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# PUBLIC LECTURES IN SCHOOL BUILDINGS

SUGGESTIONS FOR THEIR ORGANIZATION  
AND SOURCES OF SPEAKERS AND TOPICS

BY

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IN CHARGE OF THE SCHOOL PLANT UTILIZATION INQUIRY OF THE RUSSELL SAGE FOUNDATION

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## PREFATORY NOTE

The information upon which the following article is based has been gathered from the reports of school authorities and voluntary organizations, and also by means of correspondence, questionnaires and personal investigation. A portion of it—that describing the New York City lectures—was published in the June 16, 1910, number of the *New England Journal of Education*, under the title "The People's University."

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## Public Lectures in School Buildings

ONE winter evening, while walking in the outskirts of Cleveland, I stopped in front of a public school house. The gate was wide open, and from the windows came shafts of hospitable light. A stream of people, plainly clad but eager and expectant, were entering at the front door.

Now the picture I had in mind of a school house in the evening was that of a dark gloomy building, with deep black spaces for windows, walled in by a high fence and an impregnable gate. I joined the ingoing procession. In the lobby nobody sold or demanded tickets, but in the hands of a workman in front of me I caught a glimpse of a card on which was printed, "To Parents. You are invited . . ." His manner was hesitant and uneasy, but, as he entered the attractive assembly-room and the luxury of its niched statues and tropical plants reached his senses, I saw him straighten up and his honest face assumed the look of a strange new proprietorship. This noble building and its contents were his own. He was not an outsider here. His credentials were in his hand, but he quickly jammed them into his pocket when a boy stepped forward with "Come this way, father. I'll show you a seat." Then his face beamed.

The people who sat near me nodded constantly to friends in the vicinity. A few very small

children were evidently with their parents. Now and then one of the class of white gowned girls who occupied seats together near the platform, would come down the aisle and whisper to a matronly woman, who would perhaps covertly hand her a handkerchief or shake her head for a decisive "No!" Presently one of the ladies on the platform rose and stood by the speaker's desk. A hush came over the audience. "She's the president of our club," a woman near me whispered. The presiding officer expressed her pleasure at the large number who had come and hoped that they would tell their friends of the succeeding entertainments. One week from that night they were to hear a lecture on the "Spirit of Our National Holidays," illustrated by stereopticon views, by Mrs. Elroy M. Avery, who would appear before them under the auspices of the Western Reserve Chapter of the Daughters of the American Revolution. Before listening to the speaker of the evening, they were to have music by pupils of the eighth grade.

The white gowned class then filed upon the platform and sang a lullaby with such success that they were obliged to respond to an encore. Then a boy's chorus contributed an enjoyable song, and the musical part of the program was completed. The presiding officer announced that it was the extraordinary good fortune of the audience to have with them that evening a clergyman who . . . . Immediately I spotted him on the platform. What, a Protestant! There was no mistaking his cloth. I looked around the



audience, which was denominationally mixed in a way only possible in a city with a large immigrant population. Did such use of public buildings "go" in Cleveland? Then I caught the title of his address, "Give the Boy Another Chance." My fears began to recede and before he had finished his plea the audience gave a demonstration of the fact that such things did "go" with them.

The audience took a long time to disperse. The little groups into which it first broke had a great deal to talk and laugh about. Then they dissolved and formed other combinations which likewise laughed and talked. Here and there were teachers, to whom a succession of pupils were bringing their fathers and mothers. Up in front the clergyman who had spoken was receiving the patronesses and their husbands. Reluctantly the people gave way to the janitor waiting to close up.

Upon inquiry I ascertained that lectures and entertainments in public school buildings had become a regular part of Cleveland's evening amusement program for the winter. The Daughters of the American Revolution provide a score or so of programs in as many different schools, supplemented by patriotic music by seventh and eighth grade pupils. The Fortnightly Musical Club gives a dozen concerts, and the Rubenstein semi-chorus appears in recitals. The normal school and high school glee clubs contribute music, and public spirited citizens who have travelled deliver illustrated lectures on what they have seen in their journeys. The Anti-Tuberculosis League furnishes illustrated talks.

An interesting part of the Cleveland program is made up of plain talks to the parents by prominent citizens. The school principals tell how the parent and teacher can co-operate; the business man speaks upon "The Boy in Business and Some Things He Must Know"; clergymen tell "How Boys Become Men," or discuss the question "Does a Child Need Discipline or Sympathy?"; representatives of the Good Government Clubs speak on "The Child and the Citizen." The librarian explains how the library can benefit the child; a local judge shows how habit makes the boy; a prominent banker speaks on the practice of saving, and a well-known physician addresses the parents upon the need of wholesome pleasures for children. The Western Reserve University professors give extension lectures upon such topics as "The Great English Novelists," "The Industrial Corporation" or "Trade Unionism and the Labor Problem." In short, the annual program draws upon all the intellectual, artistic and civic resources of the city. During a recent winter, one hundred of these free lectures and entertainments were given to Cleveland audiences, aggregating over 30,000 persons, without one cent of cost beyond the expense of heating and lighting the school auditoriums, printing, running stereopticons, and some minor expenses of service.

This work is carried on by a committee of the Board of Education on "Lectures and Social Center Development," of which Mrs. Sarah E. Hyre is the Chairman. Before her marriage Mrs. Hyre was a teacher, and since then she has had two sons in the Cleveland schools. Her interest



in educational matters, developed through professional experience and stimulated by parental responsibility, led to her election as a member of the Board of Education. She was also a member of the Daughters of the American Revolution, and it occurred to her that the education in patriotism that her society wished to advance could be promoted by means of entertainments furnished by the society and held in school buildings. At that time the Cleveland Board of Education had not enacted any rules covering the observance of holidays in the schools or defined the uses which could be made of the school buildings. Therefore in March, 1905, a committee of the Board, of which Mrs. Hyre was chairman, prepared a set of regulations covering these two points, which were adopted by the Board. They contained the following paragraph:

"USE OF BUILDINGS. The use of school buildings for all educational purposes, other than the usual school routine, shall be at the discretion of the Superintendent of Instruction and the Director of Schools, providing that no more than two paid entertainments be given in any one school district during the year, and provided further that there should be no house to house solicitation for the sale of tickets for such entertainments. In all other cases the Board of Education shall give special permission for the use of the school building."

Mrs. Hyre begins in April to make her plans for the following season. On the opening of school in September, each principal is asked to reserve certain dates for the winter lectures. As these dates draw near, the principals arrange for the musical numbers, if children are to sing, send

out cards of invitation to parents, and choose the presiding officers. The chairman of each entertainment is a patron of the district, and in some wards the members of the mothers' club connected with the school act as hostesses. In certain districts the work has met with such hearty support that the local organizations are not only providing a director to attend to the arrangements, but contributing the program as well.

The painstaking oversight exercised by Mrs. Hyre is exemplified by her custom, as the date for a lecture approaches, of telephoning both the speaker and the principal, and of thus making sure that the engagement has not been forgotten or the janitor left unadvised about the heat and light. Having no funds with which to hire speakers with well-attested drawing power, she has skilfully selected topics of such interest as "What is a Man Worth?," "The Habit of Being on Time," and "Crossing the Bridge with our Children." She did not hit casually upon this policy, but it is the outcome of her valuable experience. In the early stages of the work a couple of dry lectures on "Iron Ore" and "How to Tell Time from the Sun" had temporarily almost disastrous effects upon the popularity of the lectures in the locality where they were given. After that Mrs. Hyre placed her dependence mainly upon subjects taken from every-day life, matters that touch the family, the school or the purse. Such topics interest people, even if they are not presented by orators of conspicuous ability.

