was not 'till the year 1905 that dreams came true and we were declared an independent nation. In memory of our first vow of freedom our people dance and flaunt their banners from Christiania to the North Capes—for it's Norway's Day, her Independence Day. Blest of all times—the Seventeenth of

May. (Norway turns. Faces audience. Holds shield aloft. Enter a group of three in Norwegian costume. They go through actions of Norwegian Mountain March.<sup>2</sup> March off stage at end. Norway bows before Civilization and takes her place at left of America.)



CIVILIZATION (spins globe): One, two, three! Enter ye!

CUBA (enters holding shield aloft; bows before Civilization): In Cuba it is the Twentieth of May, the day on which we were made a republic. Perhaps you have heard the story. We once belonged to the Kingdom of Spain. War came with the blowing up of the Battleship *Maine*. America lent us her timely rule until we were strong enough to stand alone. Then like the unselfish nation she really is, she gave us our independence in the year 1902. A happier and more glorious Independence Day than ours, you'll search the world to find. (Cuba faces audience. Holds shield aloft. Enter group of Cuban boys and girls. They dance the Spanish Fandango.<sup>3</sup> Make their bows at end and leave stage, running gayly. The last dancer throws a kiss at America and one at the audience. Cuba bows before Civilization and takes her place at the right of Japan.)

CIVILIZATION (spins globe): One, two, three! Enter ye!

(Chorus sings "Rule Britannia" as Great Britain enters, bearing shield. Bows before Civilization.) I bring with me the Twenty-seventh of May—the birthday of Queen Victoria. We call it in our country Empire Day. On it we meet to celebrate not the victories gained by hate, but victories gained by peace instead; victories which our good Victoria led. They were victories in commerce, science, literature, education, and arts which made possible a better, greater nation. God bless our Empire Day, and "God Save the King." (Great Britain faces audience, holding her shield aloft. A group of maidens attired in crinoline costume of Queen Victoria's time dance the Early Victorian Crinoline Dance of the Victorian Minuet.<sup>1</sup> Maidens courtsey in a straight row at end of dance, first to Civilization and Great Britain and then to audience. Leave stage in a sedate file. Great Britain bows before Civilization and takes her place at left of Norway.)

CIVILIZATION (spins globe): One, two, three! Enter ye!

SERBIA (enters with shield held aloft and bows before Civilization): Of days of victory many a nation boasts, but what nation celebrates a day of defeat? I, Serbia, bring the Twenty-eighth of June, Kossova Day, with its dance and tune. On it there was once a great battle fought. Our people were beaten and our country laid at waste. There was one fortress the Turks could not capture. Nothing could conquer it! It was the spirit of the people who knew not fear, the spirit which makes Kossova Day forever dear. (Serbia turns toward audience with raised shield.

Enter a group of boys and girls in Serbian costume. They form a circle and dance the Kola.<sup>4</sup> Go off stage at end in one long chain, each pulling the other merrily. Serbia bows before throne of Civilization. Takes her place at right of Cuba.)

CIVILIZATION (spins globe): One, two, three! Enter ye! (Chorus sings the Marseillaise.)

FRANCE (enters during singing, holding shield aloft; bows before Civilization): My shield bears the red of victory, the blue of liberty, the white of purity. "Vive la France" and the Fete Nationale! This is the Fourteenth of July. All bells ring. On the streets the people sing, "Remember the Bastille and the year of our freedom, 1789." Throughout history there is no greater page. In the Bastille the kings put men at their will and executed those who dared to call it treason. No people will long submit to slavery's yoke. France, too, one day awoke from her slumber; stormed the Bastille and razed it to the ground; fought for her freedom till it was won. "Vive la Republic" and its honored Fete! Make it a day forever great. (Turns toward audience. Holds shield aloft. A group of French boys and girls run in shouting and laughing. They dance and sing the French ronde "On the Bridge of Avignon."<sup>3</sup> Form in couples at end and skip out singing. France bows before Civilization and takes her place at the left of Great Britain.)

CIVILIZATION (spins globe three times): One, two, three! Enter ye!

