

# The NEW NEAR EAST

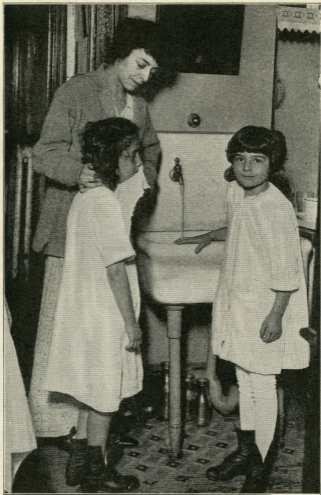
Published by the  
Near East Relief

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*Armenian children getting ready for school in America*

# THE NEW NEAR EAST

*Published by* NEAR EAST RELIEF

One Madison Avenue, New York

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## Of Maps and Map Makers

AT Sèvres, in sunny France, a crowd of interesting looking men met recently. There were three in the black, close-fitting uniform and round red fez of a Turkish gentleman. With them met high and mighty officials of France and Italy, of England and of Greece, allies in the war on Turkey, that America never joined. (Of America's fight in Turkey and the brave soldiers still campaigning against hunger and disease and death, you will hear again.)

What were they doing in that stately room on August 8th? Something of great importance to all who go to school and learn out of big books what is and has been in the world. They were making geography, yes, making new maps, whole new countries, new capitals, new boundaries such as have never been for years and years.

If they had printed the new map

in Constantinople, the proud city from which the three Turkish delegates came, they would have made it with borders all of black, for that was the way the very newspapers appeared on that date in Turkey. There were flags draped in black in the windows in Constantinople. The cars in the streets came to a dead stop for five full minutes at high noon on that day.

No wonder they did not like the map, for it had bitten off great pieces of the large slice of Asia that used to be marked "Turkish Empire" or "Ottoman Empire" after those proud conquerors of the house of Othman, who, six centuries before, had stuck it all together with the blood of conquests. There had been many who were mourning then. To this day in St. Sophia, the beautiful old Christian Church turned mosque, they show the mark of a man's hand high up on the walls and tell the tale of how the con-

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quering Prince put the mark there to show how high were piled the bodies of the dead over which he rode in triumph. In the hundred years that followed the red boundaries of the Turkish Empire pushed their way half out across the continent of Europe to be stopped only at the walls of Vienna.

In the last years it has been shrinking, shrinking fast. One after the other the Christian peoples they call the "Balkans" rose up and shook themselves free from the Moslem tyrants. All lovers of beauty were thrilled when Greece became free. But it was only half the Greeks, the rest remaining a subject people on the shores of Asia where Jason voyaged and where the great Greek poet sang the "Odyssey."

They were not the only ones left behind in those glad days of liberation. Scattered far and wide were the Armenians who in all the great country that had once been theirs found no spot that they could name Armenia or call their own.

And there were others—peoples of Palestine and Syria, the swarthy nomads of Arabia, Assyrian Christians of Mesopotamia, who, belonging to Turkey, united in only one thing, their eagerness to get away. You see how much can be tied around by the clean-cut boundary of a map such as we had before without really belonging together at all.

When the great war came and Turkey threw in her lot with Germany she set to work to crush these long oppressed subjects of hers, fearing the worm would turn, as they say. There followed the terrible

years when people died and starved and beautiful villages became heaps of scattered ruins.

Peace came at last. Turkey stood beaten and ashamed before the world. It seemed the very first thing that peace would mean was freedom—a fair deal at least for those who had suffered so long, but there were many things to decide and many questions to settle among all the conquerors. Meantime, the Turk forgot how badly he had been beaten and saw in the occupation of large parts of his country by foreign soldiers the attempt to take away his country entirely and treat him with the injustice he had used on others.

So it was that last summer a romantic figure suddenly flashed into prominence, gathering around him a crowd of followers who swore with him that Turkey never should be parceled out among her foes. Mustapha Kemal was his name, a fine looking young Turkish officer who had distinguished himself for his bravery in the war. A reckless wave of patriotism swept over the country, gaining numbers and territory as city after city openly sided with the Nationalists. By the first of the year, Kemal and his men had come into control of so much of the country that they openly attacked the allied forces. There has been fighting ever since, with the Greeks around Smyrna where they were given control, with the French in the southern country of Cilicia and with the English around Constantinople.

Town after town in Cilicia has been captured from the French and Armenian people whom England and

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France had just brought back to their homes are having to flee again, losing all their belongings. Nearer and nearer to the beautiful capitol on the Sea of Marmora came the line of attack, and the government of the Sultan, with the peace treaty and the rebellion both on its hands, seemed so wavering that the allied powers

made a little demonstration on March 16th and occupied the city to remind the Sultan more forcibly that they really meant business.

It does not sound much like a peace treaty with most of the country still fighting and nothing really fixed except as the shifting lines of attack are fixing it from day to day.



*From the Literary Digest.*

### TURKEY "OUT OF" EUROPE

*Turkey in Europe will consist of Constantinople and a few hundred square miles of territory surrounding it. The Zone of the Straits will be under control of an international commission appointed from the League of Nations. Smyrna and the surrounding area form a Greek protectorate. The boundaries of Turkey in Asia remain unchanged, except as regards the southern frontier, and some of them are left to be settled by boundary commissions on the spot.*

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It is surely an interesting map that is being fought over so fiercely! It is a map worth knowing more about, a map that will help make history in the days to come. Turkey in Europe is gone forever except for Constantinople. On the western bank of the Bosphorus she sits in lonely grandeur with her back now turned forever upon the last of her European provinces. Think of a capital on the furthest point of a country, in another continent, indeed! It is a hostage city held by Turkey on promise of good conduct, while international policemen guard the beautiful narrow necks of water that made her strength and isolation. "Never again," says the world, "shall the tragedy of Gallipoli and the Dardanelles repeat itself.

All up and down the Ægean Sea were many lovely islands, once part of the Greek Empire, which now, after years and years, are united again to those who speak their language and share the same traditions of ancient glory and achievement. And, to make these islands safer, Turkey is to have no warships at all and no airships either in the years to come.