The Cleveland public lectures committee have steadily refused the use of school buildings to



those desiring to discuss socialistic or other partisan policies. This strict regard for deeply-settled opinions has been a strong element in the permanence of the support given to the work by the community.

After one of the illustrated talks on "How We May Aid the Fight Against Tuberculosis," the committee received forty letters from the pupils of one school telling of the sanitary benefits in their homes which had followed as a result of the lecture. This is an illustration of the enlightenment upon matters related to the physical and civic health of the city resulting from this work. It is now attracting so much attention that Mrs. Hyre is receiving many requests for information, and invitations to tell about it upon the lecture platform. Recently the methods of the work were investigated by a committee from the Chicago Board of Education, and their report ended with a strong recommendation that Chicago introduce a similar system of lectures.

The Cleveland undertaking has been described, not because it is typical of the public lecture work of the country,—since it is a unique system,—but because it well illustrates the various ways in which this method of employing idle school buildings benefits the public; at the same time it serves as an example of educational enterprise that might be easily copied by any American community.

#### FORMS OF THE LECTURE AND ENTERTAINMENT ORGANIZATIONS WHICH USE SCHOOL BUILDINGS

"On Monday, February 8, at 7.30 p. m., at the High School, Dr. ——— of the Normal School,

will begin a series of Lecture Classes on 'The Work of the School in Society'. . . This course is intended especially for the teachers."

This announcement appeared not long ago on the school bulletin boards of a certain middle-west city. It discloses the school lecture movement in its embryonic form. To improve the work of the teaching force was the motive which gave rise to it, and the first school superintendents who called in pedagogical experts and college professors after school to instruct and inspire the teachers are responsible for its beginning. While the lectures announced above represent an early type, the school-work of the city where they are given is not to be regarded as primitive in character. This is only one of the many courses and entertainments annually offered in the school buildings of that city. These pedagogical lectures still survive in school systems because they serve a useful purpose. The lecturer is usually paid a fee and the expense is borne by the school board. While the public is not denied admission, the technical character of the addresses ordinarily keeps it away.

More modern in origin, but not less loosely organized, is that scheme of miscellaneous lectures and entertainments which are given occasionally in school buildings under various auspices. A pupils' chorus sings "The Creation" and devotes the proceeds to the purchase of pictures and casts to adorn school walls. The French class of the high school presents "*Le Bourgeois Gentilhomme*," and bestows its door-receipts on the school paper. Some traveling quartettes, a company of glee



singers, a cartoonist, a humorist and several professional lecturers are engaged to appear in a winter entertainment course in the high school, and the expenses are met by selling tickets. A group of public spirited citizens joins with the school superintendent to promote a series of first-class musical concerts for which an admission fee of ten cents is charged. Sometimes the school board allows clubs to give lectures in the assembly hall on the understanding that they admit the public generally. To meet expenses they are allowed to take up a "silver offering."

This same scheme includes free lectures. There is the noon address in the central high school by the famous juvenile court judge who has been persuaded by the women's civic club to stop on his way through the city. An authority on playground work lectures before the local playground association, and such of the citizens as have the leisure at four o'clock to journey to the high school, on "The Playground as a Social Factor in the Community." At the conclusion of the lecture, questions are asked as to the ways in which people can be actively interested and the city council be induced to make appropriations. The Federation of Women's Clubs supports entertainments on Sunday afternoons in school buildings for the purpose of attracting people from the cheap theatres and nickelodeons.

In Lawrence, Massachusetts, there is a teachers' association under the auspices of which a course of lectures is given every winter in one of the school auditoriums. Their programs include not only such professional topics as "Some Ideals for

the Teacher," but those of more general interest, as an "Interpretative Recital of 'Othello.'" To these lectures the public is invited as well as the teachers, and in that way the association accomplishes its purpose "to develop a more general acquaintanceship . . . between the teachers and members of the community."

Most of the organizations of this sort employ lecturers of reputation, and the expense is met by assessments made upon the members. In other cities, as in Lawrence, the superintendent of schools is generally the president of the association, which fact frequently gives the organization a semi-official character. The lectures provided for under these auspices are on a more permanent basis than those that depend upon the initiative of the school superintendent alone, and upon the contingency, perhaps, of surplus school funds; and when chosen by an association their range of subjects usually extends beyond the bounds of pedagogy. This establishes them upon a broader foundation of human needs and interests.

Coming now to a slightly more substantial form of lecture administration, an instance is presented in the work of the Grand Rapids Library Commission. Certain of its branch libraries are located in school buildings where courses of free evening lectures are given during the winter under the direction of the library officials. The topics are selected with a view to the civic needs, and the attendance frequently exceeds the seating capacity of the halls. "How the City Spends Your Money" was the title of a



series of unusually instructive lectures given by municipal officials.

The Philadelphia League of Home and School Associations arranges courses of lectures by prominent scientists and professional people upon subjects pertaining to community welfare, held in connection with the public meetings of the teacher-parent societies in the various school houses. The Boston Home and School Association has established a bureau which assists its branch associations in arranging free lecture courses. Both of these are voluntary organizations, and they receive no aid from the school authorities beyond the use of the school buildings, heat and light. The lecturers usually give their services and the addresses are frequently supplemented by music furnished by the pupils. For certain of its lecture courses the St. Paul Institute of Arts and Sciences uses one of the high school halls. The use of the building is given by the school board, and the expenses of the lectures are met by membership fees and the sale of tickets to non-members. With organizations of this class, the lecture work is on a more permanent basis, but it is still either an incidental activity or one of a group of activities receiving approximately equal attention and support.

Of the public lecture systems maintained by boards of education, the form administered by a committee of the board has already been presented in the description of the Cleveland work. Other forms may be touched upon. The school lectures of Cincinnati were one year under the charge of the supervisor of physical training. In Newark

they are directed by the "Supervisor of Evening Schools and Lectures." In 1901 when the Boston School Board established its lecture system on a firmer footing, it asked one of its prominent school supervisors to assume charge. He was assisted by a local director at each center who saw to the advertising in his section of the city, arranged for the preservation of order, and otherwise looked after the comfort of the audience. Each of these directors had had a successful experience in school administration and was well-known in the neighborhood he served.

The New York school lectures are administered by a department which is co-ordinate with that of the city superintendent and reports directly to the Board of Education. Its head has a permanent staff of assistants and a corps of superintendents and stereopticon operators as thoroughly trained and organized as the employees of a modern business corporation.

#### THE NEW YORK LECTURES

A visitor to one of the evening lecture centers sees first two flaring gas lamps illuminating a bulletin board and a pair of quick-yielding doors; then he passes into a lobby, or perhaps up a flight or two of clean stairs, animate with a procession of babbling people, and enters a sloping, ampitheatre-like auditorium or else a level, desk-filled assembly-room where a man is busy with rubber-tubes, copper-tanks, and a machine on a tripod which contains two eyes, one over the other, that look straight at a square-white expanse stretched wall-like on the platform in front. Or



perhaps, instead of this bleached expanse, he sees some tables laden with test-tubes, retorts, and wicked yellow bottles, and nearby a young man crushing gritty stuff in a mortar; or maybe a background of charts shining with muscle, nerves and viscera, setting off an amiable skeleton swinging idly from a nail, and a boy with bandaged leg and head lying supine on a table amongst "red-cross" lint and aseptic cotton. Or in the place of this hospital and laboratory paraphernalia he may confront an open piano with sheet-music anticipatively placed. But always he finds a hushed audience, devoid of children, awaiting the terse introduction of the speaker of the evening by the official-like personage in charge. These are some of the things witnessed between 7.30 and 8.15 on a winter's evening at the school lecture centers in New York. A moment after the latter hour, the doors will be locked and the door-tender beyond the reach of entreaties.