SWITZERLAND (appears bearing shield aloft; bows before Civilization): It is the first of August and our Independence Day. Back to the year 1291 it dates. Few nations can boast so long a run nor a history so full of glory. The men of Unterwalden, Schwytz, and Uri, on that day and in that year took a solemn oath to resist their enemies roundabout by uniting their forces. So started the Confederation of the Swiss, a confederation which in after years brought about the Swiss Republic which has served as a model of democratic rule for many nations. Surely you will agree that a day with so noble a legacy leads all other days. (As Switzerland finishes speaking a group of boys and girls enter two by two, singing the Swiss National Hymn. Face audience. March off stage during the last line of song. Switzerland bows before Civilization and takes her place at the right of Serbia.)

CIVILIZATION (spins globe): One, two, three! Enter ye!

CHINA (enters with shield held aloft; bows before Civilization): I am China. I am old and I am young. Part of my days are over; part begun. I am an old order changed to a new. I am a republic. I represent an ancient people who desire to take their rightful place among the nations and enhance their usefulness 'till all shall say they are glad China has an Independence Day. (China faces audience with shield aloft. One or more singers in native costumes sing "Moo-lee-

lwa" or the "Jasmine Flower."<sup>5</sup> At conclusion of song, singer or singers courtesy to Civilization first, then to China, then to the audience. Leave stage. China bows before Civilization and takes her place at left of France.)

CIVILIZATION (spins globe): One, two, three! Enter ye!

CZECHOSLOVAKIA (enters, holding shield aloft; bows before Civilization): My name is Czechoslovakia. I am a republic yet in its infancy. October Twentieth is my Independence Day and 1918 the memorable year which gave it to me. I love my Independence Day best because it follows all the rest. It washed away the sadness of war and brought with it hope and a promise of great things to be. (Faces audience. Holds shield aloft. Group of boys and girls in native costume enter and go through the steps of Fanafaska,<sup>3</sup> dancing off stage at conclusion. Czechoslovakia bows before Civilization and takes place at the right of Switzerland.)

AMERICA (advances; bows before Civilization): Your answer, Civilization, now I pray. Which is the best and withal the greatest National day? (All nations now advance and form a semicircle in front of Civilization.)

NATIONS (in chorus): North, south, east and west, which day of all days is the best?

CIVILIZATION (speaking slowly): The best National day is the one which enkindleth not in the nation the enmities of the past, nor puffeth it up unseemingly over its former deeds of valor. Rather does a nation bear itself meekly as befits true greatness, finding in its past only such truths as it may apply to the progress and happiness of the future. The spirit of a patriotic day reflects the spirit of the nation. In each day of which you spoke I have found the seeds of freedom, honor, and good will. Since you love these things, let them serve as a link between you. United in common thought and purpose, you may build a friendship which knows not national boundary lines, but stands ready to work for the common good of all. When this time comes, then shall all national days be one in greatness and glory. I have given my answer to your question.

NATIONS (holding shields aloft): We pledge allegiance to the Day of Days which shall bring with it peace and good will to the nations. (Lower shields, bow low before Civilization's throne. Then headed by America and Japan, they form in two lines in the order they stood on either side of throne. One line marches toward left of stage, the other toward right. Then front, where they meet, facing audience. Suggested "March of the Priests" by Mendelssohn or

the "March Lorraine." At end of march, chorus and nations join in singing "Ring out, Wild Bells," words by Alfred Tennyson, music by Charles Gounod. The final line of the song, "Ring in the Thousand Years of Peace," should be sung as the composer directed—"gloriously.")

#### FOOTNOTES

<sup>1</sup> In *Fifty Figure and Character Dances* by E. T. Bell, published by George G. Harrop & Co., London, England.

<sup>2</sup> In *Folk-Dances and Singing Games* by Elizabeth Burchenal, published by G. Schirmer, New York.

<sup>3</sup> In *Folk-Dances from Old Homelands* by Elizabeth Burchenal, published by G. Schirmer, New York.

<sup>4</sup> In *Dances Arranged* by Louis Harvey Chalif, Chalif Normal School, 7 West Forty-second St., New York.

<sup>5</sup> In *One Hundred Folk-Songs of All Nations* by Granville Bantock, published by Oliver Ditson Co., Boston.