Part of the mainland of Asia, which has always been the home of the Greek people, will be under the protection of the Greek Kingdom across the sea, and have the choice after five years of becoming a regular part of the Greek Kingdom itself. These are some of the changes on the west side of the face of Turkey as the allied powers have agreed to paint her. In the east and south are even

greater changes in the old drawing of the map. Palestine is free forever, and Syria—those old Bible lands sacred to so many hearts. The last crusade of the centuries has been successful and Jerusalem is free. There is a new Arabia, that great desert kingdom, whose Arab chiefs played so thrilling a part helping the English push their way across the sands to the Promised Land. There is even a new Kurdistan in the wild mountains of the far interior. England controls the ancient valley of the Tigris and Euphrates where the great flourishing sites of old lie buried in the sands—typical of the influence of Turkey who has kept progress buried throughout her country so long. And Armenia? Yes, there is to be a new Armenia, but no one yet has said just where it is to be. The government in Constantinople has agreed it shall be as President Wilson says, but meanwhile, she, who has suffered most, is without a country and fighting still for her very life. Outside of Turkey altogether is the beginning of Armenia, the small Republic of the Caucasus, where 350,000 Turkish Armenians still find temporary refuge till they have a home of their own.

It is a map in the making—a new history—a new geography which we cannot learn today from books but which everyone who is interested in knowing what is going on in the world will watch with real excitement as it unfolds, not at Sévres, but in the highlands of Anatolia, in the Desert of Arabia, or in Syria by the sea.



*Little girls in the Aleppo Orphanage*

## Armenia's Educational Ideals and Efforts

TO the Armenian, education has been almost a fetish. J. Gordon Browne once said:

"The Armenian passion for education has been astonishing. There is probably no people in the world who will make such sacrifices for this object."

In early days when education was fostered by church and state, a high degree of scholarship was attained, which is still evidenced in the libraries of the ancient monasteries.

Under Turkish rule, the pursuit of education was a precarious one. The government regarded schools and school teachers with suspicion. The latter were always more or less under surveillance and were sure to suffer among the first when difficulties arose.

Taxed by the government for the support of the Turkish schools, but not allowed to attend as a subject Christian race, they built up their own educational system, taxing themselves anew for its support.

With headquarters at Constantinople, under the title of "The Union of Armenian Schools," a network of schools reached all over the empire. Elementary education was free for all and was to be had even in isolated regions of the interior.

The curriculum in these elementary schools was of necessity simple but the pupils received a fair grounding in the three R's, their own natural history and religion. Higher education was not free and limited to larger centers but was remarkably modern,

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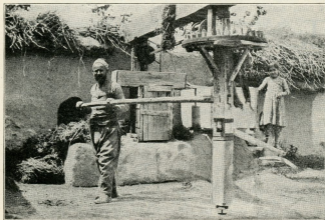
modeled after the French school system as a rule.

The harsh restrictions imposed by the Turkish Government made some subjects quite taboo. No authentic history of Turkey until most recently could be taught. Literature of all kinds and even geographies were censored. In spite of all these difficulties and continual lack of funds, the school system was always greatly superior to the Moslem and was one that deserved high praise.

It is interesting to note, as a result of this national interest in education, that there are fewer illiterates among the Armenians than among *any of the other races* who immigrate to this

country. In this country, Armenian youth has struggled for an education, working their way through college and university. From a population of 90,000 in this country, they have contributed twenty professors to the chairs of American universities, a far larger number than is produced per thousand by the regular American population. Numbers of others have returned to teach in their own country and spread there the American educational ideals to which they take so eagerly and assimilate so well.

The government of the small Armenian republic in the Caucasus has shown itself ready to make sacrifices for education even in the press of continued conflict.



Armenian water pump



## America Educating One Hundred Thousand Children in Armenia

**A**N educational program which deserves attention because of the tremendous results accomplished with a limited equipment against great handicaps is that conducted by American relief workers in Armenia. For five years the children of this unfortunate land have been without any schooling, most of them without any discipline or care or training of any kind. It is the task of the Near East Relief, which is undertaking the care of the one hundred thousand of the orphaned children of Armenia, to give these boys and girls as much education as possible in the few short years which are left before they must go out into the world to shift for themselves. That they shall have such an education is of prime importance if the Armenia of to-morrow is to hold its place in the world at all.

In planning their program the Americans in charge have had to take two factors into consideration—the urgent need to give a broad, general education in a short space of time; and the immediate necessity of training the pupils in some special trade so that as soon as they are old enough they may support themselves. Armenia is down to "rock bottom" and it is essential that every man and woman and boy and girl left alive shall become an economic producer as soon as possible. Wherefore, the grammar-school course, which includes all those who have had any schooling whatsoever, is divided into two main parts—the lessons, which take up the fore-

noon six days a week and the industrial work which fills the afternoons.

In the Caucasus an effort is made to follow the plans mapped out by the Armenian Board of Education.

The progress at first seems slow. The children's minds have been stunted and distorted by the sufferings through which they have passed, and are sluggish from disuse. But once they are awakened and aroused and brought back to normal physical as well as mental health they are all eagerness and enthusiasm. Their quickness and their interest would be an inspiration to American teachers who are accustomed to the indifference or bored toleration of the average American schoolboy. They have been without school for five years and have had a taste of sitting idle, with not even a book or picture to look at in the Turkish orphanages, or to loaf all day long in the dirty city streets and the lonely country roads. School is to them a luxury and they are making the very most of every moment.

A report from one of the orphanages—situated at Sivas, on the ground formerly owned by the Kaiser, and since, in poetic justice, turned over to the Near East Relief—gives some idea of the nature of the work that American teachers are doing overseas. "Some of the classes are very mixed," it reads. "One can see a child of nine reading the same book as a boy of sixteen. The older ones find their mental action stiffened through long

disuse, but are still toiling away. Statistics made several months ago show that out of 659 of our orphans 422 did not know their mother tongue when they entered the orphanage, but now all are speaking it fluently, reading simple stories and solving problems in arithmetic. Some of the brightest have actually accomplished in one year what our former students used to accomplish in *five*."

If the pupils show interest in their school work they display avidity in their industrial classes. The idea of being able to actually support one's self is the desire of every Armenian child's heart. The little boys who at twelve are expert shoemakers or tailors or carpenters and the little girls of the same age who have attained approximate perfection in weaving or sewing are many in number.

With this ambition on the part of the students, co-operation between pupils and teachers is an easy thing. And it is this spirit of co-operation that is responsible for the remarkable results which are being obtained in these bare, crowded classrooms across the sea.



*Expert shoemakers*

#### CHILD SELF-DISCIPLINE IN NEAR EAST

American relief workers are applying the principle of child self-discipline to boys and girls in the Near East orphanages of Asia Minor, Syria and Armenia. The medium of application is a children's court, with a native teacher as presiding officer and the children themselves as judges and marshals.

The system is proving of twofold value. Not only is it solving a difficult problem of discipline, but it is inculcating in the new generation of Armenians an understanding of the elements of self-government.

Previous to the establishment of the Near East Relief orphanages there were more than 250,000 Armenian and Syrian children wandering abroad in the land, a human flotsam from the massacres. Most of them had been stripped at a stroke of parents, home and friends. For three, four and even five years they had led a life outside the normal environs of childhood. Their existence was little more than animal, so wholly was it concerned with self-preservation.