Only 119 out of the 610 buildings controlled by the Board of Education are used as lecture centers, but in some fifty other buildings, chiefly club halls and churches, addresses are given under their auspices. A staff of over 600 lecturers, from every walk in life, are employed in this work. Besides a large company of professors and instructors representing fourteen colleges and universities, there are experts in city-planning, housing, and playgrounds, authorities on explosives, street-cleaning, and municipal water-supply, art-students who have travelled in Italy and Greece, educators loaded with fresh spoils from the

British Museum, distinguished scientists, eminent jurists, influential politicians, public spirited physicians and prominent citizens of all classes.

As for the things they talk about, here is a list of titles chosen from the program of 1908-9: "Municipal Cleaning and Its Relation to Public Health;" "Housing in Europe;" "Goethe: Man the Mirror of the World;" "Walt Whitman and the Hope of Democracy;" "Mohammedanism and the Crusades;" "Uncle Sam's Own Story of the Declaration of Independence;" "The City Beautiful, or the Planning and Embellishment of Cities;" "How Shall a Girl Earn a Living?"; "The Man That Is Down and Out;" "The Songs and Basketry of the North American Indians;" "Applications of Electric Signals;" "The Life Story of the Honey Bee;" "The Treatment of Shock, Bleeding, Burns, Exposure to Cold and Frostbite;" "Life in a Coal Breaker;" "Real Cowboy Life in the Far West;" "Street Life in Paris;" and "A Trip to Central Africa." Altogether there were 1575 different topics, covering the whole field of human interests, upon which the audiences were instructed and entertained.

In one particular center, weekly lectures on science were given for seven years, thus affording a relatively complete equivalent of a college education in that department of knowledge. A recent annual program contained 100 courses, running from twenty-eight to three lectures each, many of them presented by the same person, and all of them related in subject and systematically developed. Professor Shotwell gave twenty-eight lectures on "Epochs of History," and twenty-



seven of the persons who attended throughout the course passed an examination and received certificates of credit approved by Columbia University and the Supervisor of Lectures. Certificates for attendance and proficiency in examination were also awarded at the close of twenty-eight lectures on "Economics" given by Professor Clark of Columbia University and Dr. Guthrie of The College of the City of New York. Audiences aggregating 27,460 persons attended the five-lecture courses on "First Aid to the Injured," which were held in thirty-eight different centers and required the services of twelve physician lecturers. The final examinations were passed by 986 persons. The remaining ninety-seven courses were not followed by closing tests, but in many cases printed syllabi were distributed among the audience, and it was the practice of the lecturers to answer questions and suggest sources of information at the close of each meeting. Thus it is seen that the New York lectures are not a mere miscellany of serious addresses and frivolous entertainments, but constitute a definitely planned system of adult education.

That instruction for the voter is not forgotten is shown by the important share of the program which is given to the discussion of civic problems. Thirteen addresses on municipal topics such as "Docks and Ferries," "The Public Service Commission," "The New York Tax Department," and "Our New Water Supply," were given a year ago at different centers by prominent city officials. Another popular course of six lectures dealt with the various phases of "Congestion of

Population." The expert social workers and officials who gave this course, treated not only of such sinister conditions as the "Factories, Tenements and the Sweating System" but also of the constructive, remedial forces existing in "City Planning" and "Parks and Playgrounds." Dr. Henry M. Leipziger, the head of the New York public lectures for "working men and working women," as they were first entitled, believes that "the great questions confronting our citizens are in the last analysis educational," and through the provision of such courses as these he demonstrates his faith "that politics treated as education will become freed from partisanship."

The home study of the subjects discussed was stimulated by displaying along with the lecture bulletins the location of the most convenient branch of the public library, where books were especially set apart for supplementary reading. A librarian wrote: "At one course on 'The Far East' books recommended for reading were placed conspicuously with the result that twenty-eight books were each consulted thirty-three times." All of the science lectures were accompanied by demonstrations with apparatus, and most of the travel lectures and those on special subjects were illustrated with stereopticon views, and in a few instances with motion pictures. At some costumes and exhibits were shown.

If the Board of Education lectures given during one year in the five metropolitan boroughs were all offered on one evening, it would require approximately the total adult population of a city the size of Chicago to provide the



customary audiences. To be more precise, the aggregate attendance at these lectures during the 1908-09 season amounted to 1,213,116 persons. And what a cosmopolitan multitude they were! Croatian, Greek, Russian, Hebrew, Sicilian, Lithuanian, Yankee, Magyar, Pole (pupils from twenty-three different racial groups attend one of the east-side schools) all participated in the educational benefits derived from these lectures. The Yiddish, Italians, and Germans come in such large numbers that special lecturers, speaking their own tongues, are provided. The people from Italy hear Dr. Luigi Roversi speak upon the "Rights and Duties of an American Citizen," Mr. Joseph E. Eron tells his Hebrew neighbors about the "Great American Literary Men" and Mrs. Franziska Hopf lectures to her German compatriots upon musical subjects. For the more recent immigrants, the lectures are so fully illustrated with pictures and demonstrations that they are to a large degree intelligible without a full knowledge of English; sometimes their attractiveness is further increased by the introduction of a short musical program previous to the lecture proper. Frequently when views of Southern Europe are thrown on the screen one can hear some Greek, Italian or Spaniard uttering irrepressible ejaculations of joyful recognition.

The various centers usually draw their audiences from their own locality, and thus have an individuality of their own. On the other hand the lectures are so well advertised,—several of the dailies print the weekly and evening programs

as matters of news,—that a popular speaker or a topic of unusual interest will draw persons from all sections of the city. Such an announcement as the “Folk Songs of Scandinavia,” will bring together a large number of Norwegians and Swedes.

“To spur the thoughtful, to stimulate the student, to awaken a desire for reading,” has been the fundamental motive in this system of free adult instruction which Dr. Leipziger during the past twenty years has built up under the Board of Education. The skill and success with which this didactic purpose has been worked out, is shown both by the fifty-fold increase in the attendance during the two decades of their existence and by the large number of appreciative letters annually received from the participants in the lecture benefits. Here are a few excerpts:

“Dr. Osler’s theory doesn’t worry me. I work hard all day at manual work, but in the evening I feel like a child attending school with regard to these grand, instructive lectures.”

“My husband and I take it turn about staying with the children, so the other can attend the lectures. It is our only diversion.”

“I have found these lectures (on metallurgy) extremely interesting as well as of particular service to me on account of my being in the iron business.”

“I am an old bachelor and live in a furnished room; I have no place to spend my evenings except in the saloons, and I suppose I have saved \$100 by attending these lectures, for which I am very thankful to the Board of Education.”



## COST OF LECTURES

At the present time the average cost of each of the Board of Education lectures to the New York taxpayers is only \$26.05. This amount includes not only the lecturer's fee but the expense connected with the use of stereopticons, the scientific material used, printing and administration. When the cost is computed on the basis of attendance, it amounts to only twelve cents per lecture for each person. A uniform fee of ten dollars is paid for each lecture, and in spite of the nominal character of this fee some of the most distinguished speakers in the country have appeared upon its platform.

