A Prospective Pupil

CARE AND TRAINING OF ORPHAN AND FATHERLESS GIRLS

PROCEEDINGS OF A
CONFERENCE ON THE PROSPECTIVE WORK OF
CARSON COLLEGE FOR GIRLS
AND
CHARLES E. ELLIS COLLEGE

HELD AT PHILADELPHIA
OCTOBER 13-14
1915

ON INVITATION OF THE
TRUSTEES OF CARSON COLLEGE
AND ELLIS COLLEGE

PUBLISHED BY WM. F. FELL COMPANY
FOR CARSON COLLEGE FOR GIRLS AND CHARLES E. ELLIS COLLEGE
FOR THE EDUCATION OF FATHERLESS GIRLS

FOREWORD

This volume embodies the work of a Conference called by the Department of Child-Helping of the Russell Sage Foundation, acting under authority from the trustees of Carson College for Orphan Girls and Charles E. Ellis College for the Education of Fatherless Girls.

These two colleges were founded by Mr. Robert N. Carson, who died October 15, 1907, and Mr. Charles E. Ellis, who died April 6, 1909. The institutions are to be opened about the same time. Both of them have sites in the suburbs of Philadelphia, and are confronted with special problems as to organization, equipment, administration, and scope of work.

These problems are remarkably similar in the two institutions, although each founder acted apparently without knowledge of the other's intention. Both of them are to care for girls who are orphaned, in one case by the death of both parents, in the other by the death of the father. They are to retain their wards until about the same age; one to the age of seventeen and the other to the age of eighteen years. The two colleges must undertake the vocational training of their pupils, either because of the express injunction of the testator, or because of the fact that they are to retain their students until they reach the age of womanhood. Finally, both are embarrassed by certain limitations contained in the wills under which they are organized, as well as by certain conditions as to the classes of girls for whom they are to be responsible.

Under these circumstances, the trustees of the two colleges welcomed the suggestion of the Department of Child-Helping of the Russell Sage Foundation that a group of specialists in social work, education, and vocational training should be invited to consider the situation and advise with reference to the prospective work of the two colleges.

Accordingly twenty-five representative people were invited, including the National Commissioner of Education; the Chief of the National Children's Bureau; the Governor of Pennsylvania; the Secretary of the Pennsylvania State Board of Public Charities; the Associate Superintendent of Schools in Philadelphia; with superintendents of technical schools in Pennsylvania, New York, Ohio, and Wisconsin; representative educators in Massachusetts, New York, New Jersey, Pennsylvania, and

Ohio; and other experts in the vocational education and training of girls, together with the trustees of the two colleges.

In addition to the members of the Conference, about seventy interested people were present by invitation and participated in the discussion.

The members of the Conference were the guests of Carson College and Ellis College. They were asked to discuss the entire problem confronting the trustees of the two institutions, with special emphasis upon the matter of vocational training, and to present such suggestions as they saw fit.

A Committee on Conclusions was appointed, consisting of John C. Frazee, Associate Superintendent of Schools, Philadelphia; Mrs. Martha P. Falconer, Superintendent of Sleighton Farm, Darling, Pennsylvania; Professor Albert Bushnell Hart, of Harvard University, Cambridge, Massachusetts; and Secretary Bromley Wharton, of the Pennsylvania State Board of Public Charities. This committee was appointed to formulate the views of the Conference. Its report was thoroughly discussed and amended by the whole Conference, and was unanimously adopted.

The members of the Conference were careful to have it understood that they did not undertake, after a discussion lasting only two days, to settle conclusively all of the problems with which the two boards of trustees have to deal; but it was the general consensus of the trustees and invited guests who attended on the Conference and listened to its proceedings, that the Conclusions offered were of very great value, not only to the trustees for whose immediate benefit the Conference was called, but to all who have the responsibility for the care and education of orphaned or other dependent girls. The discussions of the Conference were of especial interest and importance to the representatives of the more than thirty institutions in and around Philadelphia which care for dependent and neglected girls, and which will be the neighbors and co-workers of the two new colleges, with similar responsibilities and related work.

It is hoped that in the future all of these institutions may be able to coördinate and harmonize their work, and that Carson College and Ellis College, with their responsibilities and opportunities, may be able to contribute materially to the efficiency and success of their older neighbors.

In view of these facts, the trustees of the two colleges have thought that the discussions and conclusions of the Conference ought to be preserved in permanent form. Hence the publication of this volume.

It is believed that all of the discussions will interest the reader, but especial attention is called to the presentation of the larger possibilities

of these two foundations by Governor Brumbaugh and Commissioner Claxton.

There can be no question as to the wisdom of the trustees in invoking the collective advice of specialists with reference to the responsible and complex undertaking which has been confided to their care.

HASTINGS H. HART
President of the Conference

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Third Row: Mr. Mallery, Mrs. H. H. Hart, Dr. H. H. Hart, Dr. Ferguson, Miss Smith, Mrs. Calvin, Dr. Godfrey, Miss Stevens, Miss Campbell.

MEMBERS OF THE CONFERENCE

HASTINGS H. HART, LL.D., New York, President

PROFESSOR EDITH BAER, Philadelphia, Secretary

BAER, MISS EDITH, Professor of Domestic Science, Drexel Institute, Philadelphia.

BERNSTEIN, DR. L. B., Superintendent Hebrew Sheltering Guardian Orphan Asylum, Pleasantville, N. Y.

BREED, MISS MARY B., Dean Margaret Morrison Carnegie School, Institute of Technology, Pittsburgh.

BRUMBAUGH, HON. M. G., Governor of Pennsylvania, Harrisburg.

CAMPBELL, MISS M. EDITH, Director Schmidlapp Bureau for Women and Girls, Cincinnati, Ohio.

CLAXTON, DR. P. P., Commissioner of Education, Washington, D. C.

DEAN, DR. ARTHUR D., Director Division of Agricultural and Industrial Education, State Department of Education, Albany, N. Y.

FALCONER, MRS. MARTHA P., Superintendent Sleighton Farm, Darling.

FRAZER, MR. JOHN C., Associate Superintendent of Schools, Philadelphia.

GILL, MISS LAURA DRAKE, Former Dean of Barnard College, New York City.

GODFREY, DR. HOLLIS, President Drexel Institute, Consulting Engineer, Philadelphia.

HARD, MR. WILLIAM, Editorial Staff Everybody's Magazine, New York City.

HART, DR. ALBERT BUSHNELL, Professor of Government, Harvard University, Cambridge, Mass.

HART, DR. HASTINGS H., Director Department of Child-Helping, Russell Sage Foundation, New York City.

HARVEY, DR. L. D., President Stout Institute, Menomonie, Wis.

KENNARD, MISS BEULAH E., Educational Director Department Store Educational Association, New York City.

LATHROP, DR. JULIA C., Chief Children's Bureau, Washington, D. C.

MARSHALL, MISS FLORENCE M., Principal Manhattan Trade School for Girls, New York City.

MURPHY, MR. J. PRENTICE, General Secretary Boston Children's Aid Society, Boston, Mass.

O'LEARY, MRS. IRIS P., Special Assistant for Vocational Education, State of New Jersey Department of Public Instruction, Trenton, N. J.

REEDER, DR. R. R., Superintendent New York Orphanage, Hastings-on-Hudson, N. Y.

SHANKLAND, MR. SHERWOOD D., Superintendent Andrews Institute, Willoughby, Ohio.

SOLENBERGER, MR. EDWIN D., Secretary Children's Aid Society of Pennsylvania, Philadelphia.

STEVENS, MISS BERTHA M., Cleveland Foundation Education Survey, Cleveland, Ohio.

WHARTON, MR. BROMLEY, Secretary State Board of Public Charities, Philadelphia.

REPRESENTATIVES OF CARSON COLLEGE:

BUCKLEY, MR. R. NELSON
CARSON, MR. JAMES P.
CRANE, MR. THERON I.
GRIBBEL, MR. JOHN
MALLERY, MR. OTTO T.
PERKINS, MR. WALTER W.
ROSENBERGER, MR. EMIL
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REPRESENTATIVES OF ELLIS COLLEGE:

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SCHOCH, MR. HENRY R.
SHAPLEY, E. COOPER, ESQ.
WINDRIM, MR. JOHN T.
ZUG, CHARLES K., ESQ.

REPORT OF THE COMMITTEE ON CONCLUSIONS

LETTER OF TRANSMITTAL

I HAVE the honor to submit the following unanimous Report of the Committee on Conclusions. The paragraph entitled "Transition to Employment" was inserted by a unanimous vote of the Conference following the public reading of the Report. Aside from this change, the Report stands as first formulated by the Committee.

In discussions and correspondence among the members of the Committee following the close of the Conference, the importance of the early creation of a joint committee, representing Carson and Ellis Colleges, has come into special prominence. In this connection, I quote from a letter written by Miss Laura Drake Gill:

"In thinking over the recommendations of our Committee, I grow increasingly convinced that the Joint Committee must be organized first, with a good executive officer, to draw up specific recommendations to each of the two foundations, before the Trustees do anything final, and especially before they appoint any permanent officers.

"It is difficult for even the finest people to limit their own power; whereas, if these same people are appointed under limitation, they have their minds fixed from the start upon common aims.

"It seems to me to be highly probable that the executive officer of this Joint Committee will prove the great power in the whole project: being under a combined appointment and salary; suggesting the larger policies; nominating subordinate officers; passing upon the wisdom of policies suggested by the sub-directors; controlling any city vocational schools which may prove to be a necessary supplement to existing (or future) city facilities; managing the placement and follow-up work; and accumulating such a body of industrial fact as may make intelligent ground for future policies."

I think I may say that Miss Gill's letter expresses the sentiment of the Committee in this regard.

A second matter, to which the Committee desires to call the serious attention of the Trustees of the two institutions, is that of organizing and maintaining a department of research, the findings of which department shall serve as a basis of expert judgment in the determination of policies and of changes of policy in the two institutions as such changes shall

become desirable, from time to time, because of changing economic, social, and educational conditions in our city.

Respectfully submitted, JOHN C. FRAZEE
Chairman Committee on Conclusions

REPORT OF THE COMMITTEE

Your Committee begs to express, as its understanding of the general opinions of the Conference, the following analyzed statement of the conditions and possibilities presented by the Carson and Ellis bequests.

The Conference considers that the problem before it is precisely the same as that of the Trustees; namely, how to apply these benefactions to the children concerned and also for the benefit of the community. In discussing this question we shall briefly treat, first, of the organization and possible development of Carson and Ellis Colleges; second, of the opportunity for the coördination of these two institutions with each other, and also with other similar institutions of the state of Pennsylvania, and third, of some difficulties in the way of carrying out the purposes of the benefactors.

I

ORGANIZATION

THE BENEFACTIONS

The conditions of these splendid gifts are well known to every member of the Conference. They are magnificent examples of the generosity and forethought of two men whose hearts were filled with a sense of love and responsibility for children who, without these benefactions, would have no fair chance in the world. The striking similarity of the wills shows not only a warm interest in girls, but a belief that the vocational method of education ought to be followed in these institutions.

The whole problem is complicated by the existence of two foundations of similar scope, each heavily endowed. Both testators plainly supposed that the number of orphans not otherwise provided for by their own kindred or friends is very large, and they laid down restrictions as to entrance and the duration of school life which, it is already evident, seriously hamper the purpose of the Trustees to carry out the benefactors' intent.

Even without these difficulties, the problem of applying eight million dollars to the education of dependent girls is one which taxes the wisdom of both trustees and educators. We therefore recommend that the

Trustees of both institutions continue their wise policy of carefully examining the ground and coming to definite conclusions before entering upon the construction of buildings, or the organization of schools.

CHARACTER OF THE LIMITATIONS IN THE WILLS

To understand clearly this perplexing subject, allow us briefly to recapitulate the limitations which affect the entrance into, and therefore the numbers in the two institutions.

1. They are both open to girls only.
2. They are limited to "full-orphans" (Carson) or to "fatherless" (Ellis).
3. They are both limited to white girls.
4. The Carson will applies only to healthy girls, poor girls, and intelligent girls.
5. The age of entrance is limited by the Carson will to between six and ten years, and by the Ellis will closes at thirteen years.
6. The Ellis will applies only for residents of the two counties of Philadelphia and Bucks.

Investigation into the number of girls who would probably comply with these very strict requirements shows that it could hardly be more than two or three hundred, in the immediate future, while the funds are sufficient to maintain from six hundred to one thousand girls.

ORGANIZATION OF THE BOARDS OF TRUSTEES

The wills are both very free and wise in the creation of Boards of Trustees, with one remarkable exception. In two institutions intended for the education of orphan girls no woman appears upon either Board, or may appear under the terms of the will. The Ellis will, however, does permit the creation of a Board of Educators, one or more of whom may be women. A codicil also authorizes the creation of an Advisory Board of Women. The Ellis will, therefore, sufficiently recognizes the importance of having the expert counsel of professional educators and of women upon the details of the education of the orphan. There is nothing in the Carson will to prevent the Trustees from creating similar Boards of Educators, or a separate Women's Council to act as advisers; and the Conference assumes that the interest and capacity of women in education should be and will be duly recognized.

The Boards are very free in choosing the directors and teachers in their institutions and they need no suggestion that this is an opportunity to make use of the best and broadest talent and experience. A great opportunity is thereby afforded to exemplify for the benefit of their

fellow countrymen what can be done in modern types of education; for the Trustees have abundant means and are free to follow the highest ideals of education in performing their trusts.

BUILDINGS

Out of the ample funds of the foundations, there will be no lack of means to provide the necessary plant. Mr. Carson very generously devised a tract of suitable land as a site. The Ellis Board has purchased a large tract. The Conference is confident that the Trustees will enter upon the construction of buildings with caution and will erect no building until they have adopted a general plan available for any future needs. In this important matter the Committee hopes that the Trustees will take into account the following principles:

1. To follow out the spirit of Mr. Carson's expressed desire for "substantial construction in a plain, chaste style." Large monumental buildings do not tend to arouse or elevate children's minds; such buildings, in any case, are needed only for administration, physical culture, and a few other general purposes.

2. No buildings ought to be erected except for immediate needs; a good school can be started in a small way with a simple plant, which can be completed as the need arises.

3. The model type of such an institution is a village in which there shall be a chapel, school house, post office, one or more stores, perhaps a savings bank. Mr. Carson specifies that the girls shall be housed in cottages, and it must be expected that the Ellis Trustees will follow the same general and well-recognized plan.

4. Each cottage ought to be a complete unit of family life, with kitchen, dining room, and common room; and the "big sister" system of personal care for younger girls by older girls should prevail.

The Trustees will not forget that institution life is at best only a substitute for good home life; and that every effort should be made to give the home and community spirit to the houses, schools, workshops, and social and civic undertakings in which the children will live, study, play, and work.

THE TYPE OF EDUCATION IN THE NEW COLLEGES

The purpose of the benefaction is not only that the children may live but that they may learn. Your Committee has carefully considered, in the light of the Conference and of their own knowledge of various educational systems, this question which the Trustees must in their

wisdom determine, and we suggest the following scheme as in our judgment best adapted to the conditions of the two foundations.

1. *Home Plan.* We conceive that the "colleges" ought to be looked upon not as a group of school houses, but as the home of the girls, to be thought of as a place of residence and home life with only such teaching as can not otherwise be provided. The girls should have contact with the outer world by sending them to suitable and available public schools, near by or at a distance, and when they are of sufficient age, to trade schools.

2. *General Education.* The girls are entitled to a good fundamental education in the usual branches, in order to give them rank among intelligent women. To this should be added such instruction in literature, art, and science as shall make them appreciative of ennobling thoughts, of beautiful surroundings, and of human relationships.

3. *Household Education.* Alongside this regular education must go the kind of domestic training that girls would get in a good home. The tendency of institutional life is to deprive children of individuality. Every effort should be made to give them a free outdoor life with gardening and the care of poultry and other animals, with the arts of housekeeping so far as possible on the same scale as that which would be followed in private homes, and with a knowledge of simple tools and processes in order that the full powers of the girls may be developed.

4. *Pre-Vocational Training.* From the age of twelve years onward, special attention should be paid to instruction in handicrafts and employments, which can later be developed in the regular trade school. This can be done: (a) by courses and opportunities in manual activities extending throughout the girl's life in the institution; (b) by special opportunities in gardening and simple agriculture even to the extent of tilling small tracts of land independently.

5. *Vocational Education.* The intention of the benefactors will not be realized fully unless every girl shall have at least two years of specific training, fitting her for self-support. This may be done: (a) by training in special agricultural pursuits; (b) by training in special schools intended to prepare girls for wage-earning occupations.

The provision of proper facilities for vocational training presents one of the most serious problems which confront the Trustees, because such instruction can be given only in one of the three following ways: (a) by building such schools on the ground of each institution, at very great expense both for plants and for teachers and with too small units of stu-

dents to insure the best results; (b) by sending the girls out either to private or public regular trade schools, as day or boarding pupils; (c) by building in Philadelphia a joint trade school for the two colleges.

The Committee, on behalf of the Conference, strongly recommends that this instruction be given in the city; because a city trade school is much more closely in contact with actual trade conditions, and it requires a considerable number of pupils to make possible the necessary specialization of training.

6. *Transition to Employment.* A girl needs parental watch-care at no time more than when she first enters the novel and strange environment of employment. It is therefore strongly recommended that the Trustees shall provide every safeguard for the transition of the girls into their wage-earning life; and that, until the girls shall have become accustomed to and self-sufficient in their large world, they shall be under the special advisory care of the institution from which they have come.

II

COÖRDINATION THROUGH THE COLLEGES

To the Conference, the Boards of Trustees seem to have a rare opportunity to improve the whole national system of dealing with girls, by showing the possibilities of intelligent co-operation of the many similar institutions in Philadelphia and in Pennsylvania which provide for such children. The example of the Trustees in conferring together, recognizing that they are simply two independent units in a great scheme of education, is highly promising in this direction. Your Committee ventures to make the following suggestions upon this point.