### Christmas Candles

(Continued from page 121)

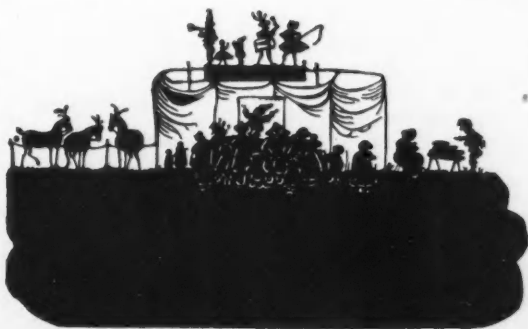
hard to explain, but immensely thrilling to feel. It comes with special warmth and vehemence every time you think of the blind boy on his way home lovingly feeling the music maker in his pocket."

The effort of Hungarian Junior groups to provide Christmas pleasure for orphaned, crippled and refugee children has been indefatigable, and these Junior groups are said always to have regarded the foreign parcels as "something to make others happy with," rather than as "something for us to keep."

About 150,000 small gifts from the western coast of the United States and from Hawaii were distributed at Christmas and New Year's time to more than 100,000 Japanese children who had suffered from the recent earthquake. The American Embassy furnished two large motor trucks and about twenty coolies, free of charge, to attend to the transportation between Yokohama and Tokyo. The distribution of the gifts, which was a very great task, was carried on through thirty or more separate channels, which included missionary workers, social service organizations, the Salvation Army, the Y. M. C. A., a number of American firms, and various individuals, to say nothing of the representatives of the Japanese Red Cross and the American Red Cross Chapter in Japan. The receipt of these gifts greatly touched the hearts of all Japanese, and every important newspaper in the region covered contained enthusiastic articles about this act of friendship on the part of American children toward

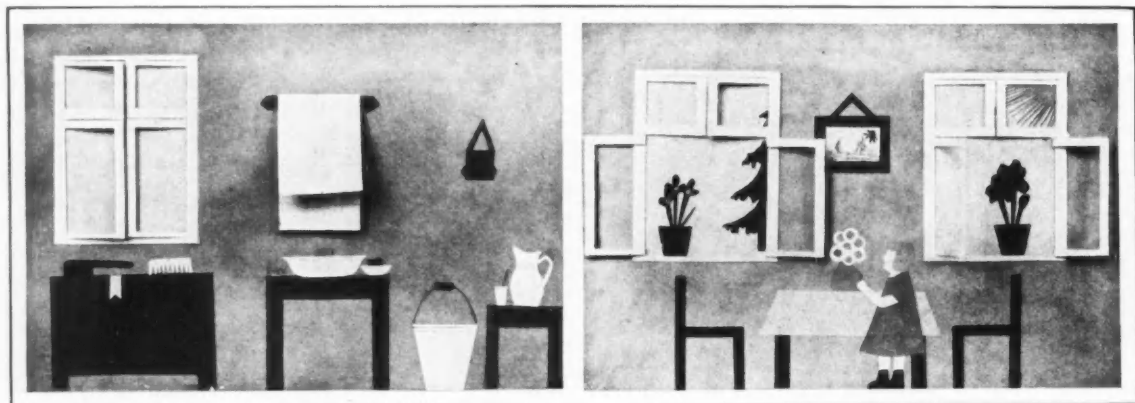
the Japanese children. One of those engaged in the distribution of these gifts writes:

"The efforts of the American school children have not only made glad the hearts of the children of the sorely stricken districts of Japan, but have also been a wonderful contribution toward a better understanding between the two countries."



# A FIT FOR SERVICE PLAY

By a Kindergarten in Graz, Austria



Out of Kindergarten materials these two model scenes were made—the wash room, neat and clean; the living room, attractive and airy

**H**AND-WORK is over. Now they will act a play. Into the room where the cots are stretched for the rest-hour! Each child to his cot except two who stay outside the door. Everyone asleep. Then in bustles a six-year old looking as motherly as possible and singing in her high treble:

“My dears, it is no longer night,  
The sun is shining clear and bright,  
Now, everybody out of bed,  
And take deep breaths to make cheeks red.”