Newark, N. J., also has a paid lecture system in which, during the year ending June 30, 1909, 273 lectures were given at a cost of \$23.65 per lecture. In Jersey City during the winter of 1908-09, ninety-eight lectures were given at a cost of \$19.69 each. Milwaukee conducted a winter course of seventy-four lectures in its school-buildings at a cost of \$33.76 each. The inexpensiveness of the Cleveland lectures has already been mentioned.

## CHILDREN AND THE LECTURES

School children are not admitted to the public lectures in the school buildings of New York, Milwaukee and several other cities. They are kept out on account of their tendency to giggle, whisper and manifest a general restlessness that interferes with the enjoyment of the auditors and the efforts of the speaker. On the other hand, the older children attend the Cleveland entertainments, and no disorder of consequence has

resulted. Newark also admits the advanced pupils of the grammar schools. It is pointed out that many subjects are interesting to children of this age and that a regard for the future of the lecture system requires the training of young people in the "lecture habit." With this in view many superintendents advocate special school lectures which will interest the older boys and girls. It is suggested that a children's course of illustrated talks, correlated possibly with some of the classroom work, could very profitably be given in various school centers after school-hours, to which only the pupils of certain grades would be admitted. Such a course might involve the payment of a fee to the lecturer, but being so directly related to school work there should be no difficulty in getting the Board of Education to bear this expense.

An excellent series of talks for school children has been prepared under the auspices of the Moral Education Board of Baltimore (903 Calvert Building). They are on such topics as "The Ethics of Sport", "Who is the Gentleman", "The True Sportsman", "What I'm Going to do When I'm Grown Up", and "What Men Think About Boys' Fights". They are all illustrated by lantern slides made from photographs of actual events and scenes in real life. Carefully prepared remarks on what is fine and right in conduct are given while the pictures are being thrown upon the screen. The pictures show a large number of scenes in American and English games and sports. Extreme care has been used in the selection of situations that have moral



significance and tend to produce positive effects in the minds of children. These lectures have been prepared in such a form that they can be delivered by local speakers. The Board will send its expert to give a demonstration lecture and after that the other lectures can easily be delivered by a principal or teacher. The use of the lectures and slides involves a nominal expense. These illustrated lessons in morals have already been given in New York and Newark and many other cities. The Moral Education Board has received written endorsements from over 100 eminent educators and publicists, all heartily approving these lectures.

#### SOURCES OF SPEAKERS AND TOPICS

There are a large number of organizations (see full list on page 34 under title "National Sources") devoted to public welfare which either have associated with them, or know of, persons who may be secured to give addresses upon the subjects with which they are dealing. In this way they find an opportunity to publish the results of their investigations, awaken public sentiment and propagate the ideas for which they stand. Through correspondence with these organizations speakers of national reputation can frequently be obtained for their bare traveling expenses.

The National Child Labor Committee cheerfully co-operates with school public lecture courses in presenting various phases of its work. It has a staff of lecturers who regularly respond to invitations, without charge to affiliated organizations and for a reasonable honorarium in the case

of outside societies. The School of Philanthropy of New York has an extension service, and arranges with members of its staff for single lectures or courses of lectures upon social, philanthropic and charitable topics. One important course it gives is upon "The Care of Children." The usual charge for this service is \$20 and traveling expenses for each lecture. The new co-operative agency for civic advance known as "Boston-1915" (6 Beacon Street), has established a speakers' bureau and is enlisting business and professional men to serve the movement by explaining its details to audiences interested in such work. While this bureau is chiefly concerned with requests from Boston and its metropolitan district, any call for a speaker to go to a greater distance will be welcomed, and if possible, some one will be sent.

The United States Department of Agriculture also furnishes speakers on certain occasions. Concerning this work the Secretary of Agriculture has written: "The Department maintains in its Office of Experiment Stations an Agricultural Education Service in which the time of several specialists is devoted to the study of educational problems, particularly those concerned with the introduction of instruction in nature study, school gardening, and elementary agriculture into the public schools, and this service, as well as some of the other Bureaus of the Department, frequently furnishes speakers at large educational gatherings where leading educators are assembled and there is likely to be opportunity to exert a wide influence on educational policy."



In most states there are certain institutions and organizations from which speakers may be secured. Such are the experimental stations attached to the agricultural colleges, the state department of public instruction, the home economics department of the state university and the similar departments of agricultural colleges, and the various state conferences of charity.

The success of an application for a lecturer depends largely upon the importance of the occasion and the opportunity it offers for promoting the interests of his organization. To invest the occasion with the proper "importance" the enterprising director will enlist the assistance of the local organization that is identified with the same cause as the speaker. If he is baiting his hook for a celebrated champion of the playground movement, he will get the local playground association to extend the invitation and afterwards induce the members to act as patrons of the meeting. The association will then help with the audience. The people will hear a distinguished speaker. The playground movement will be advanced and the school lecture work will score a success.

In applying to outside organizations for speakers it is important to give full information in regard to the size and character of the audience expected, hours and dates preferred, general topics and type of lecture (technical, popular, or illustrated) desired and the maximum expense which may be incurred. When the lecturers are not paid a fee the chief reliance will have to be placed usually upon those people who have interesting subjects to talk about even though they are not finished



speakers. In every community there is a large class of such persons from whom addresses, at once profitable and interesting, can be obtained without charge. The local historical society often has some member who can talk interestingly on the early history of the community. Almost every town has a natural history society among the members of which there is some geologist who can describe, and frequently illustrate with lantern slides, the formations of the earth's crust in that locality. Social settlement workers may be found who will give addresses upon pertinent local social problems. Often the public librarian will be glad to avail himself of the school house platform to tell the community about the resources of his library. Many medical associations contain public spirited members upon whom the community can draw for instructive addresses on such topics as the way in which the city's health can be conserved.

A list of organizations, or classes of persons from whom lectures can be frequently obtained without cost, together with suggestions as to topics and titles, will be found on page 28 under the title "Lecture Sources."

Whether the lecturers are employed or give their services, whether they come from a distance or are selected from the community, a school lecture system will fail of its highest usefulness unless it satisfies real needs and is conducted in such a way as to secure the people's earnest co-operation. On this subject Dr. Leipziger says:



"Participation by the people in the work of the public lectures is desired, for thought and reading must be encouraged. It is not only our duty to provide instruction in art, literature and science alone, but it is in a larger sense our province to train the people in the knowledge of the very problems which they as voters are called upon to decide. It is our test that eventually, through the medium of the public lectures, each school house and lecture hall shall become a genuine people's forum."

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## LECTURE SOURCES

### LOCAL SPEAKERS AND TOPICS

The following list sets forth the possible sources of lectures and lecturers which are to be found in the average American community. In the ranks of the professional men and officials named below are many speakers whose services are available whenever the public needs them. The societies and organizations which are named frequently include among their officers or members speakers who will gladly give their efforts in behalf of public education.

After each name follow one or more topics, most of which have actually appeared upon lecture programs in various places. Neither of the lists is complete but if they are found suggestive they will have served their purpose.

#### BOARD OF TRADE SECRETARY

Some Things that Every Citizen Ought to Know  
About Our City

#### BUSINESS MAN OF PROMINENCE

The Boy in Business and Some Things He Ought to Know

#### CAMERA CLUB

Picturesque Points in Our City

#### CHAMBER OF COMMERCE SECRETARY

The Industries of Our City

#### CHARITY ORGANIZATION SOCIETY

How We Should Treat Beggars

#### CITY BACTERIOLOGIST

Germes and Sickness

La Grippe, Pneumonia and Diphtheria



Recent Progress in Warfare against Microbes  
Lockjaw, Malarial Fever and Hydrophobia

CITY ENGINEER

The Smoke Question

CITY FIRE DEPARTMENT CHIEF

How the Fire Insurance Rate Was Lowered

CITY CHIEF OF POLICE

Preventing Crime Cheaper than Catching Criminals

CITY HEALTH DEPARTMENT HEAD

City Milk

Why have Typhoid?