1. That the two foundations establish a common understanding throughout by mutual communication of their plans.

2. That a joint committee be established for this purpose. It is recognized that this joint committee could not take the responsibilities eventually resting upon the two boards; but, with their consent, it could act on certain matters for both, for instance, by arranging a joint system for electing and admitting applicants; or by exchanging instruction so as to avoid duplication. In these days of swift communication by motor vehicles it would be easy to effect such an exchange even though the two colleges were some miles distant from each other.

3. Both institutions through such a joint committee should offer co-operation with other Philadelphia and Pennsylvania endowed institu-

tions of a similar nature, by conferences and mutual understanding; this would probably lead to some kind of a general advisory committee.

4. The two institutions and others which come to an understanding should heartily co-operate with state institutions and with public school systems in their neighborhood and in Philadelphia, by the exchange of instruction, by common action on joint concerns, and so forth. Here is a notable opportunity to show to the whole country how endowed and public education are combined in one and the same enterprise.

III

A PLEA FOR THE BROADEST INTERPRETATION OF THE CONSTRUCTIVE VISION OF THE FOUNDERS

So far your Committee has considered only what may be done by the Trustees under the foundations as they stand. Some of the benefits of a sound vocational system and of co-operation can be had with small numbers, but the hope of the donors was that the great sums which they so generously gave would reach the cases and enlarge the lives of many of their little countrywomen. The Committee is of the opinion that the efficiency of both colleges must necessarily be much reduced unless they can command no less than three hundred or four hundred pupils each, which seems very unlikely under the present conditions of Philadelphia, the state, and the country at large.

The Governor of the state has suggested that the removal of some of the limitations of these wills may be found to be desirable for the good of the community.

It is no part of our duty to suggest legal methods of accomplishing this. We have no authority in the premises. Nobody but the Trustees under competent legal advice could so much as decide whether it is desirable to ask for legal alterations. It is our belief that without certain alterations, both the Carson and the Ellis foundations must suffer from serious drawbacks: (a) the immense funds can not be employed to the best advantage under these limitations; (b) therefore, the limitations tend to defeat the purposes of the benefactors; (c) specifically, they make it exceedingly difficult to obtain the numbers of girls necessary to carry out a practical scheme of vocational training.

We can not forbear, however, from pointing out some great advantages that would have come about if the testators had made some very slight changes in their phraseology which would have furthered their main purpose.

1. *Orphans.* If Mr. Carson had said "fatherless or motherless" instead of "full-orphans," and if Mr. Ellis had said "fatherless or motherless" instead of "fatherless," the number of children who could take advantage of the gift would be about doubled.

2. *Age Limits.* If the benefactors had made no age limit for the admission of children, the Trustees would be able to bring in a very important class of girls between the ages of twelve and fifteen years, who have had good homes until the recent death of their parents. Girls of this age are perhaps most in need of wise guidance. If older girls could be admitted to the colleges and if they could remain to a later age, it would be possible to develop education of the true college grade. One school might even specialize for the younger girls, while the other one served the older girls; or each school might carry all grades of work, but for girls of different tastes and aims.

3. *Non-Orphans.* The Conference earnestly hopes that a way will be found to carry out the constructive vision of the founders by caring for the thousands of children who have living fathers and mothers, yet who are to all intents and purposes orphans, because deprived of intelligent and loving care. The time is coming when the community will recognize that children with disabled parents, sick parents, or degenerate parents are as truly orphans as though they could remember neither father nor mother. A great foundation which recognizes this class of social orphanage would mightily help in reducing the immense evil of neglected and, therefore, frequently ruined and lost children.

In conclusion, your Committee on behalf of the Conference begs to express its obligations for the educational opportunities it has enjoyed in its association with the Trustees of the two colleges. They have shown warm hospitality, open minds, and personal cordiality. We thank them for their patient attention to our ideas, and we welcome them into the ranks of social and educational experts. Theirs to create, ours to comment and, we doubt not, to approve.

Respectfully submitted by the Committee on Conclusions:

(Signed) LAURA DRAKE GILL
MARTHA P. FALCONER
ALBERT BUSHNELL HART
BROMLEY WHARTON
JOHN C. FRAZEE, *Chairman*

SUGGESTION OF DR. L. B. BERNSTEIN

To the Trustees of Carson and Ellis Colleges,
Philadelphia, Pa.

At the request of Dr. L. B. Bernstein, I submit for your consideration, the following suggestion, made by Dr. Bernstein personally.

> "It is urged that if possible no children under eight years of age be admitted to the institutional care of these colleges, but that instead they be taken care of by the so-called family home plan under the auspices of these colleges."

Yours respectfully,

John C. Frazee

Chairman Committee on Conclusions

(For discussion of the Report of the Committee see pages 178–187.)

CONFERENCE ON THE PROSPECTIVE WORK OF CARSON COLLEGE AND ELLIS COLLEGE

PHILADELPHIA, OCTOBER 13-14, 1915

OPENING MEETING

Wednesday, October 13, 1915, 11.30 A. M.

Mr. Otto T. Mallery, Vice-Chairman of Carson College, Presiding

The meeting was called to order by the Chairman, and was opened with a Scripture reading by Mr. George Vaux, Jr., a Trustee of Carson College.

The Chairman: The privilege of welcoming you falls to Mr. John Gribbel, Chairman of the Board of Trustees of Carson College.

Mr. Gribbel: Mr. Chairman, Ladies and Gentlemen: It is very refreshing in these days when the spirit of destruction seems to be the one that is almost dominant in the world, to get into an atmosphere like this where the dominant note is one of construction. For two thousand years we have been doing what is called education; some of it we have called advanced education in these last hundred years; and yet, as a layman, I am profoundly impressed with the fact that we have been doing more instruction than we have been doing education. The older I grow, the more I am impressed with the etymology of the word "education" as opposed to that of instruction.

We, here, in modern life, are faced with real problems, and they are insistent and they speak in a dominant note. They will not conform to the theories we have inherited nor those we may set up in Carson College. At the very threshold of our problem, we are conscious of the fact that we, as trustees—and I welcome you in the name of the trustees of Carson College—fresh from the market-places of life, must give attention to the standard that we have set up in our financial and commercial affairs. That is the insistent standard of efficiency. When we come to consider this new field we are conscious of another fact, to me very impressive, and that is that there can be no efficiency without understanding; the verses that Mr. Vaux read a few moments ago are a superb setting forth of that need of efficiency, and the basis of it must be understanding of the problem.

ROBERT N. CARSON, Founder of Carson College

Therefore, ladies and gentlemen, your welcome here from us is a very real one. It is real because it is based upon our own necessities; we are more than polite in our welcome to you, we are very earnest in it. We are conscious of this fact, that this new work is an opportunity, and we are also conscious of the fact that it is necessary for us to turn to the wise for wisdom that we may improve this opportunity, therefore we are turning to you. Again the etymology of a word impresses me, and it is that of the word "opportunity"—I wish our schools today gave a little more attention to the teaching of etymology as it was taught to me a good many years ago. In this case, it is "obporto," "opposite the port," and the picture is of a vessel going up and down the coast in stress of weather, and when opposite the opening of a harbor, the captain so manipulates his vessel that she shoots in and he finds his safety; so we, as trustees of Carson College, are looking at your Conference today as our opportunity, our harbor. You are very welcome here, as I said before, because your welcome is based upon our necessities, and anything that can be done upon our part to further the net result of this Conference, will not only be done willingly, but will be done gladly.

The Chairman: The spirit of co-operation is represented by the next speaker. If the plans which this Conference will put before us are to be a success, they will be a success through his efforts; Mr. Charles K. Zug, Trust Officer of The Commonwealth Title Insurance and Trust Company, which is the Trustee for Charles E. Ellis College.

Mr. Zug: Mr. Chairman, Members of the Conference, Ladies and Gentlemen: With characteristic modesty Mr. Mallery endeavors to sink into the background and give me all the credit. I wish to say that it should be at least divided, and perhaps a proper division is to give more credit to him than to myself; but one thing is sure and that is that the trustees of the two institutions unite most heartily in the calling of this Conference in the hope that they may thus be better able to forward the purposes that were designed by the two testators.

I feel that Mr. Gribbel has expressed so admirably a greeting to you that all that I need say on the subject of our earnestness and our interest in this matter has been expressed. I would like, however, to add one or two things to what has been said, and first, I would like to express our appreciation of the work of the Russell Sage Foundation. I do not think anyone who has not visited that Foundation and had occasion to make use of the assistance that it can give, has the slightest comprehension of the work it is doing. I believe that had the two Colleges, without the

aid of the Russell Sage Foundation, attempted to call this Conference, we might have had a reasonable degree of success, but the co-operation of that Foundation guaranteed its success from the start. There is an organization munificently endowed, studying all sociological questions throughout the United States, equipped with a knowledge of facts and of institutions, and prepared by reason of its endowment to get any additional facts or any additional knowledge of institutions that may be of service, and no one, no man, no board of trustees engaged in any work along those lines, could do better than to see what aid and assistance they can get from the Russell Sage Foundation.

We have given copies of the wills of these testators to the members of the Conference, and I have no doubt that they have noted that there are some differences. Mr. Carson's and Mr. Ellis' purposes were practically the same; I know that Mr. Ellis had long looked upon Girard College as an institution which was accomplishing a wonderful work in the city of Philadelphia for boys, and I know that his idea was that if a similar institution could be established for girls it might accomplish equally good work. I imagine that Mr. Carson had somewhat the same idea, but having expressed his purpose in providing for the location of the institution and the other general provisions, Mr. Carson has gone further and has provided quite elaborately for the details of his institution. He has spoken of the character and size of his buildings; he has stated the number of the officers and the teachers and has referred to their qualifications; he has even spoken of the dress of the students; he has further referred to what education they should receive, both their mental and their vocational training.

Mr. Ellis has not expressed himself along those lines at all. He has, wisely or unwisely, left to his trustees the determination of all those matters, expressing in two sentences in his will his intention as follows: "My intention being to provide free education and maintenance for white fatherless girls and to provide a gift to each girl on leaving the institution and upon reaching her seventeenth year, if her conduct has been satisfactory to the principal, of fifty dollars, which I hereby authorize." And again: "It is my intention by the directions given in my will to vest in the trustees full power, authority, and discretion in the management and government of the college therein provided for."

I think it is clear that we, representing Ellis College, have, if anything, a greater need for this Conference because immediately a host of questions will arise as to what we should do. Assuming that we should adopt, as

CHARLES E. ELLIS, Founder of Charles E. Ellis College

we no doubt will, the cottage plan, will it be wise that our unit should be the same as that of Mr. Carson, namely, twenty-five, or are we justified, by reason of the munificent endowment both institutions possess, in making our unit smaller, although we know that the smaller the unit, the greater the expense will be? Again, are we justified, by reason of our endowment, in taking as our standard the best possible institutions in the country, private schools that are educating the girls of today, to which you send your children? If we do, our expense, of course, will be double or treble what it might be if we were willing to provide less expensive buildings and grounds, less elaborate equipment, and less well paid instructors.

All of the questions that would seem to arise in connection with the establishment of the school would seem to be open to us for decision, and we therefore turn naturally to those who are experienced and ask them to give us the benefit of their experience. It is very gratifying to us that, of the probably thirty invitations that were extended, everyone was accepted except in a few instances where prior engagements rendered it impossible. We heartily welcome you to this meeting. We know that we will profit by it, and we hope that when you return to your homes you may realize that while you have given us of your best, that you have been able to get for your own work some suggestions, some ideas which may be of value.

The Chairman: Behind this Conference hides a hope; behind this hope lurks an idea, and behind the idea stands a man, Dr. Hastings H. Hart, of the Russell Sage Foundation.

THE UNIQUE SITUATION ARISING FROM THE CREATION OF CARSON COLLEGE AND CHARLES E. ELLIS COLLEGE

By HASTINGS H. HART, LL.D., Director Department of Child-Helping of the Russell Sage Foundation, New York City

This Conference has been called by the trustees of Carson College for Orphan Girls and Charles E. Ellis College for the purpose of obtaining your counsel and advice with reference to the administration of the great trusts which have been committed to them.

Several months ago the trustees of Carson College invoked the assistance of the Department of Child-Helping of the Russell Sage Foundation in developing their plans for the organization, equipment, and development of the college. It soon became apparent that it would be impossible to solve the problems of Carson College without reference to those of other institutions.

It was learned that the Charles E. Ellis College for the Education of Fatherless Girls, with available funds to the amount of $4,500,000, had purchased a site and was about to erect buildings and organize its work.

At the suggestion of the Department of Child-Helping representatives of the two colleges came together and, after consultation, agreed that they would not enter into any rivalry or competition, but would proceed by mutual consultation, and would endeavor to so harmonize and coördinate their work as to secure the best possible results for the girls who are to be the objects of their care. On the recommendation of the Department of Child-Helping its Director was authorized by the two colleges to call this Conference.

The calling of the Conference is not a matter of form. The trustees are profoundly in earnest in seeking the assistance of this body, and they hope that they may find actual and concrete assistance from your deliberations in the solution of the practical and difficult questions with which they are confronted. The members of the Conference have been selected with a view to their ability to furnish wise counsel, either because of direct experience in dealing with girls of the ages and classes for whose benefit these foundations are intended, or because of their practical wisdom in dealing with social problems.

The Russell Sage Foundation has recently published a report on "Child Welfare Work in Pennsylvania" which covers the work of institutions for dependent, neglected, delinquent, and defective children in Pennsylvania. This report brings out the fact that Pennsylvania leads the entire United States in its provision for children. The total investment in land, buildings, and endowments amounts to $76,000,000. This does not include Carson College and Ellis College, which are not yet in operation. Their funds would

increase this amount to about $84,000,000. In the state of New York the corresponding resources, so far as ascertainable, are about $57,000,000; in Ohio, about $13,000,000; in California, about $10,500,000; in Massachusetts, about $8,500,000, and in Maryland, about $6,500,000.

I have ascertaincd, as nearly as possible, what part of this vast sum provided for children in the state of Pennsylvania is available for girls. As many of the institutions care for both boys and girls, it was necessary to make a pro rata division according to the relative numbers of boys and girls. The results are, of course, only approximate, but are near enough for practical purposes.

INSTITUTIONS CARING FOR GIRLS IN PENNSYLVANIA

There are in Pennsylvania 139 institutions which care for dependent, neglected, and delinquent girls, in accordance with the following statement:

Number of institutions	139
Number of girls in institutions, about	7,400
Investment: lands, buildings, and endowments (for girls), about	$17,500,000
Carson and Ellis Colleges will increase the investment to about	$25,500,000
Annual current expenses (for girls), about	$1,144,000

Institutions Caring for Girls in and around Philadelphia

There are in and around Philadelphia 34 institutions which care for dependent, neglected, and delinquent girls, as given in the following statement:

Number of institutions	34
Number of girls in institutions, about	3,100
Annual current expenses (for girls), about	$539,700

Resources Available for Vocational Education of Girls

Widener Memorial School		$2,100,000
Thomson School for Girls		1,829,000
Methodist Episcopal Orphanage		900,000
Burd School		685,000
Sleighton Farm		475,000
Seybert Institution		400,000
Church Home for Children		374,000
Foulke and Long Institute		360,000
Gonzaga Memorial Home (Roman Catholic)		360,000
Elkins Masonic Orphanage		350,000
Catholic Home for Girls (Roman Catholic)		315,000
Presbyterian Orphanage		300,000
St. Joseph's Orphanage (Roman Catholic)		293,000
Baptist Orphanage		280,000
Shelter for Colored Orphans		260,000
St. Vincent's Home (Roman Catholic)		258,000
Total for sixteen institutions		$9,539,000
Eighteen smaller institutions		2,408,000
Total for thirty-four institutions		$11,947,000
Carson College	$3,500,000	
Ellis College	4,500,000	
		8,000,000
Grand total		$19,947,000

Institutions Caring for Girls in the State at Large (Not Including Philadelphia and Vicinity)

There are in the state at large, not including Philadelphia and vicinity, 105 institutions caring for dependent, neglected, and delinquent girls, in accordance with the following statement:

Number of institutions	105
Number of girls in institutions, about	4,300
Investment: lands, buildings, and endowments (for girls), about	$5,500,000
Annual current expenses (for girls), about	$604,000

RATIOS OF INVESTMENT AND EXPENSES

	Philadelphia and vicinity	*State, not including Philadelphia and vicinity*	*Total for state of Pennsylvania*
Girls in institutions for each 100,000 inhabitants	174	73	97
Investment on account of girls for each 100,000 inhabitants	$613,000	$94,000	$228,200
Current expenses (girls) for each 100,000 inhabitants	$30,000	$10,300	$14,900

I have endeavored to discover the number of girls in the institutions of Pennsylvania and also in Philadelphia who are full-orphans, having lost both father and mother, and also the number of "fatherless" girls. Not all the institutions replied to the inquiry, but the reports indicate that only 10 to 11 per cent of the girls of all ages are full-orphans, having lost both father and mother, while about 25 per cent more are fatherless, and about 23 per cent are motherless. Figuring on this basis I estimate as follows:

ORPHAN AND HALF-ORPHAN GIRLS

	Both parents dead	*Father only dead*	*Mother only dead*
Of 7,400 girls in institutions of Pennsylvania	750	1,850	1,700
Of 3,100 girls in institutions of Philadelphia and vicinity	325	775	700

But the reports of the institutions indicate that about two-thirds of the full-orphan girls are under the age of six, or over the age of ten, so that only about 250 of the orphan girls in Pennsylvania institutions and only about 110 of those in institutions in or around Philadelphia would be eligible by age to Carson College.

Out of all of the 325 orphan girls and the 775 fatherless girls now in institutions in and around Philadelphia, not more than 540 would be eligible by age

for Ellis College; but if we allowed Carson College the 110 full-orphan girls, that would leave eligible for Ellis College only 430.

Of these 540 girls, about 110 are full-orphans who would be eligible by age for Carson College. Let us suppose that, by courtesy, these 110 girls are left out of consideration by Ellis College, that would leave 430 fatherless girls who might be eligible for Ellis College.

It must be borne in mind that all these 430 girls are already in some one of the 34 existing institutions, in and around Philadelphia; some of them in institutions intended for cripples; some of them in institutions of their own religious faith, Catholic, Jewish, Lutheran, Baptist, or Episcopal; some of them in institutions established by fraternal orders, Masons, or Odd Fellows, for children of their own members. It must be remembered also that these 34 institutions have available resources to the amount of $12,000,000, as against $4,500,000 in Ellis College.