Being obedient children they all bounce out and do as they are told. Then in comes father, also aged six, looking very stern:

“Here, wash yourselves, and all be quick,  
Faces and hands and ears and neck—  
Before we eat, I want to see  
Each one of you as clean 's can be.”

Washing is largely a pantomime performance until it comes to the tooth-brushing part of it. Then each child produces his own tooth-brush and shows how it should be done.

“Would you like never to know what it is to ‘feel mean’?”

Then be very careful to keep your teeth clean.

Brush from upstairs to down

And they'll all remain sound,

Scour them this way

Then they will not decay

Would you like never to know what it is to ‘feel mean’?”

Then be very careful to keep your teeth clean.”

The bell sounds for breakfast and the play is over. But there is an encore. Two little girls with their dolls and tin bath-tubs:

“Would you like to know something about feeling fit?”

Then watch my dollie while I bathe it.

I put her right in from her heels to her chin

And there's none of the crying or usual din.”

How did it come about—this effort to undermine an age-old prejudice? Fraulein Elschning, teacher of this little group, has written what we might term an historical poem which tells the story. The best thing I can do is to translate it:

Some children from America  
Have written to us saying,  
“We want to tell you all about  
The game that we are playing:

We're fond of water, sun, and air  
Like fish and birds we've seen,  
We do not breathe with open mouths,  
We keep our noses clean.

We have our windows open wide  
At night as well as day-times,  
We tidy up and keep things neat,  
E'en if it shortens play-times.

Our brushes, comb and towel and soap  
In constant use we're keeping,  
They're just as needful, so we think,  
As eating, drinking, sleeping.

We do not play in dusty streets  
Best health that does not yield,  
It's better far to frisk about  
In meadow, wood or broad green field.

This fine new game—the Good Health Game,  
Fits in all times of day  
It's fine at home, it's fun for school  
Or kindergarten play.

Dear friends in Graz, good health, we hope  
And luck will come to you.  
Do play with us this Good Health Game  
And make our hopes come true.

Then if this game appeals to you  
Tell someone else its teaching,  
Then soon we'll find its lessons true  
Around the whole world reaching.”



# TY, OF THE PLAYGROUNDS

WHEN, in December a year ago, the three thousand children of the La Louviere primary schools paraded on the new playground, it was quite easy to notice that they were under-average children physi-

cally. However, I did not at that time notice Ty, the hero of this tale. This occurred on the first Thursday on which the playground was open. Everyone played with ardor, with such ardor that none thought of stopping to eat the four o'clock snack which is part of the régime of the Belgian youth. And when it grew too dark to play, every-

one crowded into the field house and clamored for a good warm shower to remove the playground grime. This was accorded to them in relays. On the last relay were Ty and five companions. They divested themselves of their clothes, and proceeded to scrub themselves under the rain of warm water. Ty started to walk across the floor in search of a fugitive morsel of soap, when he slipped, fell, and didn't get up. I picked him up and laid him on a bench to see

what was the matter. He was quite unconscious. And it was not five minutes before his five companions had followed his example. The six were rubbed dry, dressed, put near the stove in the big game room, and given hot tea to drink. This started the cure which was completed by slices of buttered bread and pieces of rice custard pie. Soon all were well and cheerful.

I will now jump to Ty's final appearance in this narrative, omitting all the months of faithful attendance on the playground which prepared the triumphant ending.

The scene is the basket ball court at Jumet. A match is about to commence between the men of Jumet and the men of the playground course at La Louviere. But the La Louviere team can only muster three men. Nothing to do but to fill in with some of the La Louviere boys who had followed their older friends to cheer them on to victory. "Yes, Roger, you are pretty

By W. A. Wieland

solid, you may play. And Robert can try his luck at forward. Ty? Oh, no, mon petit, you're quite too small." But at the crestfallen look on the youngster's face, I was obliged to qualify the prohibition: "Well, perhaps you can

take Robert's place the second half." And by the light of joy in the lad's face, I could see that my "perhaps" had been taken as a promise.