CITY MAYOR

The Making of a Citizen

Why There Are Politicians

CITY LIBRARIAN

How the Library can Benefit the Child

CITY SUPERINTENDENT OF SCHOOLS

How the Board of Education Spends your Money

The Cash Value of a High School Training

CITY PARK COMMISSION HEAD

How to Use a Park

How to Plant and Care for Shade Trees

CITY WATER DEPARTMENT HEAD

Value of Pure Water to a Community

Our Water Supply

CLERGYMAN

Give the Boy Another Chance

What is a Man Worth?

How Boys Become Men

Morals and Peace

Respect for Authority in the Home and School

The Mistakes of a Father I Knew

DAUGHTERS OF THE AMERICAN REVOLUTION

The Spirit of Our National Holidays  
Miles Standish (a reading)  
The Flag  
Independence Day Possibilities

DENTAL SOCIETY

How to Care for the Teeth

EDITOR OF NEWSPAPER

Publicity and Public Affairs  
The Making of a Newspaper

ELECTRIC LIGHT AND POWER COMPANY ENGINEER

Some Common Applications of Electricity to Every-  
Day Life

ELOCUTIONIST (new to city)

Enoch Arden (a reading)

FOREIGN SOCIETY PRESIDENT

The European Home of My Race  
Why We Left the Old Country

GOOD GOVERNMENT CLUB SECRETARY

City Government by Commission  
The Duty of a Citizen to the City  
Why We are Proud of Our City

GREEN-HOUSE MAN OF PROMINENCE

Practical Suggestions for Home Gardening  
Gardening as a Prevention and Cure of Disease

HIGH SCHOOL TEACHER OF CHEMISTRY

Explosives  
The Chemistry of Fuels

HIGH SCHOOL PHYSICS TEACHER

The Latest Developments in Electricity

HIGH SCHOOL TEACHER OF ZOÖLOGY

Insects and the Nation's Property  
Our Small Neighbors  
Our Friends of the Sea



## HISTORICAL SOCIETY

A Study in the Early History of Our Country  
Yesterdays in Our City

## HOSPITAL STAFF

Milk and the Child  
First Aid to the Injured  
The Care and Feeding of Babies  
How to Save Summer Babies

## JUSTICE OF THE SUPREME COURT

Naturalization: its Privileges and Obligations  
Habit Makes the Boy  
The Square Deal for the Child

## LABOR UNIONIST

Morals and Unions

## LANDSCAPE ARCHITECT

Gardening in Relation to Civic Beauty  
The Economic Significance of Gardening

## LAWYER

Why the Lawyer Cannot Lie

LOCAL FORECASTER OF THE UNITED STATES WEATHER  
BUREAU

Uncle Sam as a Weather Prophet  
The Story of the Air  
Effects of Weather on Mind and Body  
The Causes of Stormy Weather

## MANUFACTURER OF PROMINENCE

The Habit of Being on Time  
Why We Have a Time Register in Our Office  
Morals and the Factory

## MEDICAL ASSOCIATION

The Fight Against Tuberculosis  
The Prevention of Communicable Diseases

## MEMBER OF CONGRESS

Prominent Men in the National Legislature

MUSIC TEACHER

Life Forces in Music

"Carmen," illustrated by Piano Selections and a  
Talking Machine

NATURAL HISTORY SOCIETY

Our Native Song Birds

Fangs, Fins and Stings

An Evening in Birdland

OCULIST

The Care of the Eyes

PHYSICIAN OF DISTINCTION

Some Causes of Nervous Disorders

How Tuberculosis Patients May be Helped at Home

PLAYGROUND ASSOCIATION

A Safe and Sane Fourth of July

The Relation of Play to Citizenship

Children's Idle Hours

Illustrated Playground Talk

PROFESSOR OF ASTRONOMY

Some of the Recent Developments in Astronomy

Eclipses of the Sun

Is Mars Inhabited?

PROFESSOR OF ECONOMICS

Trade Unions and the Labor Problem

Morals and Competition

The Industrial Corporation

PROFESSOR OF ENGLISH LITERATURE

The Great English Novelists

The Spirit of Tennyson

PROFESSOR OF PEDAGOGY

Does a Child Need Discipline or Sympathy?

Character in the School Room

The Fine Art of Making a Child Bad



PROFESSOR OF POLITICAL SCIENCE

The Problem of the Ballot

The Building of a Citizen

PROFESSOR OF SOCIOLOGY

Facts About Lynching

What is the Labor Problem?

How the Other Half Lives in England

PRINCIPAL OF GRAMMAR SCHOOL

How the Parent and Teacher Can Co-operate

How Children May Learn to Use Money

RECRUITING OFFICER

The Opportunity to Acquire a Trade in the Army

The Educational Advantages of Army Life

SAVINGS BANK CASHIER

The Habit of Saving

Savings Banks; What They Do for the People and

How They Do it

SCHOOL PHYSICIAN

Care of the Skin: Bathing and Clothing

Health More Important Than Education

Common Physical Defects and How to Cure Them

Medical Inspection of School Children

What to Do in Accidents and Emergencies

SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN

When it is Proper to Remove the Child from its  
Parents

SOCIAL SETTLEMENT

Child Labor

The Problem of the Girl

The Neighborhood: the Beginning of Patriotism

The Coming People: Immigrants, Past and Present

The Need of Wholesome Pleasures for Children

## STANDARD OIL EMPLOYEE

The Origin and Development of the Petroleum Industry

## STATE SENATOR

How the Upper House Differs from the Lower House  
Federal, State, County and Municipal Government

## TEACHER OF PUBLIC SCHOOL

What the Teacher May Expect from the Parent  
To Every Girl Her Chance

## Y. M. C. A. SECRETARY

Give the Boy Another Chance  
An All-Round Man  
The Boy and his Vocation

## Y. W. C. A. SECRETARY

Why Girls Should Have a Vocation  
Healthful, Practicable Vacations for Working Girls

**NATIONAL SOURCES**

The organizations listed below either have lecturers on their staffs or are in touch with persons whose interest in their work impels them to give it the support of an occasional public address. The name appended in each case is that of the officer to whom correspondence should be directed.

The subjects set forth have in many instances been selected from a much longer list, and are thus to be regarded as indicative of the character and extent of the matters treated, rather than comprehensive.

Usually only the address of the headquarters has been given, but many of the societies have branches in various states and a membership distributed throughout the country. In considering the expense of travel therefore, it is not safe to gauge it by the distance of the city named. Correspondence may reveal the existence of a speaker connected with the organization who lives quite close to the place where the address is desired.



Besides the associations named here there are in many states various institutions and philanthropic and educational bodies (see reference to these on page 25) with which speakers are connected whose services are frequently available.

In allowing their names to be inserted in this directory the organizations wish it understood that they have placed themselves under no obligations. They have merely let it be announced that applications for lecture service *may* be made to them and they will co-operate whenever it is possible to do so.

In applying, full information should be given as to the size and character of the audience expected, hours and dates preferred, general topics and type of lecture (technical, popular, or illustrated) desired and the maximum expense which may be incurred.

#### **ORGANIZATIONS WHICH USE THE LECTURE PLATFORM**

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Carl Kelsey, Secretary, West Philadelphia Post Office, Philadelphia, Pa.