But suppose that, in view of the superior advantages and opportunities to be offered by Ellis College, one-half of all of the 430 eligible girls in the 34 existing institutions should be turned over to Ellis College, we should still have only about 215 girls, in addition to the 110 before mentioned as eligible for Carson College, making a total of 325 girls in sight for the two colleges.

As the united income of the two colleges, after allowing $2,000,000 for buildings, will be probably $300,000, they would be able to expend as much as $300 for each of 1,000 girls.

Two circumstances work against the increase of the institution population: first, the growing sentiment in favor of placing-out in families, and, second, the development of the "mothers' pension" system.

OBLIGATIONS OF THE TRUSTEES

The trustees of these two foundations are bound by certain sacred obligations:

The first duty of the trustees is to the two generous testators who established the foundations upon which they stand, and defined by will their scope and limitations. It is the manifest duty of the trustees to execute the purpose and intentions of these founders as faithfully and exactly as possible, but it is due to the memory of these men, and is an essential part of the trust, that they shall find ways to give effect to the spirit of these great bequests.

Since these two wills were written, and since the testators died, circumstances have come to light with which Mr. Carson and Mr. Ellis were not acquainted, and could not be acquainted, but which necessarily affect the plans

to be followed by the trustees. Neither of them had any knowledge of the intention of the other, and neither of them had any adequate knowledge of the resources available for the care of orphan and fatherless girls in Pennsylvania and Philadelphia, or of the number of such girls who are likely to be presented for the benefits of such an institution, and they inserted certain conditions without realizing just what would be their effect upon the administration of the two foundations. For example, Mr. Carson provided that Carson College should be open to "poor, white, healthy girls, both of whose parents shall be deceased."

As we have seen, the number of full-orphan girls and the number of fatherless girls discoverable at the present time is quite limited. This limitation will be further affected by additional conditions in the wills. Mr. Carson's will provides that no child shall be received from any other institution; also that no orphans shall be received until given over to the control of the institution by a "guardian or other competent authority," in order "to prevent relatives or others from interfering with such orphans." It is evident that grandparents, uncles and aunts, or brothers and sisters, are likely to commit girls, by preference, to institutions where they can visit them and maintain the family relation. These difficulties are by no means imaginary.

Girard College, which was authorized to receive "orphan boys," was obliged to secure a decision of the court to the effect that orphans included fatherless boys.

The Bonney Home, in Norfolk, Virginia, which has a large endowment, and is authorized to receive native-born Virginia girls who have lost both parents, in four years succeeded in accumulating 24 girls, of whom only six were full-orphans.

The John Edgar Thomson School for daughters of railroad men killed in the discharge of their duty has an endowment of $1,800,000, producing an income of, probably, at least $70,000. They have been running thirty-three years, and although they have advertised widely, they had accumulated, at the last report, only 40 girls, and they expended in a year only $19,000.

The trustees of Carson and Ellis Colleges desire at this time to exercise such oversight as to forefend against the danger of similar embarrassments in their colleges.

The second duty of the trustees is to the girls who may become beneficiaries of these two colleges. Some have expressed surprise that this Conference, which is intended for the information of the trustees, should be devoted so largely to the vocational question. The reason is that vocational education is an essential part of the purpose of these two colleges. Mr. Carson provided in his will that girls "shall be discharged.... at the age

of eighteen years, or earlier, if the Board of Trustees shall deem it for their best interests." Mr. Ellis provided that girls are to remain "until they arrive at the age of seventeen years."

Mr. Carson provided specifically that: "They shall also be taught, thoroughly and practically, all the domestic arts, including laundrying and dressmaking, and also, as far as possible, the domestic sciences, in order that the girls may be prepared to take up successfully housekeeping and nursing, should they desire to do so, and they shall also be taught wood sloyd working, for the purpose of making them familiar with the handling of tools, or any light work. . . . I would have them taught flowering and gardening, and, if possible, also vegetable gardening, and if practical, I would keep a few cows and chickens, so that the girls could acquire some knowledge of milking, poultry raising, etc."

Mr. Ellis did not make specific prescriptions as to vocational training, but when he provided that girls were to remain "until they shall arrive at the age of seventeen years," providing also for a "Board of Educators" whose duty it should be to establish a curriculum for "free education," and, further, that there should be "a gift to each girl on leaving the institution of fifty dollars," it is manifest that he had in mind such vocational training as would qualify them for self-maintenance.

When the officers of an institution accept a girl from her natural guardians or her legal guardians and voluntarily request that she be committed to their exclusive care, they are bound by every consideration of fidelity not simply to provide her with a clean bed, comfortable clothing, nourishing food, medical attendance, school instruction, and training in industry, but they are bound to promote her happiness, to supply, as far as may be, the conditions of natural home life, to consult her preferences to a reasonable extent, to study her character and disposition, to develop the best capabilities which they may find in her, and to open up to her the gate of opportunity.

More than this, the institution is bound to follow the girl after she passes its doors, and to maintain a friendly watch-care until she is safely established in life. This can be done successfully only if there has been established in advance an affectionate and confidential relation, so that the girl will naturally look to the people whom she leaves behind her in the institution as her best friends.

The third duty of the trustees is to the community. They do not regard the resources entrusted to their care as a private trust, to be administered at their caprice, but as a public trust which is to benefit the individual girls who may come under their care, and is also to be so conserved

and developed as to spread blessing throughout the city and the state; and it is largely because of this view of their obligation that they have sought the counsel of the men and women who constitute this Conference.

Here are Carson College, with $3,500,000; Ellis College, with $4,500,000; the Thomson School, with $1,800,000; the Burd School, about to build new, with $700,000—$10,500,000 of new money for girls—and not a brick laid!

These $10,500,000 represent the desire of four great-hearted people to do something for girls commensurate with the spirit of the twentieth century; and behind them are $15,000,000 more which are already invested in 139 institutions which are caring for girls in the state of Pennsylvania.

Now with reference to these $10,500,000 of new money: the trustees of these four institutions can take $2,000,000 and build four modern asylums on the cottage plan for 2,000 orphan and half-orphan girls, provided they can find them. They would still have $8,500,000 of endowment, which will produce $340,000 per year—$170 for each girl. With this money they could give these girls the same kind of training—a little better, perhaps, than is now being given in the orphan asylums of Pennsylvania—and they could turn them out on reaching the age of seventeen or eighteen to make their own way in the world.

But $10,500,000 is a large amount of money. There has never been so large a sum available for girls in one spot at one time, and it may be a long time before such another opportunity occurs again. And so the trustees of these two great foundations ask the members of this Conference: Is there any better plan than the orphan asylum plan? Is it possible for them to do something different which shall execute the purpose of the founders and shall still follow new lines?

They ask you, Doctor Claxton: Is there any way in which these $10,500,000 can be made to contribute to the interests of the entire United States? Can they adopt such plans that people will come to them from all parts of the United States to study their methods, as they have been coming to Dr. Reeder, of the New York Orphanage; Dr. Bernstein, of the Hebrew Sheltering Guardian Society; Mrs. Falconer, of Sleighton Farm; Brother Barnabas, at Lincoln-dale; and Mr. Hinckley, of Good Will Farm, in Hinckley, Maine? Would it be possible for Ellis College, under its broad foundation, to establish a laboratory for the study of the whole question of the vocational education of girls? Would it be possible for these institutions jointly to establish or to direct a training-school for vocational teachers to supply institutions in other parts of the country?

They ask you, Governor Brumbaugh: Is it possible for these $10,500,000 to be so used as to benefit all parts of the state of Pennsylvania, and to raise

the standards of all institutions which care for girls? Is it possible to so use them as to create new opportunities for girls on the farms and in the villages of Pennsylvania who now have no opportunity for vocational training? Might girls be sent from the rural communities to these two colleges for instruction in the art of home making, dressmaking, butter making, and preserving, or to pursue other lines of vocational training?

They ask you, Mr. Frazee: Is it possible to so coördinate and harmonize the work of the 34 institutions which care for girls in and around Philadelphia that they shall work together without competition or waste of effort? Is it possible to apply the methods which are already in use by the Burd School and the Hebrew Orphans' Home, using the facilities of the larger vocational institutions for the small institutions which can not undertake diversified instruction? Might 200 or 300 girls go daily from the different institutions to Carson College and Ellis College, just as girls now go to high school or to the Drexel Institute?

Dr. J. Ludwig Stern, Superintendent of the Hebrew Orphans' Home, writes as follows:

"I regard the establishment of classes for vocational training in homes the size of mine, and for that matter in some a good deal larger than mine, as almost impossible and equally unnecessary. The city of Philadelphia has excellently conducted trades schools, in which thus far six trades are taught. It would cost more than my entire Home costs to equip such schools, and more to run them than my entire cost of maintenance is, and for whom?

"With the limited means at the command of individual homes nothing worth while could be done. However, if a number of homes could co-operate, or if the homes that have more money than they know what to do with would open classes for their own children and permit the children of less fortunate homes to participate in the classes, it would certainly be a fine thing, because, as it is, there is no room for all the children in the city's trades schools, and it would be a great stride to have more trades schools with more varied trades. Also trades schools conducted by and for homes would no doubt take note of institutional needs."

They ask you, Doctor Dean: How may the institutions for girls in Pennsylvania be linked together? Can they form a federation in which they shall be closely bound together, and from which they shall exclude those institutions which fail to maintain reasonable standards of efficiency, or can they develop the idea which Mr. Ellis has put into his will, namely, the organization of a central board of educators, under whose advice they may agree upon certain standards of organization, equipment, and education, and upon the distribution of certain functions among the different institutions? Or can they ac-

complish what is needed in the way of co-operative organization by a conference of their representatives which shall meet once or twice a year for mutual consultation?

They ask you, Professor Hart: What is the significance of these two noble foundations in the field of education? What aspirations shall they encourage in these girls? How far will they be justified in giving advanced opportunities to those most ambitious and capable? How will you define the title "college" as applied to these two schools?

They ask you, Miss Campbell: Is it really important that the trustees of these two foundations should concern themselves with the philosophy of the wage-earning life for the woman? Will they not fulfil their duty if they encourage and require the girl to learn thoroughly some one method of getting a living?

They ask you, Miss Kennard: What shall be the ideals which shall inspire their efforts to train these girls for usefulness in the world? Is it enough that they shall be trained as sweepers, seamstresses, dish-washers, bookkeepers, or stenographers? What are the foundations of mind and spirit and womanhood upon which a rational vocational education is to rest?

They ask you, Miss Gill: Has not the institution which takes an orphan child, feeds it, clothes it, and trains it for a term of years, done as much as need be done to diminish its economic handicap?

They ask you, Miss Marshall: What should be the concrete undertakings of these two schools in the line of vocational training? What definite and specific things are they to teach? Doubtless a large proportion of the girls coming under their care will go into factories or department stores: in what way can they help those girls to so qualify themselves that they shall be able to earn higher wages, fill more responsible positions, and enjoy fuller and happier lives?

They ask you, Mrs. Falconer: Does society owe an obligation to the dull, plodding, stupid girl? Should she not be allowed to vegetate and to find her natural place as a hewer of wood and a drawer of water? Should we not expend our money and efforts upon those who have sufficient mind and sufficient ambition to profit by them?

They ask you, Superintendent Shankland: What are you doing at Andrews Institute? What standards have you established? Who are your pupils? What kind of a site have you selected? What kind of buildings are you planning to erect? What are you doing for the farmer's daughter? Are you satisfied with your plan of training girls as individual and independent dressmakers?

They ask you, Doctor Harvey: Has Stout Institute justified the anticipa-

tions of its founders? Has it become an essential factor in the social life of the people of Wisconsin, and what place does it hold in the public vision?

They ask you, Doctor Reeder: How have you effected the extraordinary interweaving of the child's intellectual life, his recreation, and his vocational training, which impresses every visitor to the New York Orphanage? Is what you are accomplishing due to the superior quality of your teachers, or to the superior quality of your pupils, or to the atmosphere and spirit of the institution? Are the cottage system, the garden, the playground, and the river essential features in your vocational scheme? Can you justify the giving of special opportunity for advanced education to ambitious pupils? Is it necessary to maintain oversight and guidance over your pupils after they leave the orphanage? Is it wiser to build a large institution complete, or is it wiser to develop the plant gradually as the needs of the girls reveal themselves?

They ask you, Doctor Bernstein: Is it possible for other institutions to carry out your plan of doing in nine years, twelve years' work in the school of letters, and is it possible in other institutions to carry on an elaborate system of vocational training for children who also do the domestic work of the cottages? They ask: Why do you use paid employes in the laundry, the warehouse, and the mending room, and why do you not make a specialty of fitting girls for domestic service? They ask: Is it necessary to maintain such an elaborate system of inspection, and would you not succeed with a cheaper grade of housemothers? They ask also whether the cottage system is sufficiently superior to the congregate system to justify the added expense, whether you consider the association of older and younger children in the same cottages important, and what importance you attach to your plans for the befriending and watch-care of your graduates?

They ask you, superintendents of Philadelphia institutions: What have you accomplished in developing the vocational side of your work? How far have you succeeded in covering the ground? What blanks, if any, have you left which might be filled by the new colleges without interfering with the work which you are already doing?

They ask you, Mr. Solenberger: Is there any way in which these $10,500,000 can be made available for girls under your guardianship who have been placed out in family homes where they have done well, but now need a broader vocational training than can be obtained in the communities where they are? They ask whether there is any way in which they can help those fatherless girls whose mothers, by heroic labors, struggles, and self-sacrifice, have maintained their homes and have kept their children together. Shall these girls be deprived of their vocational training because their mothers have had the courage

and pluck to keep them out of orphan asylums, or because, under our new legislation, a "mothers' pension" has been provided? They ask also: What can they do for the motherless girl who is often worse off than the fatherless girl, because the father is so busy, or intemperate, or immoral, or incompetent?

They ask you, Mr. Murphy: In what ways and to what extent do you think that the plans and methods which have been developed by the child-helping societies of boarding out children in family homes can be made valuable for the wards of Carson College and Ellis College?

They ask the Committee on Conclusions: What are your findings as a result of this Conference? What part of what is proposed can be accepted immediately? What part may we hope to use later on? What part does not appear to be applicable to our situation? What is the next step? Can we find help from further consultation with those who have had experience in dealing with problems like our own?

The trustees of Carson College ask all of the members of the Conference to study the plans which have been submitted under a competition of architects and are placed on exhibition, and to give them the benefit of their suggestions and criticism.

I congratulate you that you are permitted to come together to lend what aid you can to these gentlemen who are seeking a solution of a very large problem. To the best of my knowledge this is the first time that the trustees of such foundations for children as these have called together such an assembly to give them their counsel, and I hope you may be able to give them such counsel as shall really guide them in the solution of these problems.

Dr. Hastings H. Hart takes the Chair as President of the Conference.

I. VOCATIONAL WORK OF TYPICAL PHILADELPHIA SCHOOLS

The President: It is the purpose of the Conference at this meeting to make the members of the Conference acquainted as nearly as possible with the situation in the matter of vocational training in Philadelphia and vicinity. It did not seem practicable in a two days' study to undertake to cover the whole state of Pennsylvania; so we took up the thirty-four institutions in this vicinity, and we have selected eight special institutions and have requested the superintendents or other officers of those institutions to give us in ten minutes an outline of what they are doing. I want to say to the speakers that they are requested to come to the platform. There is a clock here which will start at twelve o'clock when each speaker begins, and by reference to that clock you can know when the ten minutes' limit is approaching and save the chairman the embarrassment of calling you down. We are to run upon a railroad schedule and are going to administer it with a great deal of fidelity. We are to hear first of the vocational work of the Burd School, which will be presented by the Superintendent, Miss Helen Leighton.

BURD SCHOOL

MISS HELEN LEIGHTON, Superintendent

The Burd Orphan Asylum was founded over fifty years ago "to maintain, educate, and at a suitable age and time to place out to be instructed in proper employments, white female children of legitimate birth, of the age of not less than four years and not more than eight years."

This leaves an elastic upper age limit which the board of directors wisely interpret broadly, to enable us to give a girl a higher eduation than was customary at that time and to give her vocational guidance. For a long time the girls' entire education was received in the building. Later

it was found difficult to compete with the splendid public school system, so the girls were sent out to the public schools of the district.

There are at present thirty-eight girls who are over ten years old. The selection of applicants has always been so carefully made that the proportion of non-educable girls is very small. Recently all applicants have been put through the Binet test. These girls attend school at home. Each shares in the housework, receives music lessons, and learns to make her own clothes. There is no vocational instruction as such. Those tasks are all performed as they would be by a girl in her own home. The nature of the housework is frequently changed so that a girl learns all sides. A music teacher comes three days in the week to give piano lessons and train the glee club. The seamstress supervises the girls' sewing.

Several girls have begun vocational training in various lines: One of these is on a scholarship at the School of Industrial Art. She is now in her second year of the normal course. She makes the Burd School her home and receives some assistance with supplies and minor expenses. Another girl is just starting her second year in the domestic science course at Simmons College in Boston. She is earning her board and room under supervision of the college, and is receiving as a loan money to cover her tuition.

A third is starting her second year of college work at Lebanon Valley College. She too is earning her board and room and receiving financial aid from a private individual. From the school she receives only her clothes and some school supplies. One girl is prepared to enter State College but this year is filling a responsible position as companion to an elderly lady at Atlantic City, to earn money to pay her way for one year. In order to be prepared she had to study at the University of Pennsylvania Summer School. Her expenses were met by herself from money she had received as prizes or had earned. She expects to specialize in agriculture.

Our one high school graduate of last June used money she had earned by singing in a church choir to pay for the physical training course at the University of Pennsylvania. She proved that she could do good work in that line and is now attending Temple University, taking the normal physical training course. She has a working scholarship and continues to earn money by her music. She lives at the Burd School.

The vocation of nursing appeals to a few and opportunities during quarantines and other illnesses are found to try them out. One of our girls is in her last year at St. Timothy's Hospital Training School, one in

her first year at the German Hospital, and one at the Philadelphia Hospital.