From such a life, the Near East Relief workers gathered in the present inmates of the orphanages. They came famished and ragged, dulled in mentality and emaciated in body. So weak were they at the beginning, and so dazed, that they submitted to the conditions of their new life passively. But with proper food and clothing, with opportunity for play and study, and with new interests constantly appealing to their awakening minds, they found their way back to physical

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and mental health. And as they re-discovered their childhood, the results of their wild life became evident in increasing infractions of discipline.

It was to meet this condition that the American relief workers introduced the new system. In every orphanage a boy police force was organized. The young officers are empowered to arrest any one of their fellows detected in the commission of an offense of any sort, and to bring him before the court of the orphanage. After sentence is pronounced, the policemen direct its execution. Save for the supervision of the native teacher, the entire machinery of justice is operated by the children themselves. Rarely do the American authorities find it necessary to intervene.

The court in one of the orphanages, which may be considered typical, is made up of the presiding officer and three judges—an apprentice in the orphanage carpenter shop, a blind girl who teaches in the school for the blind children, and a boy of fourteen. These four, with the two marshals, sit at the bar of justice—a square table, three sides of which are occupied by the court and the fourth by the prisoner on trial. Each case is recorded in a ledger lying at the presiding officer's place. In a typical case the prisoner was one of the older boys of the orphanage. The charge, read from the ledger by the presiding officer, set forth that he had been rough in his treatment of the younger boys, and had frequently struck them. The prisoner pleaded guilty. The younger boys mocked him, he said, because, though older than they, he was no further advanced in his studies.

Turning back over the ledger, the presiding officer read the record of other trials in which the same boy had been the defendant. He also read a memorandum from one of the teachers in the orphanage school, which declared the boy a trouble-maker. With that the case lay before the court. The judges went immediately into whispered consultation, the blind girl and the fourteen-year-old boy taking chief part. Finally the verdict was announced. It was unusually severe for this tribunal. The prisoner was ordered locked up over night in solitary confinement in the jail—a room on one of the upper floors. The only participation of the American staff came late that evening, when the nurse who is charged with caring for the health of the children, saw that the prisoner was provided with sufficient blankets for the night.

In another case before this court, two boys found in the orchard they had been forbidden to frequent, were sentenced to clear stones from an area in the garden. In a third, where two blind boys were charged with taking articles belonging to other children, judgment was reserved. Few of the children brought before the court attempt to escape the penalty of their misdemeanors. Practically all plead guilty, and the court is seldom put to the effort of proving a case. The children recognize the fairness of trial by their fellows.

It is hoped that the Near East Relief may be able to bring the influence of this democratic spirit to bear upon all children who have come through the years of suffering and who have not yet found their place in life.

## Educational Work School for Teachers

**D**URING the month of July all our teachers from Talas, Caesarea, and Zinjirdere were brought together for a three-weeks' course in the elements of Pedagogy. Courses in General Method and School Management were given, with some special lectures to supplement them. Most important were the model classes in Arithmetic and Reading, conducted by trained teachers. Opportunities for observation and practice were provided. The greater part of the time was given to the primary grades, though the work included all the grades in the elementary school.

Since the majority of our pupils learn to speak Armenian or Greek after they enter school and do not know it before, it makes the problem of teaching them to read include that of teaching them a new language at the same time. Therefore in our training school several lessons were given to illustrate the newer methods of teaching languages. The methods used in the teaching of Chinese in the Peking language schools formed the basis of this work.

In the afternoon sessions courses were given in Nature Study and Geography, and also in Story-telling. In these courses it was necessary to furnish most of the material to be used in the schools. In this country, where the people are so fond of stories and the Nazradin Khoja stories are so popular, it is strange that stories suitable for children are very difficult to find. The translat-

ing of such stories is a great contribution. In any efforts made to prepare materials for use in our elementary schools, this need should receive special attention. A book of stories to be told to primary children, published in Armenian and Turkish, would be hailed with joy by the teachers of our boys and girls. In this connection we may add that story books for the older boys and girls are even more needed. In our courses here the stories were told by the leader and then re-told by the teachers, so that they might learn them and also learn by practice how to tell them.

At eight o'clock, or even at seven-thirty in the morning, the entire group of students and teachers were ready to learn the plays and games suitable for playground and school-room use. They divided into sections and all took part in the games, which were taught by our Y. M. C. A. Secretary. When lessons were over in the afternoon, these teachers led groups of boys and girls of different ages, with some one to supervise their work. Plans have been made to continue these groups as social service work among the children and the young people in Talas, Caesarea and Zinjirdere. The orphan boys and girls will be the ones to receive first attention.

After the chapel service, a half hour each day elementary work in note reading and singing was a special feature much appreciated by all. In this connection it may be well to

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call attention to the need for some song books for use in our schools. Would it be possible for the N. E. R. to publish in Armenian and Turkish a book with a few bright songs for each grade? Such songs have been prepared in past years for the kindergarten, but I know of no collection that satisfactorily meets the needs of the primary school.

One day the members of our training school were allowed to visit the Industrial School of our Boys' Orphanage. It was a fine opportunity to show the value of training the hand as a part of one's education.

Throughout the entire time, Kindergarten training was given to a group of over 20 girls and teachers who were preparing to be assistants in the various orphanages under our Relief Committee, and also in the Greek Orphanage at Zinjirdere and in the Armenian Orphanage in Caesarea. It is our hope that by this means the lives of all the smallest boys and girls may be as gay and happy as those of the 30 children who attended our Caesarea Kindergarten during the school year. The same wide-awake pupils have contributed much cheer to the day's work during their stay with us this month, while they have been our guests in the

Kindergarten Department of the training school.

The total enrolment in all departments was 80. About half this number were teachers, and the remainder came for the training in games and kindergarten work. All showed a keen interest and appreciation. Those who had the leadership of classes and control have felt that the school succeeded in awakening new enthusiasm and in contributing much of real value to the men and women who attended. Our special thanks are due to those who so generously gave their time and strength to carry this work through; also to the Armenian and Greek Bishops who cooperated cordially in arranging for their teachers to attend.

This summer school has been a mere beginning of the training we plan to continue to give these teachers during the coming year, when they try to put into actual use the new methods they have learned here. An effort will be made to have a Teachers' Association, which will meet once or twice a month, to study the problems relating to their work.

SUSAN W. ORVIS,  
Director, Educational Work,  
Caesarea.