Questions of a political, social or economic nature

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, Committee of One Hundred on National Health. E. F. Robbins, Executive Secretary, Drawer 45, New Haven, Conn.

All branches of the public health movement; especially the establishment of a bureau or department of health in the national government at Washington.

AMERICAN ASSOCIATION FOR LABOR LEGISLATION. John B. Andrews, Secretary, Metropolitan Building, New York City.

Workmen's Compensation for Industrial Accidents

Industrial Hygiene  
 Woman's Work  
 Unemployment  
 Hours of Labor

AMERICAN ASSOCIATION FOR STUDY AND PREVENTION  
 OF INFANT MORTALITY. Miss Gertrude B. Knipp,  
 Secretary, 1211 Cathedral St., Baltimore, Md.

The Principal Causes of Infant Mortality  
 The Reduction of Infant Mortality, and the  
 First Steps to Secure It in Our Large Cities  
 Birth Registration  
 Consultations for Nurslings; the Experience in  
 France  
 How to Dress a Baby

AMERICAN CIVIC ASSOCIATION. Richard B. Watrous,  
 Secretary, 914 Union Trust Bldg., Washington, D. C.

Billboards  
 The City Beautiful and Efficient  
 Improving Water Fronts  
 The House Fly  
 Factory Betterment

AMERICAN ECONOMIC ASSOCIATION. T. N. Carver,  
 Secretary, Cambridge, Mass.

Subjects in the field of economics

AMERICAN FEDERATION OF LABOR. Frank Morrison,  
 Secretary, 801-809 G St., N. W., Washington, D. C.

Labor Problems

AMERICAN FEDERATION OF LABOR, Industrial Educa-  
 tion Committee. John Mitchell, Chairman, 10096  
 Metropolitan Bldg., New York City.

Industrial Education

AMERICAN HOME ECONOMICS ASSOCIATION. Benj. R.  
 Andrews, Secretary, Teachers' College, New York  
 City.

Household Management



Household Economics  
 Standards of Living  
 Domestic Science in the Public Schools

AMERICAN HUMANE ASSOCIATION, THE. William O.  
 Stillman, M.D., President, Albany, N. Y.  
 Humane Education

AMERICAN HUMANE EDUCATION SOCIETY, THE. A.  
 Judson Leach, State Organizer, 12 Pratt St., Read-  
 ing, Mass.  
 Education of the Heart  
 History and Growth of the Humane Movement  
 Object and Aims of the Massachusetts Society  
 for the Prevention of Cruelty to Animals  
 Object and Aims of the American Humane  
 Education Society

AMERICAN INSTITUTE OF SOCIAL SERVICE. M. J.  
 Whitty, Secretary, 85 Bible House, New York City.  
 All subjects bearing on social interests

AMERICAN MEDICAL ASSOCIATION, PUBLIC HEALTH  
 EDUCATION COMMITTEE. Evelyn Garrigue, M. D.,  
 Secretary, 616 Madison Ave., New York City.  
 The Cause and Prevention of Ordinary Colds  
 The Relation of Pure Water to the Public  
 Health  
 The Use and Abuse of Stimulants and Nar-  
 cotics  
 How to Instruct Children Regarding the Origin  
 of Life  
 The Value of Early Diagnosis of Cancer in  
 Women

AMERICAN PURITY ALLIANCE, THE. O. Edward Jan-  
 ney, M.D., President, 156 Fifth Ave., New York  
 City.  
 The Teaching of Sex Hygiene  
 An Equal Standard of Morals  
 The Prevention of State Regulation of Vice

AMERICAN SOCIETY FOR EXTENSION OF UNIVERSITY TEACHING. Charles D. Atkins, Secretary, Wither-  
spoon Bldg., Walnut and Juniper Sts., Philadel-  
phia, Pa.

Courses in history, literature, art, sociology

AMERICAN SOCIETY FOR THE JUDICIAL SETTLEMENT OF INTERNATIONAL DISPUTES. Theodore Marburg, Secretary, 14 Mt. Vernon Place, West, Baltimore, Md.

Questions relating to the establishment of a permanent international court of justice

AMERICAN SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS, THE. Alfred Wagstaff, President, 50 Madison Ave., New York City.

Animals—Their Care and Humane Treatment  
The Work of the Society

AMERICAN SOCIETY OF SANITARY AND MORAL PROPHYLAXIS. Prince A. Morrow, M.D., President, 66 West 40th St., New York City.

Education in Sex  
The Hygiene of Sex

AMERICAN SOCIOLOGICAL SOCIETY. A. A. Tenney, Secretary, Columbia University, New York City.

Any phase of sociology, theoretical or practical

ANIMAL RESCUE LEAGUE OF BOSTON. Mrs. Huntington Smith, President, 51 Carver St., Boston, Mass.

More Thoughtful Consideration for the Lower Animals (Illustrated)

ASSOCIATION OF COLLEGIATE ALUMNAE. Miss Laura Drake Gill, President, 264 Boylston St., Boston, Mass.

Vocational Foundations  
How to Make a Reading Community  
School Inspection



How Far Does Household Responsibility  
Extend?

College Training for Women

BIG BROTHERS MOVEMENT. Rufus S. Putney, Secretary, 318 West 57th St., New York City.

The Big Brother Idea

BOSTON HOME AND SCHOOL ASSOCIATION. Mrs. Fannie Fern Andrews, Secretary, 405 Marlborough St., Boston, Mass.

The Relation of Parents to the School

Parents and Vocational Suggestion

Schools as Social Centers

"BOSTON—1915." John L. Sewall, Executive Secretary, 6 Beacon St., Boston, Mass.

Unifying the Activities That Make Up the  
Social Progress of a City

BUREAU OF MUNICIPAL RESEARCH. William H. Allen, Secretary, 261 Broadway, New York City.

School Reports and School Efficiency

School Budgets

The Dental Awakening

Citizen Interest in Public Education

Efficiency Tests for Schools and School Men

BUREAU OF MUNICIPAL RESEARCH OF PHILADELPHIA. James T. Young, Secretary, 731 Real Estate Trust Bldg., Broad and Chestnut Sts., Philadelphia, Pa.

The City as an Agency of Social Uplift

The Citizen's Responsibility for Inefficiency  
and Waste in City Government

The Causes of Failure in Municipal Government

Some Methods of Municipal Reform

CENTRAL HOWARD ASSOCIATION. F. Emory Lyon, Superintendent, 415 Rand McNally Bldg., Chicago, Ill.

The Hope of the Prisoner

The Making of Men  
 The Reformation of the Other Fellow  
 The Real and the Ideal Prison System  
 Crime and Criminals—Sin and Sinners

CHICAGO SCHOOL OF CIVICS AND PHILANTHROPY. Edward L. Burchard, Executive Secretary, Northwestern University Bldg., 35 Dearborn St., Chicago, Ill.

Social Settlements  
 Public Care of Children  
 Housing Problems  
 Protection of Immigrants  
 Municipal Lodging Houses

CHILD CONFERENCE FOR RESEARCH AND WELFARE. Henry S. Curtis, Secretary, 936 Main St., Worcester, Mass.

Child Welfare and Child Welfare Movements  
 The Revival in Play as a World Movement  
 (Illustrated)  
 The Need of Supervision in Play  
 The Play Festival and Pageant  
 Aims and Ideals in the Conduct of Play

CHILDREN'S AID SOCIETY. C. Loring Brace, Secretary, 105 East 22nd St., New York City.