We have had one girl who wished to become a deaconess. Before entering the training school she is gaining experience by earning her own living as a child's governess. She has not, however, severed connection with the Burd School.

Of course, we have those who either do not know what they want to do, do not care, or are obliged to give up their plans for various reasons. Those who show no interest in an education are not forced beyond the second year of high school but are allowed to take some apprenticeship in dressmaking, millinery, or other hand work. Two girls have asked for permission to work for a year while deciding what to do, and in order to have a little money to help themselves.

All of these girls will graduate from the Burd School when they finish the training in the work they have undertaken. We expect a larger percentage of girls to graduate from high school of those just entering, as they are entering at a more normal age and have received all of their education in the public school. The others were considerably behind girls of their age when they were transferred.

We have among our recent graduates, nurses, music teachers, kindergartners, milliners, business women, and so forth. We are looking forward to turning out girls with even a better vocational equipment. We are hampered by lack of any special fund for the purpose. The best we can do at present is to help the girls to help themselves and, by keeping our number low, to turn out a few well-equipped young women.

Possibly every girl will not make a success of her first undertaking. We are always ready to find excuses for girls from private homes, so we must not be too severe on a girl who has lived fourteen or fifteen years in an institution and is trying to adjust herself to life in the world.

It is seen, then, that at the Burd School no vocational education as such is given—but vocational guidance. The girls are not lacking in ambition and ability, but we must do all we can to guide them into the proper place and supervise their school life.

The President: The practice of the Burd School in utilizing the Drexel Institute and the School of Industrial Art is exceedingly significant; I think it is one of the most significant things in vocational institutions around Philadelphia.

The Rev. Father W. A. O'Donnell, who is the secretary of the Catholic

Children's Bureau, was invited to serve as a member of this Conference and to present to us the work of the Catholic Home for Girls and the work of the House of the Good Shepherd. I received a letter from Father O'Donnell yesterday saying that he was unable to be present, very much to our regret. I will therefore make a brief statement based on such information as is available.

CATHOLIC HOME FOR GIRLS AND THE HOUSE OF THE GOOD SHEPHERD

The Catholic Home for Girls is maintained by the Sisters of St. Joseph for destitute children. It was opened in 1863 and has lands valued at $40,000, with buildings and equipment valued at $275,000, making a total of $315,000. It receives dependent girls from six to twelve years of age, and had in care last year 300 girls. The current expense was $16,800.

Girls are discharged at any age when able to support themselves. The home maintains its own school, carrying the pupils to about the eighth grade; a few girls are sent to advanced Catholic schools outside the home.

All of the girls are taught cooking and housekeeping in the ordinary domestic departments of the home. They all receive instruction in plain sewing; a few girls receive preliminary instruction in dressmaking and in advanced millinery; a few receive instruction in paper flower making; some are trained as telephone operators, cashiers, and nurses in hospitals.

The House of the Good Shepherd was opened in 1850. It is maintained by the Sisters of the Good Shepherd. Its object is the care of delinquent and wayward white girls, twelve years old or older. Its resources consist of lands valued at $50,000, buildings at $185,000, making a total of $235,000. Last year they cared for 100 girls and about 50 over sixteen years old, who were counted adults. The institution maintains a school, carrying on work to the eighth grade. There is no special vocational training but the girls are employed in a commercial laundry where they can learn work by which they can earn a living wage.

We are to hear next of the vocational work of an old established institution in Philadelphia, a work with which I have been more or less acquainted for nearly thirty years, an institution that has attracted attention, especially in its early years, from all parts of the country, to be presented by Miss Helen Morton Randall, the superintendent.

FOULKE AND LONG INSTITUTE

MISS HELEN MORTON RANDALL, Superintendent

The Foulke and Long Institute is at present in a transition state, and what information I may be able to give as to its work will have reference to what has been done, rather than to what we are doing at this time.

The present capacity of the school is only twenty-four girls and all now enrolled, or under consideration, are over ten years of age. This has not always been the case, however. For several years probably a third of the girls were ten years old or less, and we believe it to be desirable and preferable that all girls, at the time of admisssion, should be not over this age.

It has been our rule to have all instruction given at the Institute but, on account of our present unsettled condition, it has seemed advisable to send the girls to the public schools. Four of the older girls have been entered at the Commercial High School, where it is expected that they will remain until graduated. The industrial work of the home has been slightly rearranged, but on the whole it is continued as it always has been.

When we had seventy-five to eighty girls we employed, besides three regular school teachers, a cooking teacher, laundry teacher, and a teacher of sewing and dressmaking, each of whom gave her entire time during regular school hours to her special branch. In addition, one of the matrons assisted in teaching sewing to beginners, and for the graduating class we usually employed a special teacher for advanced work in dressmaking.

The definite vocational training which we have given has been chiefly for office work—stenography, typewriting, and bookkeeping—and for these branches, also, we have had a special teacher. In this work our graduates have been very generally successful, and it is something by which they may, with reasonable certainty, become immediately self-supporting, which in most cases is a necessity. Practically all the girls who come to us are able to take this course and most of them prefer it to anything else. So it has seemed best, with our limited means, to concentrate our efforts on training for this one vocation.

In the ordinary domestic duties of the household we have sought to give thorough, practical, and, as far as possible, theoretical instruction, and have considered the training of value, chiefly, for the facility such knowledge gives a girl in the performance of her ordinary duties as a woman. All of our girls who have married have testified to this value; also those

who, later, have trained as nurses. Even the girls who have gone into offices have said repeatedly that the domestic work they did in school trained them to do things, to carry out ideas, to think out a way to do any new work which came up in the course of their regular office duties.

There has been no attempt to train especially for domestic service. Such training as they have all received would enable any of them to enter domestic service, if they so desired, but the girls themselves do not desire it. They will not consider it, and it will probably be useless to discuss it as long as the social and economic status of domestic service remains as it is—that is, for girls who can do anything else.

Professional dressmaking and millinery seem to depend very largely upon the question of individual fitness; and, aside from the rudiments, which all girls should be taught, it is quite probable that definite vocational training in these occupations must be obtained largely by practical experience, in some form of apprenticeship to professional workers. Advanced instruction may be obtained in schools giving professional courses, but I believe I am correct in saying that the best of these schools do not admit students to these courses until after the age of eighteen. A few of our girls who have had natural aptitude have, in time, established themselves as dressmakers, and one girl has become a successful milliner.

I am asked what is my conception as to the significance, object, and value of vocational training, and what it should accomplish for the girl. I am assuming that this refers exclusively to girls in institutions, and that vocational training means that by which she may become self-supporting upon leaving the institution. Certainly every such girl should have some special training to this end. What this shall be will be determined by the opportunity which the institution can offer as to a choice of vocations, and by the individual ability of the girl. If a girl is to leave the institution at the age of eighteen, all the professions are, of course, closed to her; although it is probable that any board of directors would wish to assist a specially gifted girl in preparing for a profession for which she might have unusual fitness.

I believe that most, if not all, of the ordinary occupations which women follow have their foundation, and very largely their development, in what may be all inclusively called the science and arts of domestic economy. This does not mean merely practical housework, by any means: it does mean really household arts, truly domestic science, and really and truly the economics of daily living; it means thorough and systematic instruction in both the theory and practice of every detail of the household.

Every normal, average girl can understand it; no girl, except she be an infant in arms, is too young to begin it, neither will she ever be too old to benefit by it, unless she becomes totally incapacitated.

I include with this, of course, primary and secondary schooling, and morals, ethics, and religion. I include also bookkeeping, stenography, and typewriting; the former is merely classified accounts—an integral part of household economics—and the latter are only shortened processes, making for time-saving and efficiency.

The possibilities of such a course are very far-reaching; for example, we say, and rightly, that every girl should learn to cook. But suppose that she adds to this knowledge of practical cooking, various other knowledges—the chemistry of foods and cooking, food values, quantities, costs, and proper dietaries as related to age, sex, and occupation. If she is thorough and efficient in just this one line, many avenues are open to her, from preparing school luncheons to elaborate catering and buying; or she might make a special study of the vegetable garden, adding flower culture, with the object of teaching school gardening; or there are the possibilities of household furnishing and decorating; or sanitary inspection, and so forth.

The work must all be standardized and systematically taught, and we must get away from the idea which applies the work of the children chiefly to running the household machinery, and places a money value upon it accordingly.

This I believe to be the opportunity and special work of the institution; its possibilities for the girls are almost unlimited.

All of the state colleges in their departments of Household Economics, and the same departments at the University of Chicago, Cornell, Simmons College, and other institutions, have developed a wealth of material already available. Moreover, these same departments are practically experiment stations, preparing new material and methods as rapidly as science discovers them. The institution has, mainly, to utilize this material; to organize the work into a course of instruction covering eight to ten years, and to coördinate it with other branches of necessary knowledge and with the household machinery. The institution that can do this, and can carry it out to a logical and practical conclusion, will probably be in a position to offer a sufficient number and variety of vocational opportunities to more than satisfy its own demands.

The President: We are next to hear of the vocational work of the

Jewish Foster Home, presented by Mr. Aaron D. Faber, the superintendent.

JEWISH FOSTER HOME

AARON D. FABER, Superintendent

The number of girls under our care who are ten years of age, or over, is seventy-nine. All of them are included in our program of training. Needlework in all its branches, housework, with its many duties, cooking and the preparation of meals for themselves and our staff, millinery, and stenography and typewriting form the nucleus of our vocational work.

This instruction, brought to the children through the performance of their home duties, includes the making of their own beds; the sweeping and dusting of their own sleeping, living, and playrooms; the setting and clearing of the tables before and after meals, including the assisting in washing and drying of dishes and utensils used for each meal. The necessary adult labor is employed for the actual performance of all these tasks, the girls having allotted to them sufficient to allow for the needed training for usefulness, cleanliness, and a spirit of co-operation in what they should and rightly do consider their home. All of the girls' clothing, with the exception of some dresses, is made in our dressmaking department. This includes outer and under wearing apparel, night shirts, and so forth. All mending of dresses is done by the girls in this group, each one taking personal care of her own belongings. It might be mentioned here that all the boys' clothing is looked after in our sewing room mending department, where a certain period of each day is required of the older girls, fourteen to seventeen years old, to assist. Here, too, adult labor is employed, making it possible for the older group to receive actual instruction throughout the day. As stated before, the cooking class prepares meals which are served to our staff, and are under special instruction at stated hours for this branch of their training. The millinery department is conducted only during the summer months, this class including girls who average fourteen years of age. Here again the product is used by the children and they are very particular in their taste and selection of style, to be sure that the hat when completed will match the dress of the future owner. The results of needlework and embroidery classes are distributed throughout the house. Window curtains, table covers, bureau scarfs and sundry linens will be found in use in all their living rooms. During the

The Home on Church Lane

Girls' Baseball Team

JEWISH FOSTER HOME AND ORPHAN ASYLUM, Germantown, Philadelphia

winter season, you will find them wearing crocheted caps designed and made by themselves. Our exhibition of what children can accomplish at this age, as a foundation for further training, is always open for public inspection and presents a convincing argument, in actual results, of the necessity of an early beginning in vocational work for the girls. Our dressmaking class, in session each day, assists in the making of the girls' clothing, under the guidance of a regular teacher for this work. The group in this section, from fifteen to seventeen years of age, are being prepared to earn a livelihood, and it is at this period that each girl is carefully watched for positive development in that branch in which she shows most progress and fitness.

As to the value attached to the training as outlined, I firmly believe that without it any attempt at specializing would be futile. The details of all the departments should be made important steps to advanced work as the girl grows older, and from the time she is at least ten years of age until she is able to definitely complete some specialized vocation, these details should and must be factors in her general training.

As to the number of teachers employed, we, like all of our sister organizations, are compelled to consider the limitations of our finances, as well as the total number of children who would be available for each special class if it were possible to employ as many instructors as we would need classes. Our roster at this time includes special teachers for our girls in dressmaking, full time; cooking, embroidery, millinery, and stenography, part time. The average number of girls who are in our older group, from fifteen to seventeen years old, is ten, and separate departments for each kind of preparation would not be practical or economical. To overcome this, our girls have been sent to the School of Industrial Art, High School, Normal School, Peirce Business College, and to schools specializing in advanced dressmaking.

What a wonderful opportunity presents itself to those who have been charged with the outlay of these large sums of money, for the welfare and advancement of the dependent girls of our community. What an economic saving for all of our smaller organizations, if it were found feasible to allow for the specializing of all orphan girls over fifteen years of age in a central training school, established and conducted by the foundations now in course of organization. It has been the cry and plea of the workers with dependent children for co-operation and centralization of our efforts. Why not bring this into actual being, so that institutions shall not strive for individual glory but rather for the best that their wards may obtain as

a means of making them self-supporting for all time? Let the Carson and Ellis College trustees come to the front and erect this Central School of Vocational Training for orphan girls. Let them make it possible for the many of this group who otherwise might be sent into the world untrained and unprepared, to make of both organizations a monument to the founders and a power for social service.

The President: We have next to hear of the vocational work of the Methodist Episcopal Orphanage, to be presented by Miss Helen Yelland, superintendent.

METHODIST EPISCOPAL ORPHANAGE

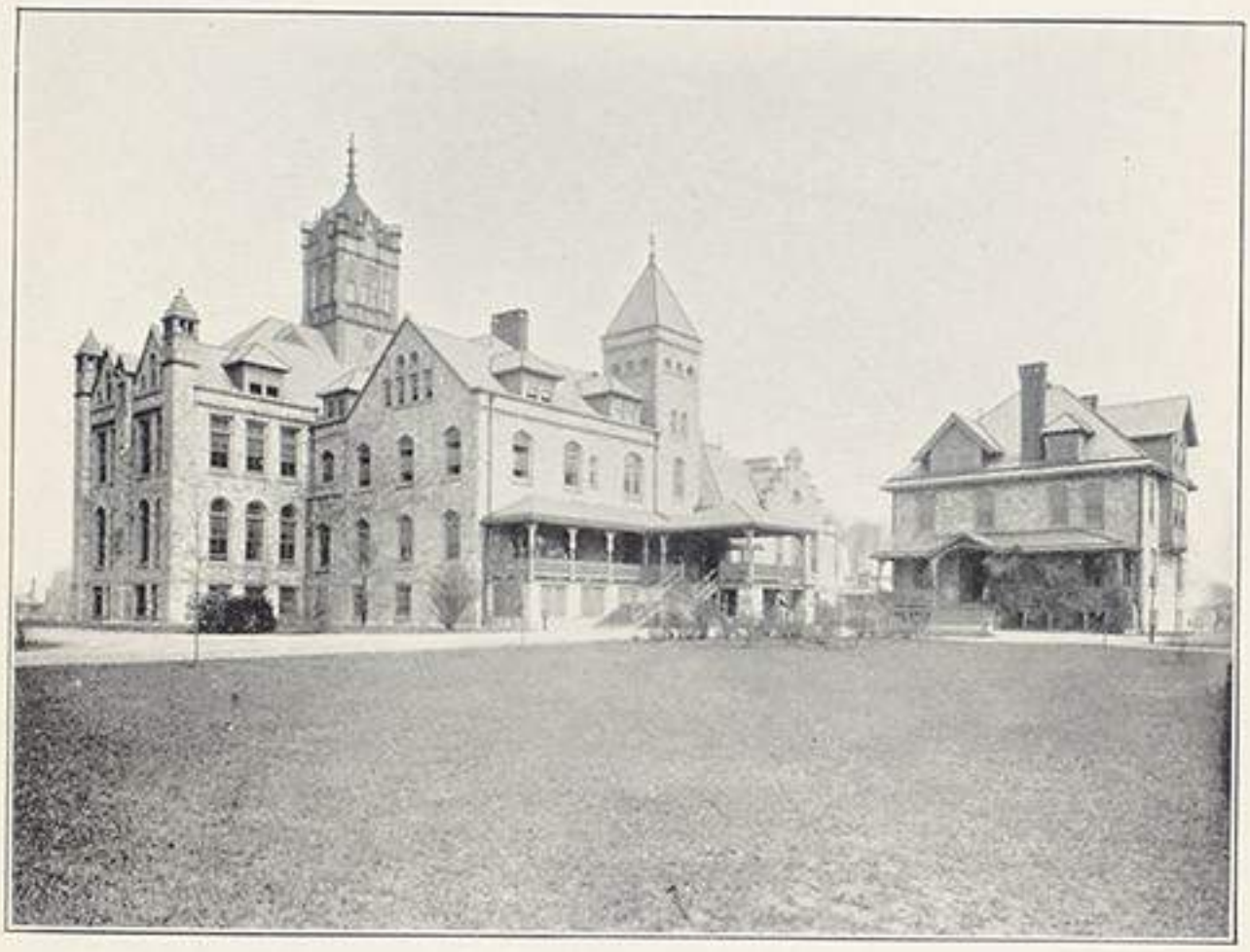
MISS HELEN YELLAND, Superintendent

With reference to our vocational training at the Methodist Episcopal Orphanage I would say that my committee and myself feel it our bounden duty to give to every boy—for I have boys as well as girls—a vocational training.

The number of girls in our institution over ten years of age is sixty-two. The question is asked: "What vocational instruction do you undertake to give through the performance of the ordinary domestic duties of the home, or through the making of their own clothing or other articles?" None: we do not feel that sending a child through all the domestic duties of the house, which we do in every department, is a vocational training, but the performance of these duties often enables us, as well as the child, to find the vocation needed.

We are absolutely responsible for a child that we take into our institution. When we turn that child out, it is up to us to know that that child can earn a living, not drag through the world but earn a living wage, and it should know up-to-date methods from *a* to *z*. We can not get that unless we get our specialized teaching on every subject.