## THE ARMENIANS

The Armenians trace their ancestry back to Noah. The country which they have always occupied in whole or in part embraces the upper waters of the Euphrates, the Tigris, the Halys and the Araxes rivers, which flowed from the Garden of Eden. Contemporaneous history speaks of the parricidal son of Sennacharib who, escaping from his pursuers, fled into the land of Armenia. The Armenians provided Tyre with horses and mules and the King of Armenia was an ally of Cyrus the Great in the sixth century before Christ. Herodotus speaks of the absorption of the Armenian Empire into that of Darius 514 years before Christ. Since that time this ancient and honorable race has figured largely in the history of all that country. Before Christ they were the powerful allies of Rome and for centuries were recognized by Persians and Assyrians and other adjacent nations as a powerful people. Their last kingdom was in northern Cilicia. In 1375 this kingdom was finally absorbed into the rapidly rising Turkish Empire, and from that time on Armenia has had no separate, independent national existence.

The Armenians have been throughout history renowned for their military prowess, commercial ability, agricultural resourcefulness, their industry and their devotion to domestic pursuits. The race has produced many eminent men. The general whom Darius Hystaspis chose to support the Achaemenidae dynasty was

an Armenian, as was also Narses, who made the armies of Justinian invincible. An Armenian, Exarch of Ravenna, wielded a mighty sway in Italy in the seventh century. Nubar Pasha, the regenerator of Egypt and twice its Prime Minister, was an Armenian, and his son Nubar Boghos, with headquarters in Paris, is to-day recognized as the leader of the Armenian peoples both within and without the Turkish Empire.

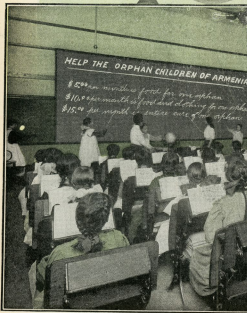
Armenians have been no less conspicuous in the world of statesmanship, scholarship, and art. It was through the collaboration of two Armenian statesmen that the Turkish constitution was framed and promulgated by Abdul Hamid when he first ascended the throne. Armenians published the first newspaper in the Turkish Empire. Members of this race have figured largely among the distinguished financiers of Turkey and in all the great movements for good government and for reform in the Near East.

In 301 A.D. the Armenian nation adopted Christianity as its national religion. This was the first nation to take this step, which clearly indicates that prior to that date Christianity had been taught and practised among them. There is evidence that during the life of Christ Armenian leaders in the vicinity of Aleppo came into contact with Christ himself and after his death with his disciples.

In the modern intellectual revival in Turkey the Armenians were the first to respond.



*They have missed five years of school*





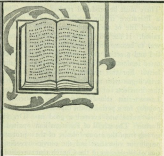


WOMEN OF ARMENIA

Armenian  
Living for the Armenians  
of the Armenian



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## Intellectual Renaissance

**I**N 1820 throughout the Turkish empire there was practically no modern education. The few schools which did exist were almost entirely ecclesiastical, maintained for the purpose of teaching a few men to conduct religious services. This was largely true of all schools, whether Armenian, Greek or Turkish. Nowhere in the country were there schools for girls, the idea prevailing generally that girls could not learn to read, even if they were worth educating. The great mass of the people were unable either to read or to write. Ignorance even in the capital was dense, but it was much greater in the interior cities and towns. Often a large group of villages possessed not one person who could write or read a letter.

Argument is not required to show that no real reform could be introduced into the country without inaugurating some system of education. There must be produced readers and a literature if the intellectual and moral life of the people was to be raised. If the old Gregorian Church was to become enlightened in its belief and practice, there must be educated leaders as well as an intelligent laity. For this reason the missionaries began with an effort to awaken the intellects of the people. The Lancasterian schools that were so popular for a period in the capital had their value and exerted a good influence. The school of Pashtimaljian sprang from the aroused desire of the people for education and the conviction of the leaders of the Church that

only educated leaders could be wisely trusted and followed. There were other schools supported and directed by the Armenians themselves, but springing largely from the persistent effort of the missionaries. Until 1839 it was hoped that all the work of modern education among the Armenians would be carried on by the Armenians themselves, so that the missionaries need not open schools of any kind.

As the zealous ecclesiastics became more and more suspicious, restrictive measures were applied. It was observed that those who studied in the schools were among the leaders seeking to reform the errors which were destroying the spiritual influence of the Church. It soon became evident to the missionaries that they must take a direct part in the work of education. In 1840 Bebek Seminary for training the young men was opened. The head of this school was Cyrus Hamlin.

The seminary at Bebek was begun just as the persecution of the evangelicals at the capital was becoming acute. Early in his career Dr. Hamlin was impressed with the fact that the school must succeed in the face of direct opposition from Russia. During his first year in the mission, while he was learning the Armenian language, his teacher was suddenly seized at the order of the Russian ambassador and deported to Siberia. Dr. Hamlin and Dr. Schaufler repaired to the Russian embassy and protested against the high-handed proceeding. The ambassador haughtily replied, "My master, the Emperor of

Russia, will never allow Protestantism to set its foot in Turkey." Dr. Schaeffler, bowing low to the ambassador, gave the reply which has become historic, "Your Excellency, the kingdom of Christ, who is my Master, will never ask the Emperor of all the Russias where it may set its foot."

Dr. Hamlin threw himself into the work of the seminary with all his intense and resourceful energy. Thwarted at a hundred points, he saw that a vernacular training was not sufficient for the full equipment of the young men under his care to prepare them for positions of largest leadership. The Jesuit schools taught their pupils French so that all their graduates knew a European language. As yet the Armenian literature was very circumscribed and most inadequate to meet the intellectual and spiritual requirements of intelligent directors of a great national reform movement.

The story of the building of the now famous Robert College under an imperial irade from the Sultan, and upon the most commanding site along the entire length of the Bosphorus, is now so well known that it need not be repeated.

Whatever differences of opinion existed as to the place of English in the educational system of Turkey, there was practical unanimity in the belief that reform in the empire demanded the creation and the maintenance of a system of schools which should include all grades, beginning with the primary. It was necessary to begin with the most rudimentary teaching before higher institutions could be sustained. The seminaries

already referred to were not by any means colleges. They taught many studies of the lowest grades. As most of the pupils were mature in years, they made speedy progress and often astonished their teachers by their rapid advancement and clear grasp of abstruse subjects.

At every station where missionaries settled, schools sprang up and were at once widely patronized. In the large centers like Erzerum, Harpoot, Aintab and Marsovan, where the people were unusually intelligent and eager for an education, there was marked development and a rapid rise in the grade of the central schools. Colleges were not then developed, for there were no natives qualified to teach the studies of college grade, while there were no preparatory schools fitted to train students for college work. At that time the country itself was not in a condition to demand a college education. In the meantime Robert College was taking the lead in the higher education of men, although its work was then far inferior to the courses it now offers. Educators throughout the empire were closely watching the new institution upon the Bosphorus, which became the pioneer and leader for the entire country.