The first half, hammer and tongs! Robert and Roger work hard, and the three grown-ups perspire valiantly. But Robert cannot see the basket, and his partner rings only two. And Jumet, attacking hard, gets an equal number. Four to four is the score at half time.

Ty is on hand to claim his right to play. So into the game he goes, replacing Robert at forward. His opponent towers mightily above him, but Ty is undismayed. The second half starts. Jumet gets the jump, and passes right to the goal, but misses the throw. Roger

passes to the center, the center finds his forward, who passes toward Ty. But what chance has the little fellow against his giant guard? More than you think. They are both after the ball, but it is Ty who gets it. And he is not the lad to lose the ball on a wild pass, but he drops it to the ground an instant, and then passes low around the leg of his adversary to his team-mate. Then he breaks for the goal, receives the pass, and coolly throws the basket, while his big opponent is still looking for him. Cheers from the crowd.

But Ty is not through. In a few moments, he sees his partner grab the ball from a mêlée under the goal, beats the field to his own basket and, receiving a long pass, adds two more points to his team's score. A third time he repeats the feat, and the game is saved. The 4-4 tie at half time is changed into a 15-6 victory, and Ty, tiny Ty, the *enfant débile* of last December, is the hero of this September day.



*Good citizenship, as well as body mastery, is developed on the American Junior Red Cross playgrounds which are to be found in Belgium, France, Italy, and Jugoslavia—all made possible through comparatively small expenditures from the National Children's Fund*

# THE SERVICE FUND

THE entire foreign program of the American Junior Red Cross for this year costs less than two cents for each Junior in the United States. Can any Junior read this number of the News without feeling that the National Children's Fund is a remarkably profitable investment? The most remarkable thing about it is that each Junior who contributes his share to the Fund (say two cents) receives all of the returns that come back to us from the expenditure of the entire Fund — in satisfaction and joy in having a part in the spread of understanding and good will, in the world illumination that this number of the News tells about.

It is a fact, however, that not all of the schools enrolled in the American Junior Red Cross have contributed anything to the National Children's Fund, and that, therefore, not all Juniors have had a direct part in the work that it is accomplishing. Whether or not a school or an individual Junior contributes to the National Children's Fund is an entirely voluntary matter. There is no requirement about it. But the National Children's Fund and the work that is being done with it would be of much greater value to America if all the children had some direct personal part in this wonderful enterprise of spreading happiness and good will throughout the world. Would not every child, and every school enrolled in the Junior Red Cross, like to have a share of the satisfaction that comes from helping in the work?

A reason sometimes given for not contributing money for work in foreign countries is that the need at home is so great. The need at home is indeed great, and the Junior Red Cross is doing more at home now than it ever did before. It is also doing less in foreign countries, so far as expending money is concerned, than at any time since the war. But one of the greatest needs in the world today is for world-wide

understanding and friendship, and the Junior Red Cross movement can do so much to promote these things with such a small expenditure of money! When people say that "Charity begins at home," as a reason for not sharing in the foreign work, it may fairly be said in reply, "Yes, charity begins at home; but it is only selfishness that stays at home!"

One more thing needs to be said: No Junior should contribute anything to the Service Fund, either for home service or for foreign service, unless it is his own. This is for two reasons: First, if it is not his own money that he gives, then it is not his service when he gives it. If a Junior asks his parents for a few cents to give to the Junior Red Cross, it is the parent who gives and not the Junior.

In the second place, one feels that money is more truly one's own when it has actually been earned by the performance of some service for others or by some personal sacrifice. The Junior Red Cross urges its members to give money only when they have earned it, because in the earning service is rendered, as well as in the giving.

When a group of Juniors earns money for the Service Fund by giving an entertainment, for example, or by raising and selling flowers or vegetables, they should think as much about the pleasure given, or the service rendered, to those who see their entertainment or buy their product, as about the service the money will render to those who finally receive it. Moreover, those who receive the gift get much more pleasure out of it when they know that the givers have made some effort or sacrifice in order to give it.

The Service Fund is properly so called only when it is raised by service, as well as spent to render further service.



Photograph by George Brayton

*Plays, pageants, and other forms of entertainment in the interest of international good will are popular in Junior Red Cross schools as a means of obtaining money for a Service Fund*