It is our method to send all the children to school but, in addition, the Orphanage employs two cookery teachers, two piano teachers, one band master, and one sewing room teacher. After graduating from the grammar school, nearly every child goes to high school, even if he or she has only normal capacity for learning. Then the vocational work is chosen by the child herself, talked over with the committees and myself, decided



METHODIST EPISCOPAL ORPHANAGE, Philadelphia—Main Building and One Cottage

upon, and started. If started the child has to continue the work until the profession or trade is learned. We have one girl in the Northwestern University training as a mathematical teacher in high school work; another at a school of design, training as a designer; one girl in Peirce's Business School training for a stenographer and typewriter; four girls training for hospital nurses; three girls training as mothers' helpers; and six girls at Temple University qualifying in dressmaking and millinery, four of whom graduate in February, 1916. These girls are popular in their schools and chosen by members of the classes to fill important offices. So much for vocational training following sound educational work.

I am often asked whether the children stick to their trade when they have learned it. Yes, in nearly every case. We have a child who was trained as a carpenter. He went to work at his trade, studied evenings, and is now a manual training teacher in the public schools at a salary of $1,200 a year. In another case a child commenced learning pattern making in our sloyd class, carried it on and is now making $66 per month. One child who started gardening here on our own grounds was sent to learn the trade of arboriculture. He is now earning about $800 per year.

I think that all our children should at least graduate from the public grammar schools and that every child that shows even normal perseverance should be allowed a chance in high school. Education is a valuable asset to every boy and girl. After working among orphans for the past seven years I have yet to find the idiot. Among my own girls and boys can be found children equal and superior to the outside child in intelligence and brain power.

After our girls have graduated, then the vocational training begins which should enable the girl to obtain a living wage and to live in a refined home. This enables the girl to mix in good homely society and probably to become the wife of an honest, respectable American citizen. And so the child and the country are benefited alike.

The President: It is a very great pleasure for me to introduce Mrs. Martha P. Falconer, superintendent of Sleighton Farm, who was my associate and colleague for seven years in children's work in the city of Chicago.

SLEIGHTON FARM

MRS. MARTHA P. FALCONER, Superintendent

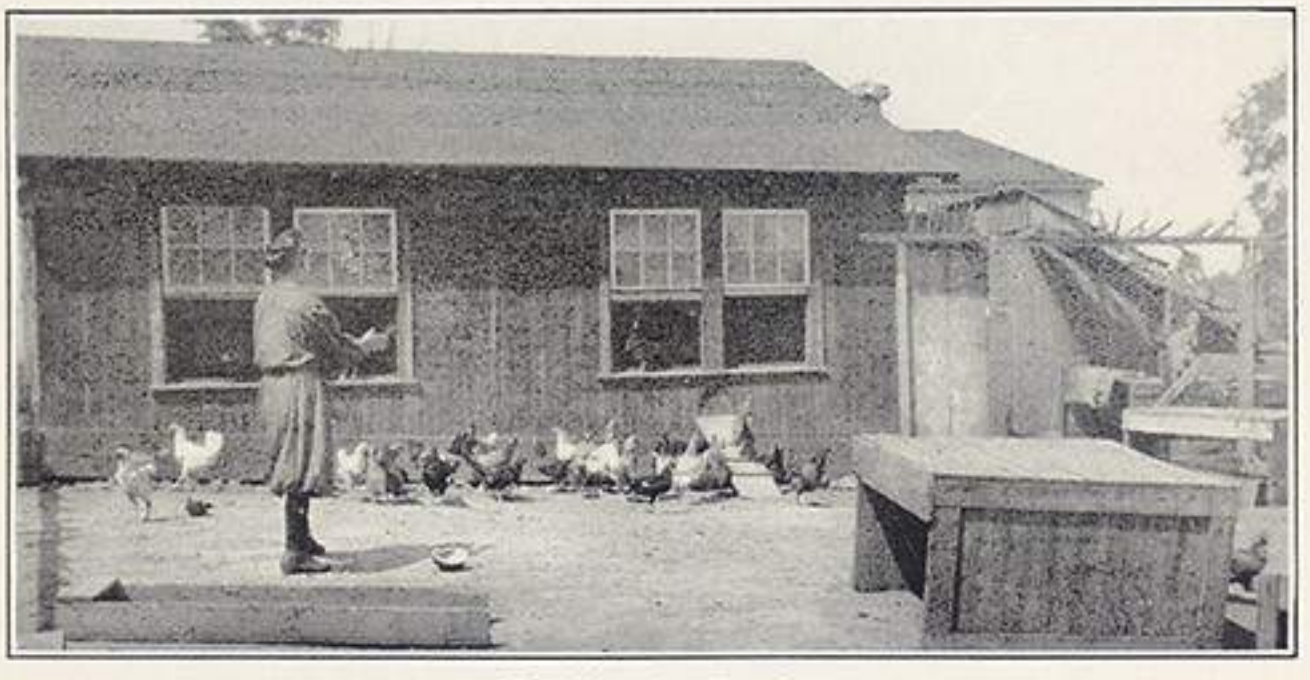
I feel very much honored to be allowed to bear testimony this morning, when we consider the group of people who have been asked to meet here, because most of the girls who have come to me are not supposed to be respectable or to be mentioned in polite society. I work with those who have fallen by the wayside and have been refused with thanks by many of the other institutions and organizations, and our point of view must necessarily be very different, as we can keep our children so short a time compared with other institutions. Those institutions that can keep children four, six, or eight years have the opportunity to do a great deal more, provided they are doing something for them. We keep children two years or less, according as pressure may be brought to bear.

As I have listened to the various speakers it has seemed to me that much emphasis has been laid upon the fact of training girls for occupations which would keep them in the city. We have about four hundred and seventy girls over ten years of age. Many of them come to us from all parts of Pennsylvania, especially from the rural communities. Are we to fit these girls for office positions and encourage them to go into the cities to live? One speaker said one boy was earning eight hundred dollars a year, I believe, at an outdoor occupation. I wish that more might be done to give the girls thorough training in outdoor occupations and to interpret life as they ought to lead it in the rural communities. We are very proud of the work we have been able to do on our small farm with the girls whom we have under our care. We believe that the care of chickens is a very good thing for girls, not for those who are going to live in the cities, but we are hoping to encourage both the girls and boys to go back to the country to their small towns; and if we are going to do this, we must give them the sort of training that is going to make it seem worth while to them to go back to their smaller towns. We have this year, for the first time, a greenhouse which has just been finished. We are having classes with the girls who, we hope, will be with us next summer, in order that they may have some educational value from the work they will do on the farm. They are starting now, in their seed boxes, the plants which will later be transferred to the cold frames and out of doors.

It can be of tremendous value to girls to have that outdoor work; the work on the farm first, as a basis for vocational training, and then to

Sleighton Garden Products

In the Field



Feeding the Fowls

SLEIGHTON FARM, Darling

specialize in some one of the various things, with horticulture, floriculture, or with chickens and the care of livestock. We ought to keep in mind how difficult it is to select vocational training for girls. Is a girl to be given the opportunity and take upon herself the responsibility of household management at a very early age? We none of us know. One of the speakers wished that we might have a training school for men and women to go out and help these children. Isn't the best way to do this to try and train these girls who are under our care to be better home makers, to understand something of household management? Is a girl going to undertake to go out and try to support herself and perhaps help support younger children and care for a mother who needs that financial support for several years, or is she going to marry very young and take upon herself the responsibility of being a home maker?

I believe that more emphasis ought to be placed upon that side of our training for girls, that they should be better home makers, that they should know how to live on a budget. Part of the difficulty with the women who are applying to the mothers' assistance fund for money is that they are not well trained, do not know how to live on a budget which may be allowed them from this fund. We are giving our girls the kind of training so they may know how to live on a budget, and something about household management. If that is going to be her vocation, ought we not to emphasize this training that we may have better mothers and home makers, less irresponsible parents? The bearing of the children and the making of the home is the woman's job and always will be; we must consider it seriously as the vocational training which we ought to emphasize for girls.

It is difficult to give girls this sort of training in doing the regular institutional work, partly because the groups are large, and because of the routine. The work must often be hurried and pushed, it is difficult to make it educational. We have six teachers who give their entire time to what I consider vocational training. I do not consider the girl is getting vocational training by helping in the laundry, in her cottage, or helping to prepare the meals in the kitchen, though that is a very important thing for her to do; she can learn habits of industry, she can learn thoroughness in her cottage work, but she can not learn the theory. Usually the housekeeper is too busy, she has not time, and has a large family, she must get the meals promptly, and must do it with economy. Instruction in domestic science in the class room by a trained teacher is of little value unless the work of the class room is closely related to the practical work in the cottage kitchen.

We are working with children whom other people apparently do not want, they are sent to us, we must keep them. It is often difficult to get women who can manage such children and yet be good housekeepers, economical and careful, with the ability to teach. It is much easier for the over-worked, busy, tired housekeeper to keep a girl who can make bread, making bread. It is easier for the woman who has charge of the stockroom to keep a girl there who knows how to run it, simply because the committee is coming around pretty soon to look after the material side, how many garments they have made and how well the things are made. Are you going to run a training school, or going to run a place which will be beautifully in order at all times? One of those things must be sacrificed, and I believe that too often in institutions the children are sacrificed because things must always be kept in such immaculate order and it is so much easier to keep a girl doing the same thing when she has been taught to do one thing well. Let us keep that girl moving about doing different things; let us try to emphasize outdoor work, giving them the vision of supporting themselves and making their home and living in the country and in rural communities rather than drifting to the cities.

The President: We are to hear next of an institution, the John Edgar Thomson School, which is very remarkable in some ways. I observed in a recent publication of the institution a reference to the fact that it seemed to be very little known. I will venture to say that half the Philadelphians here know nothing about it, yet it has eighteen hundred thousand dollars of endowment and has been in operation thirty-three years.

Mr. Thomson was president of the Pennsylvania Railroad Company for more than twenty years. He made a very remarkable will, establishing the school and providing that the beneficiaries should be daughters of men who have been killed while in the discharge of their duty in the service: (1) of the Pennsylvania Railroad; (2) of the Georgia Railroad; (3) of lines controlled by the Pennsylvania Railroad; (4) of any other railroad company of the United States. It is a remarkable testimonial to the trainmen of the Pennsylvania Company and other railroads that, notwithstanding the efforts of the officials of those companies which are eligible throughout the country, according to the last report I had, there are only forty girls in that institution and they have been able to spend, I think, about a fourth of their income. We are to hear an account of the work and plans of this institution from the woman who has been the superintendent from the start, Miss A. J. Reynolds.

JOHN EDGAR THOMSON SCHOOL

Miss A. J. Reynolds, Superintendent

The John Edgar Thomson School is conducted under the will of John Edgar Thomson, President of the Pennsylvania Railroad Company, 1852 to 1874, for daughters of men killed in railroad service.

There are 40 girls in the School at present, 20 of whom are above the age of ten years.

Three years ago the School was graded in accordance with the Philadelphia public school system, from first to eighth grades, with a principal and two assistants; the school hours are from 9 to 3:30; therefore, all vocational instruction is given outside of those hours and during the vacation months, July and August. I must here explain that we have a country place at Elberon, New Jersey, of 17 acres, to which the whole household is moved in May, returning in October.

Household work is taught in all its branches by an instructress, who comes daily at 7:45. Every child from the oldest to the youngest has daily housework duty, for which she is responsible. In this way the entire work is covered; this, and all other house duty, is changed weekly.

The kitchen department is under the supervision of an experienced resident head, who teaches practical cooking. The girls daily prepare the vegetables, and in turn make bread, cake, and so forth. This department also includes the dining room work, which is entirely done by the girls. We have commenced this term to have one lesson weekly, of two hours' duration, for the seventh and eighth grades, with a graduate cooking teacher. The same grades are taking one laundry lesson weekly, under a competent instructress.

Until recently the four sewing classes were taught by the resident dressmaker and house matron; they still take the darning and mending classes, but we have also three graded weekly classes, according to public school methods, taught by a graduate teacher.

In singing, we have three graded weekly classes, with subdivisions, taught by a graduate teacher in music. This course includes voice placing, upon which great stress is laid, sight reading, according to the Chevé system, and theory. Piano instruction is given regularly, there are nine girls studying at present. Every girl in turn has a thorough test; if she shows neither aptitude nor perseverance she is dropped, and another girl substituted from the waiting list.

This term we expect to introduce typewriting.

Summer school games and occupations are taught during July and August at Elberon, mostly out of doors.

The younger children commence with paper folding and Sloyd work, and the system progresses into basketry, raffia and reed weaving, crocheting, embroidery, and so on.

In addition to the foregoing lessons, the older girl has many other duties, such as assisting with the clearing off of the dining tables, drying the dishes, giving her quota of the younger children their daily bath, as well as other personal responsibilities.

Besides this regular work the girl has occasional duties for which she is paid and, incidentally, I may mention that she is allowed to spend only the money she earns. Every present of money she receives (and presents are limited to money), is deposited to her personal saving fund account. A saving fund account is opened for each girl as soon as she has saved one dollar.

This routine or systematized work of the School is, I think, invaluable because it has an underlying principle and definite aim. It instils practical knowledge, capability, a sense of responsibility—and music combined with the daily school room work (which by the way includes an hour weekly on the current events of the world), ought to open up a vista of future pleasure and happiness. For the present, we try to satisfy the natural craving for change by providing various recreations.

The vocational teachers are employed during the seven months we are in the city. The regular daily teachers are expected to be able to teach summer school. They divide the duty of the two vacation months.

Outside vocational training has been limited: there is a crying need in Philadelphia, at least, for special vocational schools where young girls may have care and protection while getting their equipment for wage-earning. Seven of our girls have entered hospitals, a few have taken courses at the Drexel Institute, three have been graduated from the Sight Reading School of Music, one took a course at the School of Industrial Art, one at the School for the Deaf.

Recently we have tried the plan of placing the girl under the protection of her mother or near relative while taking a business college course, in her home town, the School paying for her tuition, board and clothing, and apropos of this, we are now sending our girls from the eighth grade to the high school.

My conception of the significance of vocational training, in addition to

JOHN EDGAR THOMSON SCHOOL, Philadelphia

what has been mentioned and as applied to my own especial work, is the development of character in the individual. To "Know Thyself" is a valuable asset in life, but this development must take into consideration the threefold nature of the child, the physical, mental, and spiritual; there can be no balance in any training which omits the spiritual, and the object, as I understand it, is to send forth the girl into the world with a well-balanced personality, understanding her own possibilities and limitations.

The development of the John Edgar Thomson School has been along the lines carefully planned by Mr. and Mrs. Thomson many years ago, and the training is in accordance with the high ideals of womanhood held by Mrs. Thomson.

The President: We are to hear next, and finally, from one of the most remarkable institutions around Philadelphia, the Widener Memorial School. It is a very remarkable memorial, it has a wonderful equipment, and a magnificent endowment. The vocational work of the institution will be presented by the physician in charge of the school, Dr. Albert D. Ferguson.

WIDENER MEMORIAL INDUSTRIAL TRAINING SCHOOL FOR CRIPPLED CHILDREN

ALBERT D. FERGUSON, M. D., Physician in Charge

The Widener Memorial Industrial Training School is coeducational and is limited to the academic and vocational training of crippled children. We believe with Douglas C. McMurtrie of New York that "for the normal, healthy person, education is desirable; for the cripple it is necessary, that is, unless he is to be a constant charge on the community; and this is as bad for the cripple as it is uneconomical for the state." This applies with even more force to industrial education than to the purely cultural.

Children too little crippled are not eligible, nor are those who are absolutely helpless without promise of being helped by surgical measures or orthopedic appliances, for the object of the school is to train for trade work; therefore every pupil must have qualifications to become at least partially self-supporting.

The pupils begin manual training when they enter the third grade, and

devote to it six hours a week for four years. The girls enter a sewing class when this grade is reached, so that they may be familiar with the needle when they are enrolled in the millinery and dressmaking department. In this grade they learn also basketry, burnt leather work, raffia and reed, bead, and ornamental brass work. When the pupil completes this graded course in hand work she enters upon her occupational training.

Until comparatively recent years but little consideration was given to the emancipation of the physically defective. Many of the families could not afford to give them special attention, their infirmities practically confining them to their homes, so, like Topsy, they "just grew" in a world barren of any educational advantages, during the plastic, receptive age when so much can be done to mould both mind and body. If this period is allowed to pass without the broad development and special training that belong to it, no amount of education in after years can redeem the loss.

It is not always easy to direct a normal child to its proper vocational path, but the road of the crippled is strewn with manifold obstacles. At about fifteen years of age the pupil is given the privilege of choosing her vocation. Few fail in trades for which they have a fondness, but inclination and ability may not harmonize on account of the character of the infirmity. It is best in such instances to permit the child to convince herself of her lack of fitness. If this is not granted she will always have the thought that she was denied the very calling in which she surely would have been the most successful.

As each child is in the school at least five years before she enters a trade class, ample time is given to study her mental and physical qualifications and, when the time is ripe, to direct these into the proper trade channels, of which the following are offered to the girls: stenography, typewriting, and bookkeeping; millinery and dressmaking; cookery and laundry work

Before the conclusion of the academic course the number of hours a week spent in the trade classes varies with the demand of the school work of the various grades, but thereafter practically all the time is given to the trade work.

Free-hand drawing is taught irrespective of the intended vocation. Representative and constructive drawing, design, and talks upon the history of art are presented so as to develop observation, expression of ideas, and appreciation of art.

Before graduation all the girls receive instruction in millinery, dressmaking, cookery, and laundry work sufficient to meet the demands of the

Entrance

Widener Memorial School, Philadelphia

average household. A more detailed course is given in each branch to those who decide to follow it as a means of livelihood.

The moot question whether it is worth while to provide specific training for normal girls, as the majority marry and take up household duties before they are twenty-five, may also apply to the moderately crippled young woman. The general sentiment now is not to deny the learning of a trade, as it has been proved that women frequently return to their vocation after marriage.

When the school was opened the children, on account of the age limit (ten years), were not qualified for the higher grades; only recently, therefore, have pupils completed their courses in training.

But for the advantages the school offers in academic as well as trade work, their physical shortcomings being remedied as far as possible, many of these children would have remained uneducated in mind and hand—family burdens surely and probably state charges.