While Dr. Hamlin was in the midst of his efforts to organize and construct a college for Turkey, the Rev. Crosby H. Wheeler, also from the State of Maine, was sent into Eastern Turkey as a missionary, and with designation to Harpoot. With his keen vision and unconquerable energy, he became the pioneer of education at Harpoot. Under his leader-

ship, strongly seconded by Rev. Dr. H. N. Barnum, the seminary for young men at that place rapidly developed until in 1878 it was merged into Armenia College, afterwards changed to Euphrates College.

The same process of growth that has been noted at Harpoot took place also at Aintab, which is distant some eight days' journey from Harpoot, upon the south side of the Taurus Mountains. In the meantime, the educational work at Beirut had made rapid strides, developing into a college which later became the largest and most influential educational institution in Syria and one of the most important in the Levant.

Space will not permit the mention in detail of Anatolia College at Marsovan, St. Paul's Institute at Tarsus, and the International College at Smyrna. The last two named are of comparatively recent elevation to the grade of college, while the former had had a record of college work of a quarter of a century.

The Syrian Protestant College at Beirut was begun as an institution of higher learning in 1866 by Rev. Daniel Bliss. What Dr. Hamlin was to Robert College and Dr. Wheeler to Euphrates College, and Dr. Tracy to Anatolia College, Dr. Bliss has been to this college in Syria. To-day with a campus of over forty acres, with five departments, including medicine, pharmacy and a commercial course, and some seven hundred students in attendance from not less than fourteen nationalities, including Druses, Jews and Moslems, drawn from all parts of the Levant, from Persia and the Sudan, this college

stands among the first in the empire for equipment and influence.

Educational work for girls started more slowly and did not make such rapid progress as the work among young men. There was not at the beginning a manifest demand for the education of girls. Among all classes in the country was an inherent prejudice against the intellectual or social advancement of women.

Under the impulse of the reform movement it was impossible to keep out schools for girls. These multiplied in the large cities first and then extended into the interior until they became almost as popular as the schools for young men. The Mission School for girls in Constantinople became the foremost institution of its kind in the empire. After passing through several changes, all in the line of progress, it became, nearly twenty years ago, the American College for Girls in Constantinople. It is to-day the most advanced school for the education of women in the Levant. Euphrates College at Harpoot has also a female department, while in Central Turkey at Marash there is now a collegiate school for young women as well as a similar institution at Smyrna. These schools, for both boys and girls, are overcrowded with students and have been from the beginning. It has been impossible to keep pace by enlargement with the increasing desire on the part of the people for the education of their children.

The collegiate institutions are well scattered over the length and breadth of the country. The two colleges for

## THE NEW NEAR EAST

boys which are the nearest together are St. Paul's Institute at Tarsus and Central Turkey College at Aintab, and yet these are some four days' journey apart. The students in Beirut speak Arabic for the most part; those in Marash and Aintab use Turkish; those at Harpoot, Armenian; at Marsovan and Smyrna, Armenian, Greek and Turkish; and those at the American College for Girls and at Robert College, both in Constantinople, use

about all the languages of the empire. English is taught in all and constitutes, in some of the institutions, the only common tongue, as, for instance, in Robert College there are seldom less than a dozen nationalities and languages represented among the students. The only language they all wish to master is English. This became, then, the common linguistic meeting-place of scholars in the Ottoman empire.

### AN ACHIEVEMENT AND AN APPEAL

3,400,000 pennies, or \$34,000, for  
*Near East Relief*

The public schools of Greater New York have contributed 2,400,000 pennies in cash (\$24,000).

The public schools of Westchester County (not under the jurisdiction of the Board of Education of New York City) and private institutions have contributed 1,000,000 pennies — \$10,000.

The enrollment of the public schools in New York is 823,545 children in 525 school buildings.

Six hundred and fifty educational institutions of Greater New York have responded to the orphan appeal of the Near East Relief.

From the pennies and nickels of the school children of America the Near East Relief has been caring for a large number of orphans who otherwise would have perished. The schools of Greater New York did not fail to do their bit in the war program and they can be depended upon not to fail in sharing after-the-war responsibilities.



*Mrs. Austin and two little waifs*



*The daily call on the cauldron*

## Mr. Vickrey's Report

**M**R. Charles V. Vickrey, Secretary of the Near East Relief, who has returned to America after a three months' tour of inspection of the region in which the organization is operating, reports some improvement in the general conditions. There is still very urgent need of relief. He says that throughout the Caucasus and Armenia the officials, premiers, governors, mayors and others in authority agree that Armenia was saved last year by the food supplies sent from America. Hundreds of thousands of people are alive to-day who would be dead had it not been for American relief. Other hundreds of thousands are still refugees in Turkish Armenia and are

dependent upon the assistance of the Near East Relief.

The people of Armenia in some areas are struggling bravely toward self-support, however. Although they are wholly without modern agricultural implements, are sadly deficient in oxen and have a woefully inadequate supply of seed wheat, they have succeeded in raising food supplies, sufficient to meet their needs until midwinter. But at that time they will be face to face with starvation again unless America continues to save them from such a fate.

Under the recently signed treaty with Turkey the Armenians are to be permitted to return to their villages from which they were deported by the

Turks, but the terms of the treaty have not yet been made effective, and when they do become operative the refugees will discover their homes and farms in ruins. It will be a long while before they will be in a position to provide for their own support. Last winter the people were saved from perishing by the interposition of the Near East Relief and the flour distribution under Col. Haskell.

The work done in the orphanages of Armenia by the Near East Relief is of the highest importance. The orphanage at Alexandropol cares for about 10,000 children, the one at Kars about 6,000, and the one at Erivan about 3,000, while many smaller orphanages are maintained at other points throughout the Armenian area.

It is gratifying to note the interest that is being developed in various parts of America in behalf of the orphaned children of Armenia. In many places the fraternal organizations have come forward like a Big Brother and have provided for the maintenance of groups of these orphans in response to the appeal of the Near East Relief. The churches, too, and the Sunday Schools and young people's organizations have, in many instances, taken these unfortunate children of Armenia to their hearts. It is through this spontaneous and generous support that the Near East Relief is enabled to carry forward its beneficent service to the starving, outcast, orphaned boys and girls of the stricken regions of Asia Minor. The work is of such importance and necessity that it must be continued until it is finished.



### I WONDER

I wonder if I have the right  
To let myself forget to care  
How children shiver in the night  
Where all is dark and cold and bare.