Socializing the Schools  
 How the Schools Can Reach the Poor  
 School Dental Clinics  
 The Emigration of City-bred Children to the Country  
 Summer Charity Work

CHILDREN'S AID SOCIETY OF PENNSYLVANIA. Edwin D. Solenberger, Gen'l Secretary, 1506 Arch St., Philadelphia, Pa.

The Care of Friendless Children  
 What the Public Does for Children



CHURCH ASSOCIATION FOR THE ADVANCEMENT OF THE INTERESTS OF LABOR. Margaret Schuyler Lawrence, Corresponding Secretary, 416 Lafayette St., New York City.

Special features connected with labor and social questions,—Child Labor, Conciliation and Arbitration, Sweating and Tenement-house Problems, etc.

CIVIC LEAGUE OF ST. LOUIS, THE. Mayo Fesler, Secretary, 903 Security Bldg., St. Louis, Mo.

Commercial Value of Civic Improvements  
Ethical Aspects of Civic Improvements  
Municipal Taxation  
Charter Making  
Civic Communism

CIVIC SERVICE HOUSE, THE. Meyer Bloomfield, Director, 110-112 Salem St., Boston, Mass.

Civic Education of the New American  
Problems of an Immigrant Neighborhood  
Specializing Settlement Work  
The Making of a City  
Street Trades

COLUMBIA UNIVERSITY, TEACHERS COLLEGE, SCHOOL OF HOUSEHOLD ARTS. Benjamin R. Andrews, Secretary, Columbia University, New York City.

Household Arts in Public Education  
The Education of Girls  
College Education for Women (Vocational)

COMMITTEE ON CONGESTION OF POPULATION IN NEW YORK, THE. Benjamin C. Marsh, Executive Secretary, Room 672, 50 Church St., New York City.

Causes of Congestion of Population (Illustrated)  
The Prevention of Congestion of Population  
City Planning in American and Foreign Cities (Illustrated)

Immigration and Congestion of Population  
The Distribution of Population

CONFERENCE ON THE EDUCATION OF BACKWARD, TRU-  
ANT, DELINQUENT AND DEPENDENT CHILDREN.  
Elmer L. Coffeen, Secretary, Lyman School for  
Boys, Westboro, Mass.

The Juvenile Court  
The Delinquent Girl  
The Probation Question  
The Delinquent Boy

DAUGHTERS OF THE AMERICAN REVOLUTION, Western  
Reserve Chapter. Mrs. Edward L. Harris, 6801  
Euclid Ave., Cleveland, O.

School Buildings as Social Centers  
Patriotic Education  
Opportunity for Closer Relations between  
Home and School  
Popular Programs for School Patrons

ETHICAL-SOCIAL LEAGUE. Lester F. Scott, 318 East  
15th St., New York City.

The Church To-Day  
Single-Tax  
Socialism  
Prison Reform  
Social Needs and Methods of Work

FEDERATED BOYS' CLUBS. Thomas Chew, President,  
Room 308, 35 Congress St., Boston, Mass.

History of the Boys' Club Movement (Illus-  
trated)  
Theory and Methods of Boys' Club Work

FEDERATION OF CHURCHES AND CHRISTIAN ORGANIZA-  
TIONS IN NEW YORK CITY, THE. Walter Laidlaw,  
Secretary, 119 East 19th St., New York City.

Fourteen Years of Church Federation in the  
New World's Largest City



The Causes and Limits of New York's Growth  
The Causes and Cure of Congestion in New  
York

Six Summers of Church Vacation Work and  
Play Schools

The Evolution of Religious Liberty in New  
York

(All lectures can be illustrated)

GENERAL FEDERATION OF WOMEN'S CLUBS. Mrs.  
Philip N. Moore, President, 3125 Lafayette Ave.,  
St. Louis, Mo.

Civil Service Reform

Food Sanitation

Household Economics

Literature and Library Extension

GEORGE JUNIOR REPUBLIC ASSOCIATION, THE. Calvin  
Derrick, Secretary, Freeville, N. Y.

The Junior Republic Idea and Its Application

GOOD GOVERNMENT ASSOCIATION. Robert J. Bottomly,  
Secretary, Rooms 501-504, 11 Pemberton Sq.,  
Boston, Mass.

Questions relating to Municipal Government

INDUSTRIAL HOME FOR THE BLIND, THE. Eben P.  
Morford, Superintendent, 512-520 Gates Ave.,  
Brooklyn, N. Y.

The Problems of the Blind

INTERNATIONAL CHILDREN'S SCHOOL FARM LEAGUE.  
Henry G. Parsons, Secretary, 1133 Broadway,  
New York City.

Children's School Gardens

Special Gardens for Tuberculous Children

Training Teachers for Children's Gardens

The Children's Garden the Key to the Solution  
of Conservation of National Resources

Gardens for Crippled Children

LEAGUE OF AMERICAN MUNICIPALITIES. John Mac-  
Vicar, Secretary, City Hall, Des Moines, Ia.

Home Rule for Cities

Commission Form for Municipalities

Questions on Municipal Development

LEAGUE FOR PROTECTION OF IMMIGRANTS. Grace  
Abbott, Secretary, Room 435, 158 Adams St.,  
Chicago, Ill.

Immigration in Its Various Phases

LITTLE LAND LEAGUE. Bolton Hall, Secretary, 56  
Pine St., New York City.

Intensive Cultivation

City Farming

A Little Land and a Living

Vacant Lot Gardens

Land and Labor

MASSACHUSETTS ANTI-CIGARET LEAGUE. Mrs. Eliza-  
beth R. White, Secretary, 204 Equitable Bldg.,  
Boston, Mass.

The Evil Effect of Juvenile Smoking

MASSACHUSETTS ASSOCIATION OF BOARDS OF HEALTH,  
Committee on Sex Hygiene. Walter E. Kruesi,  
Secretary, 64a Tyler St., Boston, Mass.

Sex Hygiene

MASSACHUSETTS CIVIC LEAGUE. Edward J. Hartman,  
Secretary, 3 Joy St., Boston, Mass.

Civic Improvement and Citizenship

Social Service and Citizenship

Social Legislation

The Place of Play in Education

Town Planning and Housing Reform

MASSACHUSETTS COMMISSION FOR THE BLIND. Charles  
F. F. Campbell, Secretary, 277 Harvard St., Cam-  
bridge, Mass.

Needlessly Blind for Life

Athletics for the Blind



## Handicrafts for the Blind

Sir Francis Campbell, "The Blind American Knight."

MASSACHUSETTS GENERAL HOSPITAL, Social Service Department. Ida M. Cannon, Head Worker, Massachusetts General Hospital, Boston, Mass.

Tuberculosis Classes

The Treatment of Neurasthenia

Sex Problems

Hospital Social Service

MEDICAL SOCIETY OF THE COUNTY OF NEW YORK, Public Health Education Committee. Mary Sutton Macy, M.D., Secretary, 101 West 80th St., New York City.

The Care of Food at Home

The Causes and Prevention of Nervous Exhaustion and Prostration

The Relation of Flies and Mosquitoes to Public Health

The Prevention of Some of the Commoner Skin Diseases

The Responsibility of Boyhood to Fatherhood

MILK AND BABY HYGIENE ASSOCIATION. Walter E. Kruesi, Director, 64a Tyler St., Boston, Mass.

Mothers' Milk—The Incomparable Infant Food

Effects of Employment during Pregnancy

Baby's "Summer Complaints" and their Remedy

Care of Milk in the Home

Unnatural or Substitute Foods for Baby

MUNICIPAL ART SOCIETY OF BALTIMORE, THE. Josias Pennington, Secretary, Baltimore, Md.