All of the six girls who have left the school are now employed: three in stenography, typewriting, and bookkeeping; two in a department store in this city, each earning seven dollars a week with promise of increase; and one in a post office, in a northern Pennsylvania town. Of the two who chose cooking, one is getting four dollars a week and board, the other —a very much crippled girl in a western Pennsylvania town—is only partially self-supporting, making bread and pastry in her home and selling it to boarding houses. When admitted to the school, although ten years old, she did not know the alphabet and had been so grossly neglected that deformity occurred which made walking impossible; but now she is able to walk without the aid of crutches. One parentless girl has been trained to hold a teaching position in the academic department of the school. In order to qualify herself better for the position she has been permitted to take a special course in a college.

The first class who intend to follow millinery and dressmaking for a livelihood will not finish the course until next June.

The school's interest in the welfare of those who are graduated does not cease with the giving of a trade certificate, but every endeavor is made to place them as advantageously as possible.

With a vocation well chosen to dovetail with the aptitude and infirmity, we feel sanguine that the crippled will be able to cope with their more physically fortunate fellow-workers.

Wednesday, October 13, 1915, 3:00 P. M.

II. THE SCOPE OF VOCATIONAL TRAINING FOR GIRLS IN INSTITUTIONS

The President: Miss Beulah E. Kennard, Educational Director of the Department Store Education Association of New York City, formerly of Pittsburgh, will speak on

VOCATIONAL EDUCATION IN ITS LARGER RELATIONS

Miss Beulah E. Kennard, Educational Director Department Store Education Association, New York City

This conference is called to discuss vocational education for girls but I shall not waste time in discussing education in general because there is one larger relation for girls which seems to be the only one that counts. That is the relation to the home. Vocational education for boys has to do with general social and industrial conditions, the development of commerce and machinery, and the organization of labor. That for girls must take these into account also; but the relation to the home includes them all and overshadows them all so far as women's work is concerned. We are at present almost frightened out of our senses by it, for the one dominating fact which is acknowledged by all is that the girl's vocation is no longer necessarily tied up to the home, and the bond seems to be growing looser every day in spite of our protests and our programs.

Our vocational advisers speak about the "profession of home making" as the highest occupation of women, and so they make vocational programs which include a small amount of trade training—if the girl insists upon it—and a large amount of time spent on the household arts which are to fit her for her future home. One vocational guidance bureau recommends that girls go into domestic service rather than into trade because it is healthful work and prepares for the home, and a learned

doctor notes with approval the present tendency of society to put girls into highly specialized occupations requiring little or no educational preparation—meanwhile providing for them some training in home making. The ghastly injustice of thus throwing away a girl's youth while she marks time in a marriage procession does not occur to the doctor nor does the suggestion that, as she is not in a position to choose her mate, she may never find herself in the happy ranks of the married who do not have to work. But even the most elemental efficiency demands that so long as a woman's work is done in a competitive industrial system she shall not be handicapped by the lack of proper training.

Germany, though immeasurably more conservative concerning the position and freedom of women than we are has, nevertheless, given girls vocational education out of sheer love of good workmanship. It may be that German women should devote themselves to children and cooking, yet the Lette Verein of Berlin was one of the earliest attempts to put women's work on a proper basis, and now there are a number of state-supported trade and technical schools even in Prussia. Dr. Otto Lyon of Dresden has stated it broadly with reference to the continuation schools: "The vocation which the girl has chosen or wants to choose should be the center of the continuation school yet the education should be an all around one and show the relations to the family, community, and state. Some instruction in civics should be given as to economic conditions influencing the vocation. It should be made clear that every girl should prepare for a twofold vocation, domestic and industrial or commercial."

So much for the girl who does not marry or who marries late. One writer has made a chart by which he shows that girls who do not marry before twenty-five have other chances before thirty-five, still a few before forty-five, while all hope is not lost until sixty years of age. He argues, therefore, that women need not prepare very strenuously for anything but home making.

Against this whole line of reasoning we have to set a few damaging and pertinent facts. In this country alone there are above eight million women engaged in industry, in other words somewhere between a fourth and a third of our entire female population beyond childhood are either not in the home at all or are obliged to supplement their home-making activities by some kind of wage-earning. There is no escape from the conclusion that home making is no longer what Dr. Snedden says we must assume it to be—"a productive calling." It is a conserving occupation

of the greatest value to society. We can not do without it and least of all do our girls want to give it up, but it is not from an economic point of view self-sustaining. The man's and the woman's productive occupations have both left the home, but the man's situation is a simple one. He can follow his work and bring back from it a full return in wages. At least he thinks he does. But a woman has one great part of her vocation, the bearing and rearing of children, which she can not take out of the home, and there are a few others which can not be taken out to advantage. These home-making functions are four: The preparation of the family food, ordering the house, doing the family buying, and nursing the sick. We can not add sewing to this list except in the form of mending, for making the family clothing at home may often be an economic waste rather than a saving.

All of the above occupations are important to the comfort and happiness of the home but not a single one of them is productive in the economic sense. No one of them pays the rent or supplies the money for food, clothing, and furnishing. This must come out of the single pay check of the father unless the mother or children enter the ranks of industry, and no matter how expert a girl may be in the home-making arts, they will be of no use to her if the man of the house can not make his ten dollars a week cover these items. The butter and egg money of the farmer's wife could be exchanged for cloth or dish pans, but the dweller in a city apartment or tenement can not even gather her own firewood. She must buy gas or electricity or coal for her needs out of that single pay check.

An inexorable law, which is the result of our industrial development and social functioning, has made her less and less able to add to the value of her husband's earnings unless she in some way joins the ranks of the wage-earners herself, and, if she is a manual worker, there is no way of adding to that wage more inefficient and destructive to home interest than to bring the work into the home. In the sewing trades home labor and sweat shop labor have become so synonymous that the Consumer's League advises women to leave the home for the factory in order to save the home from the disastrous effects of starvation wages.

If home making is not an economic function, then women must prepare themselves for a permanent participation in the economic world as well as for the making of homes. One fact often forgotten in this connection is that in many homes two or more women are living, so that even after it has been given adequate care there is a margin of time for productive work, and that this work is in fact being done by them whether they

have a margin of time or not. The question is not whether they shall or shall not be in the industrial world, but whether they shall do stupid, inefficient work competing, after years of experience, with the newcomers into their trade; or whether they shall be trained for work demanding skill and high efficiency.

In three different cities it has been found that 40 per cent of the women laundry workers were married and living at home. In more than half of these homes the husband contributed as much as he could earn to the support of wife and children, but these earnings had to be supplemented. It would be better for both women and homes if their hours were shorter and their work less exacting, but this would have required training for a particular trade,—laundry work, as these women know it, being part of home making.

Having honestly faced this condition we are prepared to treat vocational training in its twofold character:

We must give girls technical or trade training for wage-earning, recognizing that their need of it is likely to be quite long enough to justify such education.

We must also train them for home making, and especially for their most difficult and important function in life, the care and training of children.

Carson College and Ellis College are planning a most remarkable piece of constructive work in the education of girls which other educators will watch with the profoundest interest. The social value of these experiments will be infinitely greater than the value to the individual girls who are in those institutions, if they can really develop this double training and then, in spite of its many difficulties, can make the two sides of it function properly.

The President: We have about thirty minutes for questions and discussion. I will first give opportunity for questions.

QUESTIONS

Mrs. Falconer: I should like to ask Miss Kennard, as she had the courage to speak of a thing I hinted at in my talk this morning—about the care of children; what has become of that movement in New York known as the School of Mothercraft?

Miss Kennard: It still exists, but I don't know much about it. There are schools for mothercraft in the country.

Mrs. Falconer: In this country?

Miss Kennard: I think out west there are one or two experiments.

Mrs. Henrietta W. Calvin, of the Bureau of Education, Washington, D. C.: The School of Mothercraft in New York City is closed for lack of financial assistance and Miss Mary Reed, who organized it, is ready for the lecture field to obtain financial backing for this mothercraft school.

Professor Albert Bushnell Hart, of Harvard University, Cambridge, Massachusetts: May I ask whether the vocational training thus described is to take the form of a training in the direction of fitting a girl to add something on top of a general education and thus to prepare for a particular trade; or whether in vocational schools it is possible to teach trades for girls direct?

Miss Kennard: I think that Miss Marshall can answer the question more definitely.

Dr. R. R. Reeder, of the New York Orphanage, Hastings-on-Hudson, New York: I do not understand why Miss Kennard discounts so heavily the economic value of the home training simply because the wife can not make butter, sell eggs, and so on. Can not she conserve the household economies in a thousand ways by having a thorough training in domestic economy, and isn't a dollar saved quite as good as a dollar produced by selling eggs or spinning yarn?

Miss Kennard: May be I can answer that best by telling the story of a Scotchman who said, "In Scotland you can buy two herrings for a groat." "Why don't you go to Scotland, then?" "Because I can't get the groat." [Laughter] The conserving quality is of enormous importance, but there are other factors needed under certain economic conditions, and they are important to others than those who are on the lowest economic level. We know that some people either do not marry or do not have children because there is so limited a budget that even with the greatest economy it will not take care of these factors; and today the head of the family does have to carry it all. I think it is worth while having a committee go into that very carefully and spend a good deal of time on it. I am very sure I am right, because I get it from so many different directions. How many marriages in what we call the middle classes can you recall from your personal experience that have been delayed because the man in the case earned too little to see how, with any kind of saving ability on the part of the woman, a family could be taken care of? I know of a good many.

Mr. William Hard, of Everybody's Magazine, New York City: I would like to ask Miss Kennard this question; granted the situation as she

describes it, does she advocate the married woman continuing in industry, or in case she does not advocate her continuing in industry, does she think there ought to be home training in our educational system for her? And if so, to what extent and of what kind and in what manner?

Miss Kennard: Unquestionably there should be home training because home making is acknowledged to be the proper work of most women. We don't want to discount in any sense the home training of the girl, and she needs more definite home training if she is not living at home; but in asking the other question as to whether she should continue in industry after marriage, you have introduced the most difficult possible proposition.

When a woman has little children it is certainly unfortunate for her to have to leave them. As a matter of fact women do leave them; they are leaving them all the time. The 40 per cent of those women who are in laundry work, most of them have little children; the question is, if they must work, how shall we prepare them to do something which is going to be really high-grade work so that they get returns from it and can have part of their time with their children instead of spending the entire day away from them?

But do you realize that in even the ordinary sized family, if a girl marries at twenty-five, or approximately that age, and has three or four children, by the time she is forty those children are in school and she has part of her time free. Then are they to suffer the grinding effect of a budget so small that her skill and ability, coupled with that of the children who ought to help in the household, will not make the pay check go around? Is their education going to suffer because they can not take the vocational training or other education that they need, because the mother is restricted to the now limited occupations of the home, or could she give a part of her time to productive work? This is not a question for me to solve for you, but it is worth thinking about.

The President: At this point the chair will suggest that we discuss the subject. Remember that the subject is Vocational Education in Its Larger Relations; but you are at liberty to follow the line which has been opened up by the speaker, or to speak to the question at large, as you will.

DISCUSSION

Miss Mary B. Breed, of the Margaret Morrison Carnegie School, Pittsburgh: There are one or two things I should like to say on this question

of the larger aspect of vocational education, because so often, in discussing it, we assume that all the girls who are to have vocational education are going to leave school at the ages of fourteen to eighteen. I think that if we are to consider vocational education at all, we ought to take into account the possibilities of carrying it on even longer than we contemplate often in our vocational schools, because there are certainly in any group a number of young women who can take a higher education along technical lines and who ought to have it. It happens that I myself am engaged at present in a vocational school which is dealing with girls of eighteen and over; and I think that this kind of education is proving its value in the community. If in nothing else, it is training leaders for the other schools of the secondary or lower grade. The particular reason I wish to speak of higher education is that, in Pittsburgh, we have a well defined theory that a great foundation of wealth applied to education can be used perhaps to the greatest advantage in training leaders, in carrying out experiments in the educational field, in doing things which perhaps institutions hampered in one way or another can never dare to do.

We are here in Philadelphia to take part in this conference on two such great foundations. These have an opportunity which the struggling private, even the state-supported, institution can not have. I have myself seen that sort of opportunity and its reverse. I have realized in my own experience how difficult it is to carry out high ideals with the backing only of a fickle public support, or of a still more fickle state legislature, or with the precarious support of voluntary contributors; and I think that every practical educator here today will agree with me that most of the small, sordid problems fade away into insignificance when once finances are assured. Therefore I should just like to throw out this suggestion; that in Philadelphia now there is at least the money,—whether there is the legal possibility or not remains for the trustees to decide,—but there is the money to carry out a vision that I wish I could make everyone see. Could we not form, in our own minds, a vision of a school of vocational training for women which should begin at the lower level that has been indicated by these foundations, and perhaps by some sleight of hand, and the eliminating of artificial barriers, be carried into that higher field? Can we not form a vision of a continuous education by co-operation here, with all these wonderful opportunities that you can see opening out? Education by co-operation, beginning at the very bottom and carrying things on for the exceptional girl so as to give her the equivalent of a college education. To go back, I really think that one is not true to one's

trust with great foundations unless one does take up this duty of training leaders, and I think I can see that possibility in this situation that we have before us.

Dr. Hollis Godfrey, of the Drexel Institute, Philadelphia: I was very much interested in what Miss Breed just said, because the Drexel Institute, with which I am connected, is one of the great foundations which is primarily for greater Philadelphia and only secondarily for those outside the commuting radius. I see the educational problem a little bit differently, perhaps, because I look at it from the standpoint of my professional work as a consulting engineer; but to me there are two things that one must keep as ideals, and Miss Breed touched on both of them. First, one ought not to waste a dollar of the foundation's money, and next, one ought not to waste an hour of the students' time. These are very vital things. There is a great deal of wasting of money of our foundations and there is a great deal of the wasting of the students' time first and last by lack of co-operation and by lack of proper preliminary study of the situation. When we come to industrial enterprises of any such size as the enterprises which are being considered here, the people who are engaged in them will make the most careful preliminary studies. In one enterprise with which I am intimately acquainted, over a year has now been spent in studying the facilities for distribution, facilities for obtaining raw material, the problem of location of skilled labor and the like, in order to make sure, before a wheel turns, that every factor has been made as favorable for success as possible. I personally believe that the time for guess work has gone by in either industrial or educational enterprise.

I believe this Conference has made a most admirable beginning, but I do think that in bringing out the big idea, the big vision of any such foundation as this, there must be checking and re-checking, inspecting the best work that has gone before; that it is time to study an educational proposition exactly as an industrial proposition would be studied, plus that greater and broader vision, that spiritual vision that must come with every educational possibility of this kind. We must not forget that our problem in education is, after all, a spiritual one. The whole problem of formal education consists of transferring the vital thought from the mind of the teacher to the mind of the scholar with the least possible hindrance to that passage.

Of course, the Drexel Institute is distinctly in such a research stage. We have three schools: Engineering, Secretarial, and Domestic Science and Arts. All admit on the same limited basis. We take a group of

girls in the school of Domestic Science and Arts, for example, all of them high school graduates, and give them two or four years of training. They then go out to teach and so, through these girls, through their coming back, through our touch with them, we are in touch with the whole field of vocational training. Our vital interest is in these girls, to see how leaders may most effectively be placed. I ought to say that the theory which still exists in Philadelphia, that we do not take anyone unless he or she is over eighteen, is not so. That is an old theory which has long since disappeared. We take selected high school graduates of good ability and give them two or four years of what I should call, from the engineering standpoint, technical rather than vocational training; that is, training for leadership in technical lines.

We have just completed a ten months' study of what has been done all over the world in the training of the teachers of domestic science and art. This data has just been charted and is being used as the basis on which to form our new curricula. One hears of all sorts and kinds of training that the students are getting, and the thing that strikes me, as an engineer, as a rather remarkable thing is that in the two hundred and thirty-seven different catalogues and reports from which we took this information, in case after case there appeared an absolute lack of coördination, an absolute lack of choice as to where institutions should be placed, what should be done, and but little apparent regard for the question of what it costs a community to give training in these lines. Again and again it seems as if the people in charge had simply thrown together what they were doing, dropped it in a certain place because it was most convenient, and then in a spirit of blind hopefulness, let it go, and that is why I am so glad to see this Conference. I can not help feeling that it is hardly too much to hope that this Conference is the beginning of a "research magnificent," a very great research which is going to do much for the vocational training of girls.

Mrs. Iris P. O'Leary, of the State Department of Education of New Jersey, Newark: The fact that I am concerned with running both a job and a home will perhaps give me the privilege of speaking very definitely on a point which was mentioned earlier in this session. In any training for girls which is to be truly vocational it seems to me that we are concerned with a double problem—training for home making and training for self-support. These problems are distinct. We make a mistake, I believe, and are in danger of serious error when we confuse the two. It is still more unfortunate to attempt to give one kind of training at the expense

of the other. We can not dictate a girl's future and select for her a domestic life or guarantee that she will always remain a wage-earner. There are about five adjustments which the average woman may make in shifting between home and industry. The most common of these is when the girl goes to work at fourteen or sixteen and after seven years, or less, marries and retires permanently to her own home. In too many cases, however, the pressure of necessity may at different periods bring her back to the trade which offers her a wage. It seems to me that this is convincing evidence that we can not offer one kind of vocational training at the expense of the other.

On this occasion we have to consider primarily the girl who is to be given her training in an institution. I am sufficiently familiar with the organization and management of institutions to know that not only must this girl be protected from the enthusiasm which would give her a one-sided training, but also from the expediency which exploits her service at the expense of her education. The various occupations necessary for the maintenance of an institution offer most practical "trade" training for the girl and it is not only necessary in the majority of cases, but most desirable, that she acquire skill by doing actual work. But the maintenance of the institution is a by-product of her training and is incidental to the real purpose for which it is given. No permanent good can be achieved in any home or school where exploitation of the girl is permitted.

The President: The chair respectfully submits that the last three speeches are a testimonial to what was said by the chair on the educational value of free discussion.

Mr. Mallery: I would like to ask Miss Breed whether the description of the industrial school she has in mind for the exceptional girl answers the description given by Dr. Godfrey today as to one point of Drexel Institute's purpose.