My little ones are free from dread  
And sheltered safely from the  
storm;  
Their eyes are bright, their cheeks  
are red,  
Their laughter glad, their clothing  
warm.

But other little ones must weep,  
And face new dread with each new  
day,  
Where Hunger's fangs bite very deep  
And Want sits like a ghost in gray.

I have no need to share the blame  
If pallor dims the orphan's cheek;  
I have not made the cripple lame,  
Nor taken from the poor and weak.

But, knowing how they weep at night,  
Where all is dark and cold and bare,  
I wonder if I have the right  
To let myself forget to care.

—S. E. KISER.

## The School Mistress of the East

THE Near East Relief finds itself to-day school mistress, in charge of one of the largest schools in all the world. There are children of all ages, boys and girls, children from simple village homes, and children who, in those far-away years before the war, had every advantage of cultured city life. Over 100,000 of these children come under the care of the Near East Relief in orphanage or soup kitchen—100,000 children whom America has taken under the great outspread wings of her international philanthropy.

The indispensable gift of bread has saved them from starvation. Medical care has worked wonders, restoring little bodies to health and energy. So far so good, but no less essential the training of mind and hand and character. To have kept them alive would be questionable kindness unless they are to be turned out self-supporting, useful citizens.

So it is that every orphanage, as soon as the first terrible emergency was weathered set about making itself into a school. Without equipment, with five whole years of running wild behind the children, it has been no easy task to organize the educational program, as any teacher can well imagine. The age-long veneration for education that has distinguished the Armenian race has helped in this difficult situation. The children are eager, so eager to learn, so willing to do their best with the scantiest of materials. In one knitting class, the little girls started in with the ribs of an old umbrella

for needles. Textbooks have been extremely difficult to get and are still scarce in many parts, though the press in Constantinople is working hard to supply the need. Transportation difficulties keep books often months on the road, but teachers and pupils go on bravely with home-made charts and handbooks.

Even language has been a problem, for many of the children have forgotten their own mother tongue after these years of wandering. In one orphanage of 650 children, 425 of these young Armenians could not even speak, much less read, Armenian. In spite of this situation, the director from Marsovan writes of the wonderful progress made in this one year. Many children have done what would be four ordinary years of school work in just one.

The factor in the situation which has contributed more than anything else to make possible this school work, which has been so successfully begun, has been the Armenian teachers themselves.

In spite of the organized effort to exterminate the more educated and influential Armenians in 1915, there are in every part of Turkey survivors who were teachers before perhaps, graduates of American schools and colleges, persons with fine knowledge, not only of Armenian, but often of English as well. Many an educated girl, without any means of support, has found employment teaching in the orphanages and giving her devoted service to the children of her people.

In Sivas, the educational depart-



## THE NEW NEAR EAST

ment is in charge of an Armenian, a former member of the Sivas Teachers' College, the only one of the faculty who survived, owing to his absence in Switzerland. He changed his course at once from music to pedagogy and was one of the first to return to Turkey after the Armistice in order to help the children. During the past dangerous year, he has been sticking heroically to his post, organizing the education of more than 1,300 orphans.

In the Caucasus, the Armenian Government has co-operated in every way and shares in providing education for the children in American orphanages. While completely under the direction of the Near East Relief the Armenian teachers in each orphanage are paid by the Armenian Government itself.

A program of regular school studies is carried on now for the children of every orphanage. In some places, as in Caesarea, schools are conducted entirely outside the orphan home and 350 of the poor children who are being helped in their homes also attend the school. This helps to make a more normal life for the children. In some other centers, the school work is divided up so that certain grades meet in each orphanage and the children go back and forth.

The curriculum is of course simple; kindergarten work for the tiniest; the three R's, singing and gymnastics for everyone; history, geography, physiology and some science for the older children.

### *Industrial Training*

One of the most important parts

of the educational program in every center is the industrial training both for boys and girls. This teaches them useful trades designed for future vocational use and at the same time helps supply money for their own needs in the orphanage. The orphan industries cover almost every type of hand industrial work:

Shoemaking, carpentry, iron, brass and silver smithing, basketry, spinning, weaving, dyeing, knitting, lace making and crocheting, sewing, tailoring, canning, laundering, printing, photography, straw-hat making.

In some of the orphanages it is only a few of the more simple ones, while in others, like the Talas Trade School and the Jerusalem Orphanage, practically all of the trades are taught.

The work is either carried on at the orphanage under the direction of skilled Armenian artisans or the boys are apprenticed out in local shops half the day where they have the benefit of practical experience. A ready use is found in the orphanage or hospitals for articles made, while any surplus is easily sold in the depleted local markets.

Some of the older girls are being trained as nurses in the hospitals where they are able to do most of the work under the supervision of perhaps one American trained nurse.

Side by side with the industrial work comes the gardening, which has been so popular that even in the city orphanage, with unpromising clay soil, the little individual gardens have been started.



*This entire issue of the NEW NEAR EAST being specially devoted to the school children of America who have taken such a large part in helping their fellow students across the seas, this page is specially designed for the primary grades on this occasion.*



is for Armenia  
Such a land of  
woe,  
Where poor  
little chil-  
dren  
Have no place  
to go.



is for everybody  
And Erzerum,  
too.  
Everybody can  
help  
Children, even  
you.



is for Brussa  
And also for  
babies,  
There's an or-  
phanage there  
And kind N.E.R.  
ladies.



is for food  
And also for fate,  
Little children  
are hungry,  
You can fill their  
plate.



is for Caucasus  
And also for care,  
A land once so beau-  
tiful,  
Now barren and  
bare.



is for good  
Which we all want  
to do,  
Make hungry little  
children  
As happy as you.



is for danger.  
There's much over  
there,  
Hunger, disease  
and  
Fighting every-  
where.



is for Harpoot  
And hunger,  
too,  
Feed starving  
children  
Like God feeds  
you.

TEXTILE NOTES FROM THE  
NEAR EAST

Armenia is beginning to show some spark of life commercially without waiting for her political future to be determined. A report of the industrial work at the Near East Relief orphanage in Caesarea shows promising results of America's past aid to Armenia.

"A textile factory of several thousand looms is an ordinary every-day affair in Massachusetts or some other such manufacturing center," says a report, "but to hear the chug, chug of a kerosene motor and the busy metallic whir of looms and winders away up here in the interior of Asia Minor, far from the seacoast and the railroad, is at once interesting and enlightening.

"With three thousand orphans to clothe, the demand for material has been great; so great that the joint supply of the factory and the hand-weaving mill did not suffice. Still the factory alone turned out, in about a month's time, two thousand and twenty-seven yards of bez (the heavy white native cloth), six hundred yards of a finer white cotton cloth suitable for underwear, and four hundred yards of a very fine and durable cotton summer suiting.