Topics relating to Art, City Improvement and kindred subjects

NATIONAL AMERICAN WOMAN SUFFRAGE ASSOCIATION.  
Frances Squire Potter, Secretary, 505 Fifth Ave.,  
New York City.

Democracy  
Woman Suffrage

NATIONAL ANTI-CIGARETTE LEAGUE. Caroline F. Grow,  
Secretary, Room 1119, Woman's Temple, Chicago,  
Ill.

The Cigarette and Its Poisons  
The White Slave Traffic  
The Boy Problem

NATIONAL ASSOCIATION OF AUDUBON SOCIETIES. T.  
Gilbert Pearson, Secretary, 141 Broadway, New  
York City.

The Economic Value of Birds  
The Relation of Birds to Agriculture and  
Forestry  
The Protection of Birds

NATIONAL ASSOCIATION FOR THE STUDY AND EDUCA-  
TION OF EXCEPTIONAL CHILDREN. Maximilian  
P. E. Groszmann, Educational Director, ex officio,  
"Watchung Crest," Johnston Drive, Plainfield,  
N. J.

The Problem of the Exceptional Child  
Child Psychology  
The Rationalization of the Elementary Course  
of Study

NATIONAL ASSOCIATION FOR THE STUDY AND PREVEN-  
TION OF TUBERCULOSIS. Livingston Farrand,  
M.D., Executive Secretary, 105 East 22nd St.,  
New York City.

The Prevention of Tuberculosis

NATIONAL CHILD LABOR COMMITTEE. Owen R. Love-  
joy, General Secretary, 105 East 22nd St., New  
York City.

Child Labor and Compulsory Education



Physical Effects of Child Labor  
 Causes of Child Labor  
 Legislative Remedies for Child Labor  
 Economic Fallacy of Child Labor  
 Child Labor and Vocational Direction

NATIONAL CHILD LABOR COMMITTEE, For the Southern States. A. J. McKelway, Secretary, 1114 Century Bldg., Atlanta, Ga.  
 Child Labor in the South  
 Legislative Remedies for Child Labor

NATIONAL CHILD LABOR COMMITTEE, For New England. Everett W. Lord, Secretary, 101 Tremont St., Boston, Mass.  
 Child Labor  
 Vocational Direction

NATIONAL CHILD LABOR COMMITTEE, For Ohio Valley States. E. N. Clopper, Secretary, 803 Union Trust Bldg., Cincinnati, O.  
 Child Labor  
 Industrial Education  
 Vocational Direction

NATIONAL CHRISTIAN LEAGUE FOR PROMOTION OF PURITY. Mrs. Elizabeth B. Grannis, President, 5 East 12th St., New York City.  
 Physiological and Hygienic Facts in Child Culture  
 Responsibility of Fatherhood  
 Spiritual and Scientific Mating—or Courtship and Marriage  
 Every Child Its Individual Disciplinarian  
 Marriage and Divorce

NATIONAL CIVIL SERVICE REFORM LEAGUE. Elliot H. Goodwin, Secretary, 79 Wall St., New York City.  
 Civil Service Reform

NATIONAL CONFERENCE OF CHARITIES AND CORRECTION,  
THE. Alexander Johnson, General Secretary, 328  
West De Wald St., Ft. Wayne, Ind.

Thirty Years of Organized Charity in the  
United States

Not Alms But a Friend

Evolution of Scientific Charity

Negative Eugenics—a Better Citizenship by  
the Elimination of Defectives

Our City Housekeeping

NATIONAL CONSERVATION ASSOCIATION. Thomas R.  
Shipp, Secretary, 410-411 Colorado Bldg., Wash-  
ington, D. C.

The Conservation of Our Natural Resources

NATIONAL CONSUMERS' LEAGUE. Mrs. Florence Kelly,  
General Secretary, 105 East 22nd St., New York  
City.

Conservation of Young Wage Earners

A Living Wage

The Shopper's Conscience and Child Labor

The Long Day of Working Women and Girls

The Courts and the Sweating System

NATIONAL EDUCATION ASSOCIATION, Department of  
Women's National Organizations. Miss Laura  
Drake Gill, President, 1326 Nineteenth St., Wash-  
ington, D. C.

School Improvement Associations

Marks of an Efficient School System

How Can the Home and School Get into Closer  
Relations?

NATIONAL FEDERATION REMEDIAL LOAN ASSOCIATION.  
Arthur H. Ham, Special Agent, 346 Fourth Ave.,  
New York City.

Remedial Loan Associations

NATIONAL HOUSING ASSOCIATION. Lawrence Veiller,  
Secretary, 105 East 22nd St., New York City.

Improved Housing in any of its branches.



NATIONAL LEAGUE FOR THE CIVIC EDUCATION OF WOMEN, THE. Mrs. Julian Heath, Secretary, 222 Madison Ave., New York City.

Reasons Against Woman Suffrage  
Rights, Responsibilities and Economic Position of Woman

NATIONAL LEAGUE FOR THE PROTECTION OF THE FAMILY, THE. Rev. Samuel W. Dike, Corresponding Secretary, Auburndale, Mass.

The Problem of the Home  
Marriage and Divorce  
The Evils that Assail the Home  
The Home and the Child Problem  
The Home and the Church

NATIONAL LEAGUE OF WOMEN WORKERS. Mrs. Henry Ollesheimer, President, Hotel Savoy, New York City.

Recreation among Working Girls  
Leisure and the Use of It  
Democratic Ideals in Philanthropy  
How to Develop Self-Help in Work among Girls

NATIONAL MUNICIPAL LEAGUE. Clinton Rogers Woodruff, Secretary, 703 North American Bldg., Philadelphia, Pa.

Municipal and civic topics generally

NATIONAL NEWSBOYS' ASSOCIATION. John E. Gunkel, President, Toledo, O.

Eighteen Years' Personal Experience with the Boy of the Street  
How to Handle a Bad Boy  
Newsboys, and What Can be Made of Them  
The Boy Problem

NATIONAL PLANT, FLOWER AND FRUIT GUILD. Miss A. L. Fairfield, Secretary, 70 Fifth Ave., New York City.

The Work of the Guild (with slides showing school gardens and allied work)

NATIONAL SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION. Edward H. Reisner, Secretary, 20 West 44th St., New York City.

Part-time or Continuation Schools

Vocational and Pre-apprentice Training in the Public Schools

School Instruction and Shopwork in the Production of a First-class Journeyman

The Money Cost of Industrial Education

NATIONAL VACATION BIBLE SCHOOL ASSOCIATIONS. Robert G. Boville, National Director, 133 West 69th St., New York City.

Churches and Community Service

Colleges and Community Service

What Church and College Combined Can Do for Children during Summer Days

Nine Years' Experience in Summer Social Ministry to Children of the Streets

(Any of these topics can be illustrated)

NATIONAL VIGILANCE COMMITTEE, THE. Miss Elisabeth Stover, Secretary, 156 Fifth Ave., New York City.

The Suppression of the White Slave Traffic

NATIONAL WOMAN'S CHRISTIAN TEMPERANCE UNION. Mrs. Frances P. Parks, Secretary, The Willard, Rest Cottage, Evanston, Ill.

Scientific Temperance Instruction

Anti-Narcotics

Physical Education

Purity

School Savings Banks

NATIONAL WOMEN'S TRADE UNION LEAGUE OF AMERICA. Mrs. D. W. Knefler, Secretary, Room 503, 275 La Salle St., Chicago, Ill.



The Social Cost of the Industrial Conditions  
for Women Workers

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