Miss Breed: I think so, yes, but I think there is one very common mistake that people are apt to make when they prepare a girl for this leadership, they believe they must begin the vocational training too soon. One of my favorite theories, on which I fear people do not often agree with me, is that the whole question of curriculum in the boy's or girl's education should be determined by the length of time that that education is going to take. If you try to make a boy into an engineer when he is twelve years old, you end by making him a plumber or a gasfitter, and if you make him a plumber or a gasfitter, he will never be an engineer. In the same way, a young woman who is going to be a leader in home economics

must not be made a home economist when eleven or twelve years old. She must be given a good, sound foundation before her technical education begins. I wonder at the curious enthusiasm of vocational educators in the primary and secondary schools who think that the way to train a girl to enter my collegiate secretarial department is to teach her bookkeeping, stenography, and typewriting when she is fifteen,—the worst possible training for that girl. So the whole problem, as I see it, resolves itself into our deciding, in the first place, which of our students will go on with this longer training. I don't know whether that answers the question or not.

Mr. Mallery: Is there any school which fully answers the description of the one you mentioned?

Miss Breed: I do not know of any such school, because at present we have only secondary schools and colleges. The vision which I spoke of was of a school which began with six-year-old orphans and carried on the exceptional orphans until they were twenty or twenty-one or twenty-two, but I do not know of any such school.

As I read the prospectus of these wonderful foundations, this was the idea that came to my mind: if these two could be made to co-operate in some way, so that the one perhaps should take care rather of the preliminary education and the other of the continuation, and if some way could be found of picking out the exceptional young women and giving them a chance to go on into the higher field and train for leadership, there would be then a continuous curriculum, a continuous training without breaks and without what is so often damaging to any child's education, that change of system from one school to another—without any of these bars or barriers; a course which would lead perhaps to a very highly intensified culture and efficiency in the graduates of that school.

After all, great foundations like these could cultivate the intensive efficiency of a few great leaders, people who would be not only teachers but organizers and investigators of vocations for women. And in that connection I would like to add, as you were so generous in giving me this time, that I feel very strongly what Miss Kennard put so well, that women are no longer confined to consuming occupations; whether you like it or not, women are in the producing occupation more and more, and the one profession which they have been trained for, that of home economics, while it will always perhaps keep a central place, can never any more be the exclusive care of these vocational schools. I think that what we need to do is particularly to branch out into new fields of vocational training

for women, so that those of us who are able to carry on investigations may blaze paths for the women of the future by training them in new ways, and in new combinations of old ways. Perhaps we shall not find absolutely new professions, but new combinations in which the exclusively feminine quality, the great talent of the women, will be particularly available and made more efficient.

Miss Reynolds: Why the exceptional girl?

Miss Breed: I have found in my experience that comparatively few girls ought to go to college. Too many now go to college, and the college girl should be the girl who has somewhat exceptional mental equipment. You find such girls in every walk of life; they are quite as likely to be found in an orphan asylum as in the very best homes, and I think those girls wherever found ought to have just the same opportunities.

Miss Reynolds: Why the exceptional girl? Our problem is with the average girl—the exceptional girl nearly always makes a way for herself. The problem is to bridge over that time after the girl leaves by giving her the proper care and protection while she is getting this vocational training or equipment for wage-earning.

The President: The chair is sorry, but we are trenching on Miss Marshall's time, and it is one of my principles not to steal anybody else's time. It was one of the special requests of the trustees that in this discussion we should not lose sight of the practical and concrete questions with which they had to deal. They want us to give them practical and somewhat detailed information in regard to certain matters that have to do with the organization and administration of these institutions, and so we are now to hear from Miss Florence M. Marshall, principal of the Manhattan Trade School for Girls, of New York City. Miss Marshall's subject is

VOCATIONAL TRAINING FOR DEFINITE CALLINGS

Miss Florence M. Marshall, Principal Manhattan Trade School for Girls, New York City

I am glad of the last word that someone introduced into the discussion, because I am afraid that I should otherwise have struck a very discordant note. I want to say first that I am not a bit interested in the training of leaders, I mean in so far as these foundations are concerned. I think that is too frequently the aim of our educational efforts, and I am very much

more interested in seeing some foundation, one of these or some other, take up the problem of the training of the rank and file of the workers. [Applause] I think that is one of our greatest educational problems of today. In the last ten or fifteen years I have sat in vocational education conferences and the discussions have almost always started with "the hundreds of thousands of children who leave school to become wage-earners and the crying necessity of having them trained for their work"; and then before the conferences were over the children were all dropped by the wayside, every one, and the discussions centered about those who had special ability. So I want to make my plea for the ordinary rank and file of girl-workers.

In the few moments allotted to me to discuss Vocational Training for Definite Callings, I shall endeavor to keep two facts in mind, in order that I may not go too far afield: first, that the present Conference is called to consider the founding of two institutions which are to deal with orphan girls, and, second, that the orphan girls who are to attend these institutions are to be cared for only up to seventeen or eighteen years of age, after which time they must be able to take care of themselves. These two facts will necessarily narrow the discussion within certain limits, as it is obvious that a large amount of the time which the girls will spend in the institutions must be devoted to their general education, and the time which may be spent in training for definite callings must necessarily be brief.

Even though most of our state laws have placed the compulsory age limit as low as fourteen years, there is such general unanimity of feeling that it should, wherever possible, be placed at fifteen or sixteen, that I shall assume that the members of this Conference will agree that up to that age the time of the girls who will be cared for in these institutions should be devoted primarily to an all-round general education, with only such vocational elements as would help them to discover aptitudes and choose the lines of work in which they might specialize later. I shall assume further that we shall all agree that it is the duty of these institutions to include in this all-round general education such fundamental home training as will lay the foundation for girls to become home makers if and when the time comes for them to assume such responsibilities. But beyond this, the institutions would not, I believe, be rendering the largest service unless they provided for such vocational training as would enable the girls to become independent self-supporting members of society immediately upon their discharge. If then the education of the girls must

be general up to the age of fifteen or sixteen, we shall be left but two years at most to train for definite vocations, and the pertinent questions are, therefore:

1. What vocations can girls take up at eighteen years of age with the immediate prospect of earning a livelihood?

2. Can definite specialized training be given for these vocations in two years?

3. If so, how can it best be done?

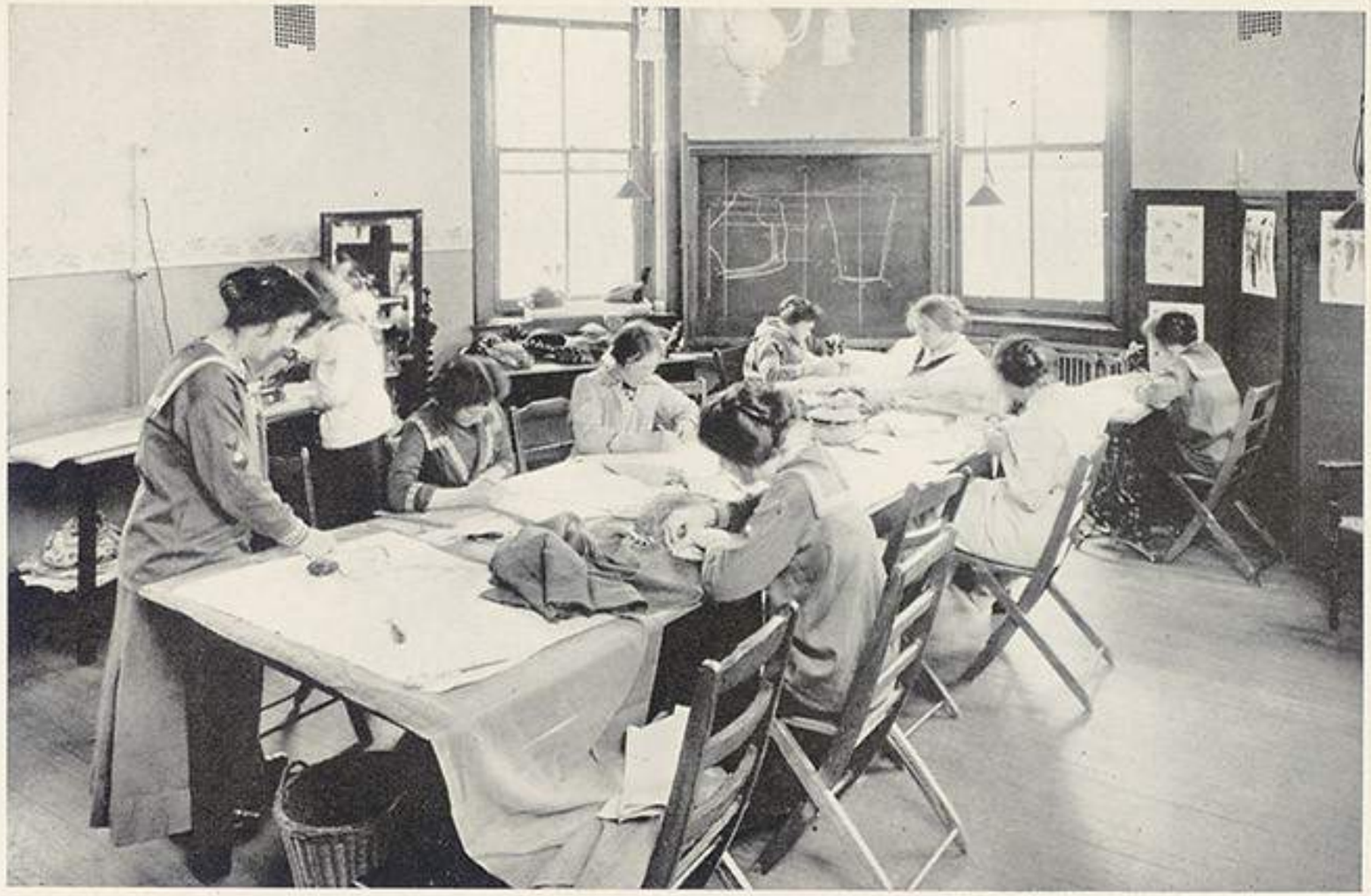
During the last fifteen years I have been dealing primarily with this question, and I have watched with great interest the various educational and industrial surveys that have been made, always with the hope that such surveys would present an ever widening range of opportunities for vocational training. It is apparent, however, that the types of vocations which girls can be trained to enter at seventeen or eighteen years of age with an immediate prospect of self-support, while numerous in point of number, are confined within rather narrow fields. Such vocations as the teaching profession or training for vocations in the higher branches of the arts and sciences, or even for such vocations as nursing, where nearly all of the hospitals require a minimum age limit of twenty-one before admitting girls for training, are entirely out of the question for girls who must be prepared to take entire care of themselves at the age of eighteen. And while any institution should, and would without doubt, provide by special scholarship or other means for the few who showed particular aptitudes for vocations requiring more prolonged preparation, it is probable that the largest field of opportunity for girls with only limited schooling, upon whose shoulders rests the necessity of early self-support, lies within the trades and industries. There are, it is true, many lines of commercial work, such as clerkships, stenography, typewriting, telephone operating, and so forth, which offer fair opportunities for self-support, but these occupations are not only becoming over supplied with workers, but the inclusion of commercial courses in the colleges and higher institutions is raising the standard to such an extent that girls who have only limited education are less able to take the higher positions.

In the field of salesmanship it is doubtless true that there is great opportunity for girls with restricted schooling, as actual experience in the business still counts for more than school training, that is, beyond the acquisition of a certain fundamental education.

There is too, without doubt, the possibility of much more widely extending the range of vocational opportunities for girls in agriculture, although

so little practical experimentation has been carried on along these lines that it is difficult to speak with authority. I firmly believe that there are much larger opportunities for training girls for such work as dairying, care of poultry and other live stock, gardening in small fruits and vegetables, and other lines of work on the farm than we have begun to realize. Too much of the discussion of training for agricultural pursuits has, I think, centered about the training of those who could invest capital or set up agricultural enterprises of their own, rather than of those who might enter agriculture as the average girl enters industry and commerce, not as an independent worker or employer, but rather as a helper or employe, performing such occupations as are suited to her abilities, but with the prospect of becoming the independent worker later. Girls of sixteen to eighteen could easily be trained to enter many lines of agricultural occupations which would, I believe, offer excellent opportunities for future advancement in the worth-while vocations, and I should like to see the institutions in question undertake practical work in this direction.

As I have already said, however, I believe that the greatest opportunities for girls who must undertake self-support at eighteen lie with the industrial trades. Take for example the clothing trades, more particularly the manufacture of women's and children's wearing apparel. In New York City the so-called dress and waist industry alone employs over 25,000 women workers, and is recruited each year by approximately 5,000 new workers, most of whom are young girls, and in almost all cities similar work is carried on to a greater or less extent, yet this is but one branch of the dress industry, dealing with ready-made dresses, and does not include the thousands of establishments where work is done for individual customers. Only yesterday I visited one of the first-class dress manufacturers in New York who told me that his experienced operators earned $30 to $35 a week for over eight months in the year, and that he could not possibly get as many as he needed. Then too, one of the interesting things about this trade is the large number of employers who started as operators, so that the girl who begins as an operator at eighteen has a perfectly clear road to becoming forewoman and employer herself. The same is true with all lines of custom dressmaking where work is done on individual order. The foundation which can be laid in a vocational course before a girl is eighteen, opens to her the possibility of reaching the heights in her trade. She does not have to know more about science, literature, or mathematics; all she needs is the chance to amass more and more practical experience. I personally know several women in New



A Dressmaking Class
WIDENER MEMORIAL SCHOOL, Philadelphia

York who started as dressmakers' apprentices who are earning from $5,000 to $12,000 a year, and there are many more like them.

In training for such vocations one must, however, reach out far beyond the average school courses in sewing, dressmaking, and millinery. These courses frequently do not even teach the *a b c's* of the trade, as they are too often handled with reference to home requirements only, rather than with any knowledge or comprehension of trade standards and needs. The manufacture of wearing apparel has become a most complicated industry, requires in its various branches many different types of skill, and offers many possibilities for diversified vocational training. It has frequently been my experience to discover that a girl who had no ability whatever for hand sewing could become a most successful electric power machine operator on ready-to-wear clothing. Again, girls who are entirely lacking in creative ability or sense of proportion, will become the $30 or $35 operators in houses where dresses or waists are duplicated from some standard copy. And again, girls who are incapable of becoming successful garment operators because of their inability to assemble the parts of the garment correctly even after they are cut, are often quite capable of becoming expert machine embroiderers, hemstitchers, or buttonhole makers.

Therefore, in discussing training for definite vocations within the clothing trades, I want to emphasize the wide range of possibility for girls with different aptitudes and abilities, and the necessity of getting away from merely dressmaking, millinery, and so forth, and giving vocational courses that will lead to such trades as garment machine operating, embroidery machine operating, straw hat manufacturing, glove making, the manufacture of machine made novelties, the making and finishing of velvet and felt hats, the making of fancy neckwear, as well as vocational courses for so-called custom dressmaking and millinery.

There is also a fairly wide range of opportunity in trades which may for our purpose be classified as the novelty trades. Most of these trades require an expert knowledge of the use of paste and glue and a limited knowledge of sewing. Examples of these trades are: jewelry case making, fancy box making, (especially the hand made boxes); lamp-shade making; the making of artificial feathers and fancy ornaments for hats; the manufacture of belts, pocketbooks, and various other trades of this sort including, as one of the lower types of semi-skilled work, the mounting of samples of all kinds of goods shown by salesmen, and the making of the books and cases in which these are shown.

I have been closely connected with training for the clothing and pasting

trades for the past twelve years, and have been more and more strongly convinced of its value as I have seen the girls progress in their trades and become highly efficient workers, as well as splendidly self-respecting women. I am giving these, however, as examples only, and not as an exhaustive list of possibilities for training girls for special callings. The institutions with which I have been connected have always been located in large industrial centers, and the work has had to appeal to girls who, in the main, have been obliged to begin to earn wages by the time they are fifteen or sixteen years of age. With a year or two more of a girl's time I have always felt that there were great opportunities for expanding along other lines, such as occupations requiring a limited knowledge of home economics. Girls of eighteen could, I think, be trained for work in tea or lunch rooms, either in the serving, buying, or preparation of the food. They might also be trained to take positions as assistants in institutions, though opportunities for advancement would probably mean the pursuit of further scientific study. Then there is a line of what might be called personal service work for which girls could be trained to take positions at eighteen, such as nursery governesses, the work of trained attendants upon sick persons, and possibly also manicuring and hairdressing.

For all of the above mentioned vocations, specialized training can easily be given in two years, and girls can be prepared to take positions which will at once enable them to earn a living, if the training is given as it should be.

In closing I want to emphasize a few important considerations as to how training for definite vocations can best be given. In general I believe that when the time comes for specialization along the lines which I have discussed, an atmosphere of trade should be created and the girls should have the opportunity to work as nearly as possible under the conditions which they will meet outside. Vocations can not be taught by giving a few lessons a week in the practical work, while the remaining time is devoted to unrelated study. Workshops of various kinds should be established in which trade conditions are approximated, at least. They should be equipped with every facility for trade work, so that girls in training may become familiar with all tools and trade devices. They should be run on a commercial basis, and make a marketable product; difference between them and actual trade shops being, however, that the product and the commercial elements should be a means to an end only—the end being training of workers, while in shops run for profit workers are used in order to produce. Hours of work, methods, and class room require-

ments should, at least in the latter part of course, be similar to those in trade. As it is not alone the mastery of technique that makes girls successful in industry, the teaching should be done by trade experts who are in constant touch with progress in their particular trades. And, lastly, the entire time during the years of specialization should be devoted to preparation for the chosen vocation; not alone to the shop practice but to all of the related subjects in design, textiles, mathematics, chemistry, or other subjects, as the case may be, so that girls may be prepared to advance from one occupation to another and foundations may be laid for continuous progress toward becoming highly skilled and efficient workers.

The President: Are there any questions to be asked at this point?

QUESTIONS

Miss Peirce, of the Consumers' League, Philadelphia: I should like to ask if the pupils are brought up, from four or six years to sixteen years, in a school of that type, would they be apt to take up that trade?