"Military operations and consequent curtailing of all traffic have shut Caesarea from the usual supplies of commodities. Good dyes are almost impossible to obtain. All thread has advanced to at least twice the former price. Still, by experimentation with various acids in varying

combinations, it has proved possible to produce permanent colors. That is a real satisfaction, for neat, attractive clothes are a means to an end. Despite the increased cost of bread the cloth has been produced at a cost less than the market price for a poor quality of the same material. For that matter there has been a demand in the market for our cloth of better quality, which we would not supply because of the needs of our own work.

"As a result of the experimentation with dyes, a small dyeing shop has been established which has finished, in fast dye, about nine and a half million arshins of thread, besides a quantity of cloth of various kinds. The work is made rather difficult by the poor quality of the materials to be obtained; still we are hoping to expand it so as to solicit dyeing from the various rug and cloth hand-shops in Caesarea."

The Near East Relief has been encouraging the commercial reconstruction of Armenia along with its program of feeding and clothing the refugees, by conducting industrial schools in the various orphanages where the refugees are taught a trade which will help them to earn a livelihood. Shoe-repairing, tailoring, carpentry, rug-making, textile weaving, and road-building are some of the things which are taught.

## ORPHANAGES

The Armenian orphanages are being shod and clothed for the winter in connection with our shoemaking and sewing departments. In these departments we are thus doing double relief.

THE BABY WHO WOULD  
NOT SMILE

"We longed to have Najeebe do something outrageous. Something we could shake her for or tweak her ear. She was so good, so patient, so wistful, with her little folded hands and lowered lids. After much coaxing she would look up and smile reluctantly. It was a frozen sort of a smile, thing of the lip, not of the heart or eye. Most of the time she would sit sadly in a corner of the Near East Relief orphanage, remote, aloof, apparently taking no interest in the other children playing about her.

"Of what was she thinking? This baby with the old, old eyes, the eyes that never smiled, the eyes that seemed to look at you, through you and beyond you, finding nothing of interest in you, at least nothing of interest to her? What did she see beyond? She puzzled all of us. One by one we American workers in the orphanage would give ourselves eagerly, generously, to Najeebe, expand our best energies to make her happy, in trying to get something more than a polite fleeting smile, a movement of the upper lip. But we would have to retire under the steady, unresponsive scrutiny of those brooding eyes, acknowledging defeat.

"We had accomplished nothing more than our predecessors. The same willingness to walk around the grounds with her hand nestling confidently in ours, the same lifting of the upper lip in a mirthless smile when we brought her back to her corner or left her standing with the other children in the middle of the

playground. This, and nothing more was the reward for our affectionate outburst, for our emotional moment.

"No one knew anything about Najeebe. That is, anything but the usual story of starvation that followed the Turkish evacuation of Syria. She had been brought to the orphanage with other children who had been picked up on the streets of one of the port towns during the awful months of famine late in 1918.

"She had but one reply for all our questions, 'Askary lakany.' (A soldier found me.)

"Who the soldier was or where he found her no one knew. But it was the one thing that seemed to interest her. She would repeat over and over again, 'Askary lakany, askary lakany.' Never a word of father, mother, sisters or brothers. Had she watched them die—die one by one of starvation? Was that what the brooding eyes saw? Was that what she was looking at 'just beyond'?

"The children in the orphanage were very fond of little Najeebe. They brought what few baubles they had for her to play with. They brought her the choicest flowers from the orphanage garden. They tried to entice her into their games, but with no success. They finally gave it up and left her quietly sitting in her corner with her little hands folded.

"And then the miracle happened. Quite simply and naturally.

"We were standing in the court one day watching the orphans playing when we heard a low chuckle and a little shriek behind us. We turned around and saw Najeebe on her hands

and knees playing with what appeared to be a fluffy white ball. The ball suddenly rolled over and stood up. It was a diminutive white kitten with a rakish dash of black over one eye. A staggering, swaying atom of life. A thing of ridiculously long legs and minute pink nose. But despite its untrustworthy legs and general insecurity it was a mirthful kitten. There was a distinct tilt to its white whiskers—a tilt to its spasmodic capers, a challenge to the flirtatious upright tail. And Najeebe had responded to the challenge. Najeebe had *laughed out loud*.

"Those in America cannot perhaps appreciate the feelings of the weary workers, who had nursed 300 orphans—300 little skeletons—back to life, when they heard Najeebe laugh. One or two of us went out into the hall and burst into tears. It seemed too good to be true that we would never again have to hear the little sobbing sigh that told us Najeebe was near.

"Najeebe had found a playmate, and that playmate had made her laugh out loud."

#### PENNSYLVANIA PEP

Pennsylvania has contributed twice as much old clothing for the destitute natives of the Near East than the rest of the country combined, according to an announcement made to-day by officials of the Near East Relief at National Headquarters here.

The city of Pittsburg alone has almost supplied enough garments to

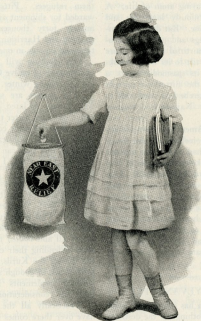
clothe the entire population of Erivan, capital city of the Armenian Republic. Erivan, according to estimates of these officials, now contains approximately fifty thousand people, about half of them refugees. Pittsburg has forwarded for shipment overseas approximately forty thousand pounds of clothing and Harrisburg about fifteen thousand pounds in one week.

This clothing will save the lives of thousands of native Christians during the coming winter.

"The natives are still in want," Mr. Vickry declared, "though their condition is far better than it was last year. America must continue to help them until the political situation so improves that they can care for themselves. That time, I am afraid, is some time off.

"This year's harvest in Armenia has supplied the country with about enough food for seven or eight months. This is really a remarkable achievement, when one realizes that nearly all able-bodied men are in the army defending their country against the Turks, the Kurds, and the Tartars. Lack of enough seeds and agricultural implements must also be taken into consideration.

"Practically all the clothing they have over there comes from America. It is gratifying to note the response that Americans have made, particularly in Pennsylvania, to our appeal for old clothes. The other states must do their share, however, to prevent cold from adding to threatened menace of starvation."



**D**ROP your coin in the slot  
Every dollar helps a lot.  
To every Starving Girl and Boy  
This little bag will carry joy.

# Field Department

- ALABAMA**  
Near East Relief,  
624 Chamber of Com. Bldg.,  
Birmingham, Ala.
- ARIZONA**  
Near East Relief,  
42 E. Monroe St.,  
Phoenix, Ariz.
- ARKANSAS**  
Near East Relief,  
Sixth and Center Streets,  
Little Rock, Ark.
- CALIFORNIA (North)**  
Near East Relief,  
333 Mills Bldg.,  
San Francisco, Calif.
- CALIFORNIA (South)**  
Near East Relief,  
517 Wright & Callender Bldg.,  
Los Angeles, Calif.
- COLORADO**  
Near East Relief,  
411 Chamber of Com. Bldg.,  
Denver, Colo.
- CONNECTICUT**  
Near East Relief,  
Strand Theatre Bldg.,  
1001 Main St.,  
P. O. Box 1342,  
Hartford, Conn.
- DELAWARE**  
Near East Relief,  
261 Church Bldg.,  
Wilmington, Del.
- DIST. OF COLUMBIA**  
Near East Relief,  
368 Bond Bldg.,  
New York Ave. & 14th St.,  
Washington, D. C.
- FLORIDA**  
Near East Relief,  
565 Clark Bldg.,  
Jacksonville, Fla.
- GEORGIA**  
Near East Relief,  
409 Georgia Sav. Bank,  
Atlanta, Ga.
- IDAHO**  
Near East Relief,  
P. O. Box 1265,  
Boise, Idaho.
- ILLINOIS**  
Near East Relief,  
Room 1130,  
112 West Adams St.,  
Chicago, Ill.
- INDIANA**  
Near East Relief,  
401 City Trust Bldg.,  
Indianapolis, Ind.
- IOWA**  
Near East Relief,  
520 Securities Bldg.,  
Des Moines, Iowa.
- KANSAS**  
Near East Relief,  
Central Nat'l Bank Bldg.,  
Topeka, Kans.
- KENTUCKY**  
Near East Relief,  
565 Louisville Trust Bldg.,  
Louisville, Ky.
- LOUISIANA**  
Near East Relief,  
Rooms 16, Grunewald Hotel,  
New Orleans, La.
- MAINE**  
Near East Relief,  
Room 23, 80 Exchange St.,  
Portland, Maine.
- MARYLAND**  
Near East Relief,  
453 Title Bldg.,  
Baltimore, Md.
- MASSACHUSETTS**  
Near East Relief,  
1218 Little Bldg.,  
Boston, Mass.
- MICHIGAN**  
Near East Relief,  
110 Fort Street, West,  
Detroit, Mich.
- MINNESOTA**  
Near East Relief,  
305 Onocida Bldg.,  
Minneapolis, Minn.
- MISSISSIPPI**  
Near East Relief,  
325 Daniels Bldg.,  
P. O. Box 639,  
Jackson, Miss.
- MISSOURI (East)**  
Near East Relief,  
1423 Chemical Bldg.,  
St. Louis, Mo.
- MISSOURI (West)**  
Near East Relief,  
603 Scarritt Bldg.,  
Kansas City, Mo.
- MONTANA**  
Near East Relief,  
7 Montana Bldg.,  
Helena, Montana.
- NEBRASKA**  
Near East Relief,  
405 Paxton Bk.,  
Omaha, Neb.
- NEVADA**  
Near East Relief,  
333 Mills Bldg.,  
San Francisco, Calif.
- NEW HAMPSHIRE**  
Near East Relief,  
611-612 Amoskeag Bank Bldg.,  
Manchester, N. H.
- NEW JERSEY**  
Near East Relief,  
154 Market St., Room 56,  
Newark, N. J.
- NEW MEXICO**  
Near East Relief,  
Clayton, N. Mex.
- NEW YORK**  
Near East Relief,  
261 Madison Ave.,  
New York City,  
*Syracuse District*  
Near East Relief,  
408 Commercial Bldg.,  
Syracuse, N. Y.  
*Rochester District*  
Near East Relief,  
47 N. Clinton Ave.,  
Rochester, N. Y.
- NORTH CAROLINA**  
Near East Relief,  
501 Citizens' Nat'l Bank,  
Raleigh, N. Car.
- NORTH DAKOTA**  
Near East Relief,  
13 A. O. U. W. Bldg.,  
Fargo, N. Dak.
- OHIO**  
Near East Relief,  
332 Schofield Bldg.,  
Cleveland, Ohio.
- OKLAHOMA**  
Near East Relief,  
369 Oklahoma Bldg.,  
Oklahoma City, Okla.
- OREGON**  
Near East Relief,  
606 Stock Exchange Bldg.,  
Portland, Oreg.
- PENNSYLVANIA**  
Near East Relief,  
213 South Broad St.,  
Philadelphia, Pa.  
*Harrisburg District*  
Near East Relief,  
Red Cross Bldg.,  
119 Front St.,  
Harrisburg, Pa.  
*Pittsburgh District*  
Near East Relief,  
509 Grant St.,  
Pittsburgh, Pa.
- RHODE ISLAND**  
Near East Relief,  
Room 1, 44 Washington St.,  
Providence, R. I.
- SOUTH CAROLINA**  
Near East Relief,  
Liberty National Bank,  
Columbia, S. Car.
- SOUTH DAKOTA**  
Near East Relief,  
224 Western Nat'l Bk. Bldg.,  
Mitchell, S. Dak.
- TENNESSEE**  
Near East Relief,  
1263 Volunteer State Bldg.,  
Chattanooga, Tenn.
- TEXAS (North)**  
Near East Relief,  
717 Dallas County State Bk.  
Bldg.,  
Dallas, Texas.
- TEXAS (South)**  
Near East Relief,  
811½ Main St.,  
Houston, Texas.
- UTAH**  
Near East Relief,  
330 Atlas Block,  
Salt Lake City, Utah.
- VERMONT**  
Near East Relief,  
611 Amoskeag Bk. Bldg.,  
Manchester, N. H.
- VIRGINIA**  
Near East Relief,  
326 Am. Nat'l Bank Bldg.,  
Richmond, Va.
- WASHINGTON**  
*Spokane District*  
Near East Relief,  
417 Peyton Bldg.,  
Spokane, Wash.  
*Seattle District*  
Near East Relief,  
232 Burke Bldg.,  
Seattle, Wash.
- WEST VIRGINIA**  
Near East Relief,  
Day & Night Bank Bldg.,  
Charleston, W. Va.
- WISCONSIN**  
Near East Relief,  
270 Plankinton Arcade,  
Milwaukee, Wis.
- WYOMING**  
Near East Relief,  
412 Citizens Bk. Bldg.,  
P. O. Box 15,  
Cheyenne, Wyoming.
- CANADA**  
Canada Headquarters,  
West End Y. M. C. A.,  
College St. & Dover's Rd.,  
Toronto, Canada.

Make checks payable to Near East Relief and send to nearest State Office.