Miss Marshall: It is somewhat difficult to make my points clear in so short a paper, but my feeling is this, and it is based upon twelve years' experience; namely, that you can give certain fundamental training to enable a girl to start in industry in a comparatively short time—I am not one of those who think that we must give girls a thorough, all-round knowledge of a trade before she makes a start: I think we should see that what we do give her is fundamental to the start, but I do not believe that we can cover the whole range of trade training in any school—that has got to come through participation in the trade itself—but we can lay the foundation for entrance into good occupations where girls can earn a living wage by the time they are eighteen.

Miss Peirce: I do not believe that I made myself quite clear; what I meant was this; in schools of the kind that we have in mind—after a pupil has been there for ten or twelve years, would she want to take up an industrial trade as a vocation? I mean in an institution that gives opportunity for a good academic education—will a pupil desire to take up a machine trade?

Miss Marshall: I think there is something wrong with our education if it tends to divert all girls from the more ordinary occupations, and I do not believe that it is right or wise that the education of girls in either public or private schools should direct them away from the everyday work of life. Most of us have only the ability to do that and nothing more, and it is a

pity to get the great mass of girls who have only average ability to think that nothing is worth while except aristocratic jobs, as this places many of them beyond the range of their possibilities, so that they are more or less failures and misfits, and I believe that is one of the things that make for general inefficiency and unhappiness.

Dr. Godfrey: In your classes, do you definitely take a certain field and hold that field and leave the general field to the ordinary public school?

Miss Marshall: That is the thing I feel needs to be done. There is that gap in our educational system, and it is for someone to point the way as to how it shall be filled—the duty of training girls who have had only elementary school education or less, and who are not going to higher educational institutions, for some definite kind of work; that is the great weakness in our system. I am not interested in the training of leaders, but in getting hold of this problem which is hardly being touched. It is one which we are leaving to chance, just shunting it off and saying "girls don't belong in industry anyhow," and so we are unfitting them for life by leaving them alone.

Dr. L. B. Bernstein: I am afraid that I am at variance with some of the speakers on the subject. I am dealing with the problem of the education of my girls, about three hundred girls, and I can not for a minute admit that there should be a definite time set aside for the training for trade, a certain other time set aside for the training for the so-called home-making industry, and a certain other time set aside for general education. I believe that the problem that Carson and Ellis Colleges are confronted with is essentially the same problem Dr. Reeder and myself are trying to solve for our children. We believe in education being a comprehensive element in the life of a child, the most comprehensive we can think of. To attempt to separate preparation for practical life from preparation for any other kind of a life seems to us rather illogical. What I desire to emphasize is the simultaneous theory of education—that is, a plan of education which, on one side, fits the child for a life of culture and, simultaneously, for a practical place later on in life. There is absolutely no reason why a child at the age of eleven or twelve or even ten, might not, with a great deal of profit to herself, start some little work in sewing and dressmaking and later on, at the age of thirteen or fourteen, some work in millinery and embroidery and, perhaps, at the same time cooking or domestic science. At the age of fifteen she may also profitably pursue a course in shorthand and typewriting, simultaneously with her general education. I have found, by way of practical experience, simultaneous

preparation for life which gives the child an opportunity to receive both a proper general education as well as the elements of a substantial vocational training, is probably, as far as children in an institution are concerned, the only rational plan of a well-balanced education. Any child-caring institution attempting to introduce shop methods in fifty or sixty different trades absolutely uncorrelated with each other, is not only trying to do too much, but is likely to run riot educationally. If you can give your boy or girl a solid foundation educationally as well as vocationally, you will have done as much as can reasonably be expected in any scheme of education.

Miss Marshall: I would like to ask if we have not already accepted specialization along the line of the professions, and why is it any different, when we come to industrial education? We do not feel that training for a profession interferes with a liberal education beforehand—I do not want anything I may say to be construed that way—but I do not see why we should not give specialized education for the trades as well as for the ministry, law, medicine, teaching, or anything else.

Dr. Bernstein: I may again draw from my own experience with regard to one particular class of children, the orphan girls. I have had a somewhat disappointing experience with three of my girls taking up a specialized trade, sample mounting, in a well-known trade school in New York; we found it to be a hopeless, blind-alley occupation as compared to occupations pursued by my other girls who had received a broad and comprehensive vocational foundation. In my judgment, any kind of trade which either depends on seasons or which is so specialized that the ordinary institution,—even though as liberally endowed as these two colleges,—could not properly provide for it on the technical and occupational side, is out of place in a child-caring institution of elementary and high school grades. Our foremost consideration should be to give our orphan children a broad, solid, comprehensive vocational basis, so that they will be able to get along properly, in spite of shifting industrial conditions, an education comprehensive enough to enable a girl, if she so desires, to take up sewing or dressmaking or domestic science or commercial work. In other words, I am an advocate of the pre-vocational type of education in a child-caring institution, rather than of the specialized trade instruction which frequently has proven anything but a success.

Miss Marshall: There is just one thing I want to say, because we have had some of Dr. Bernstein's girls.

Dr. Bernstein: Many years ago.

Miss Marshall: And it is only fair that I should have a chance to say that the girls placed in the sample mounting classes are girls about whom or for whom Dr. Bernstein—I don't mean him personally—could talk broad, general educational foundation from now until doomsday and it would make very little difference. Some girls who enter the trade school are so incapable that if we can get them to take even the sample mounting trade —which I agree with Dr. Bernstein is more or less of a blind alley—it enables those who would otherwise never amount to anything and who would have to be cared for entirely by charitable institutions, to at least contribute something towards their self-support; and in the institution with which I am connected no girl is ever trained for sample mounting alone unless she proves incapable of learning anything better. Most of the girls take sample mounting only as a preparation for entrance to what we call novelty work, that is the making of a high grade of fancy cases, lamp shades, and so forth.

Dr. Bernstein: I take great pleasure in informing Miss Marshall that those three girls in the meanwhile are pursuing quite profitable occupations along other lines, after they dropped sample mounting as a trade.

Professor Hart: I am glad to attend this Conference, inasmuch as I have been in the vocational profession only a short time. Perhaps something might be contributed to the discussion by a brief account of a great school with almost unexampled resources and opportunities, which is undertaking to teach trades to both boys and girls—I mean Mooseheart. For the idea of Mooseheart is that its students, when graduation time comes, will be ready to support themselves by the labor of their hands, combined with the labor of their brains.

A word or two, therefore, as to this very unusual foundation. The great fraternal order known as the Loyal Order of Moose, having between four and five hundred thousand members, came to the determination about three years ago to establish an institution for the dependent children of its members. Every member contributes one dollar each year; and there was in the hands of the Board of Governors last year about four hundred and twenty thousand dollars, to be applied according to their discretion. They are not a law unto themselves: their duties are laid down by the government of the Order; but they have the opportunity of drawing up new specifications of their own from time to time, going to headquarters and seeing that they are enacted—a very comfortable system.

That institution, possessed of what is equivalent to the interest on ten

million dollars a year, and every prospect of that sum for many years to come, is undertaking to receive dependent children, some of them orphans, some half-orphans, some having both father and mother alive. They are received on various conditions, many as an entire charity; in other cases where the father or other relative is able, their board is paid or is partly paid by that parent or relative. The purpose is that those boys and girls shall learn to work with their hands.

What are we able to do in this direction for the girls? You must remember that this school is a new one, that its organization is by no means perfected, and that one of the great problems upon which we are now working is its educational future. The girls have some employment in the light housework of the institution, though not the heavy work. Some of them have outdoor employment. An institution connected with Mooseheart, or rather part of the institution, is a nursery which furnishes a great deal of light work, in which young children can participate. It is the method of the institution, as soon as a child is able to earn anything, if only one cent an hour, that those earnings shall be credited upon the child's account; which may ultimately come back in money, or may be used in a reduction of board, or for other purposes.

The President: This is not a day nursery, it is an horticultural nursery he is talking about.

Professor Hart: There is also a day nursery, because some of the children are less than a year old. A place in which many of the older girls are now employed is the printing establishment. Everybody knows that thousands and scores of thousands of women are employed as typesetters and in other ways in printing offices; that is a tolerably well paid vocation, a life vocation and a very respectable vocation. We have therefore built, under the management of a highly practical printer, a shop on our own premises; and the expectation is that both boys and girls, particularly the girls, shall be employed in that trade. It is perfectly certain that when those girls go out of that school, those who have taken up printing can earn a livelihood.

The main difficulty which we encounter and which any similar institution will encounter, is that success on a moderate scale does not insure success on a larger scale, and the Governors of Mooseheart have grand visions of five thousand children, in one institution; the Lord forbid that we should do this on such a wholesale scale—I am speaking, perhaps, from the point of view of the good minister who attended the dedication of the children's hospital and said: "I am sure that the Lord will fill these little

beds." [Laughter] Nevertheless we do expect shortly a thousand children. We are getting on very well with two hundred and fifty and they have a beautiful outdoor life on a great estate of a thousand acres. I have never seen a body of institution children under conditions that seemed so nearly like those of a good, comfortable, country home. Two hundred and fifty children or probably five hundred, very likely a thousand, can keep up this life; and up to that point we undoubtedly shall succeed in giving all the children some helpful outdoor vocations: for the boys farm work and other trades; and for the girls, the printing side, and so forth. When it comes to finding kindred trades for the additional children, it is more difficult. One caution I wish to suggest for any institution that tries to utilize its own labor. We have no difficulty in selling all the products of our printing establishment, partly because the Order makes use of it. The men who founded it have been heads of labor unions and we have avoided the labor troubles which beset some similar institutions. Every institution which undertakes to market a product made by child labor on a profitable scale will sooner or later have to come to an understanding with the labor unions. They are perfectly willing that young people should be trained to meet that opportunity.

We have a working arrangement with the builders' unions of Kane County, Illinois. Labor is very highly organized in the neighborhood of Chicago, which is about thirty miles from our estate. They will accept the training of boys in our school as being "apprenticeship" in the union sense, provided we assign wages according to the union scale, such as would elsewhere be paid to apprentices. We hope thus to avoid difficulty and at the same time to make our students eligible for Union cards.

I am here not to teach, but to learn. If I can contribute anything from the experience of an institution still young, still inchoate, towards the great problem before us, I shall be pleased. But I shall be still more pleased with what I expect to learn from the discussions to which I have already listened, and those which are to come.

The President: The last speaker is very happy in being able to speak in the early stages of his experiences. I learned many years ago, when I was secretary of the Minnesota State Board of Charities, that I was a good deal more confident of some of my experiences then than after I had been there fifteen years. We have forty minutes for the Round Table Discussion.

ROUND TABLE DISCUSSION ON THE SCOPE OF VOCATIONAL TRAINING FOR GIRLS

Miss Mary M. Mitchell, of the Trades School, Philadelphia: I feel that if Dr. Hart is here to learn, I am here with every pore in my skin, a pair of eyes and ears, for I am learning so dreadfully much. Miss Helen Fleisher and I last winter ran two sewing rooms separately, and later in connection with the Emergency Aid of Philadelphia. In all, we had between us nine thousand cases coming to our rooms for relief, women ranging from fourteen to thirty-five or forty, mothers of families, and girls who had last winter begun in factory life, who had never worked before, who had tried to work and been "fired," and we found that in not a single case had one of those women or girls been trained in any possible way for any kind of work in factory, workshop, or store. Those girls had all tried to work and not one of them had the slightest bit of training. Supposedly all girls acquire some training in cooking or sewing from their mothers, but not one of them had practically ever held a needle in her hand before we taught them to make shirts and to sew straight seams. We found that the exceptional girl who had a little higher intelligence, who might possibly have gone to "college," sorted herself out from among the others, and we were able immediately on teaching her some small thing to get her a job. In no case where the girl was other than an exceptional girl could we get any kind of position for her.

Dr. Godfrey: One thing I have not heard mentioned, though I have been waiting for it, is the bringing out of what is being done in the public schools. In anything that is to be done I believe it is tremendously important to fill up gaps rather than to duplicate anything already being done, and being done so well in so many cases, as, for example, it is right here by the public schools of Philadelphia. This is a matter which, in any discussion, should come into consideration. It is an important economic question which appears in a great many cases. What is the gap not filled by the public schools and how can a foundation, under the limitations set down, fill that gap? And in such a consideration, the tremendous existing force of the public schools must be considered, I believe.

Dr. P. P. Claxton, of the Department of Education, Washington, D. C.: Dr. Godfrey spoke of the thing I was going to ask. I was simply going to ask the question: Why, in Philadelphia or New York City or anywhere else under normal conditions, should institutions such as we are consider-

ing attempt to do the whole thing? Philadelphia has public schools, elementary and high schools, open, paid for, supported for all of the children of this community, and I am quite sure that it could be easily arranged that children coming from other parts of the state might have equal access to these schools and get the cultural things that ordinary children, who are unfortunate enough to have their parents still living, get, as they get ordinary education from the public schools.

The schools of Philadelphia are open nine hundred hours in a year. If children are never tardy or absent, if they attend every day that the schools are in session, counting out—or if you would count in even the holidays, they are in school only nine hundred hours. If the institutions in which children are, where their living is provided, where their home is made in place of the one of which they are deprived because of the fact that they are orphans, would give an equal number of hours to the things pertaining to trades, whatever they would care to prepare them for, the great problem of home making or whatever it may be, it would be still only eighteen hundred hours, leaving more than two-thirds of all the child's time within the year for play, for recreation, or other things; and I believe you will find the solution of this problem in the most economic and efficient way along that line.

Then you will not forget that there are other institutions, other agencies of education already established and that the orphan child, with its home within the limits of Philadelphia or any other place in the state of Pennsylvania or anywhere else in the country, unless it be a small village or country place to which the children are brought in large numbers out of proportion to the children living there, will find the effective supply of his vocational needs along the line of taking advantage of the agencies that already exist and receiving whatever else may be under such conditions as may prove best. I was delighted that Dr. Godfrey asked that question and I was hoping it would come into the discussion, why the orphan should be deprived of all agencies already existing for him simply because he goes into the cottages or somewhere else for sleeping, instead of living with his parents in a house two blocks away.

Dr. Arthur D. Dean, of the New York State Education Department, Albany, New York: If I had eight million dollars and the opportunity of writing a will, I should like to place this money in the hands of a board of trustees for the single purpose of discovering a type of educative process for the personal and vocational training of girls to meet the new economic, social, and industrial status of woman. I would keep in mind that we are

only at the beginning of a new conception of woman and her work. The girl of whom we are talking will be educated only as she is master of herself and master of her job: master of herself in the sense that she must know her possibilities as a woman of splendid health, of personal power, and of a genuine poise; master of her job only as she is fitted for a God-given motherhood and a community-given vocation. These are the two lines—with their double purpose and training—which we have constantly met in our discussion. On one side we have had Doctor Bernstein who makes a strong and righteous plea for the personal training, and on the other, Miss Marshall and Miss Kennard who have plead for specific as well as general training. We must remember that women are going to work. They have always worked, but their entrance into the factory and the store—away from the home—is significant. Woman is neither a slave nor a doll. No longer is she the "woman who spends," but rather the woman who produces. Stand any day before the gates of a textile mill or a shoe factory or an electrical shop and you will see the force of this statement.

Before my eight million dollar will was carried into effect, I should like to see an investigation of the vocations upon which girls might enter: an investigation of what women are doing; an investigation of what vocational schools are doing to fit women for positions. I should like to have a study made of the possibility of a course of study in home making which would be more inclusive than the present courses in our schools—in fact, a study of how to prevent the girl from taking up unskilled and unprofitable work by preventing her from doing the wrong thing through preparing her to do the better thing. If we ignore the fact that these girls are to go to work and if we fail to fit them for the work, it is but natural that they will fall into the thing which is at hand.

Miss Bertha M. Stevens, of the Cleveland Foundation Education Survey, Cleveland, Ohio: I am now preparing a report on commercial training but it is rather from a previous experience that I want to speak. I have been for seven years director of the Girls' Bureau in Cleveland, an organization which covers an employment bureau, a department of research, and a summer camp. The Bureau is concerned with all wage-earning girls, but its contact has been very largely with industrial workers.

The point I want to talk about relates to what has already been said in regard to the industries. We have come to this city to consider the best use for two great bequests which clearly show a desire to promote the occupational training for girls. Is it too much to hope that these funds

may find answers to some fundamental questions about girls' training which wage-earning girls everywhere, in institutions and out, may profit from?

For one thing, we want to know the whole field of opportunity in girls' work in a more thoroughgoing way than it has ever been known; not in the industries only, but in all occupations that draw upon girls, and we should know in what proportions girls are demanded in various lines of work. Only from this knowledge can institutions, public schools, or any other agency plan intelligently what special training to give.

The question was raised, after Miss Marshall's paper was read, whether girls who can be given the advantage of several years of education would consider it worth their while to go into the industries, and I think Miss Marshall replied that some trades are distinctly profitable. It has indeed been the whole ideal of occupational training up to this time to concentrate upon training for those occupations which pay best as well as those which have in them the greatest amount of "teachable content." Those of us who are familiar with girls' work know that wages for skilled workers in the industries are likely to compare favorably with those of girl clerks in stores or of office workers. But we know that the numbers of persons in this class are only hundreds as compared with the thousands who are doing nearly mechanical work which does not require special training, and which is neither worth much nor paid much. But profitable or not, this is the work which industry offers to the great majority of its girls, and which they from wage-earning necessity must accept. And the question of wages is a separate problem.

So the broadest question of occupational training, one which is to affect all industrial workers, is not a question of the profitableness of occupations. It is a question no one has ever answered, and yet it is one that we have to face. It is a question that perhaps the public schools should take care of, but the trouble is that the public schools have not the money or the freedom for experimentation that private organizations have. We need to know the real nature of industrial occupations, no matter whether they require special training or not.

Someone must find out this thing. Several years ago a book was published which is the only one which, so far as I know, has ever attempted to do it; but, while it makes a contribution in its statement of the problem and gives important light on various phases of it, it seems to me very far off from what we want now. This is Miss Josephine Goldmark's book, "Fatigue and Efficiency." It gathered together from many sources,

including well-known physicians and research and social workers as well as industrial employes, opinions and reports on what industrial work does to people. It touched upon such matters as monotony, noise, complexity, rhythm, and speed and certain physical conditions inherent or unavoided in some kinds of work. But a thorough scientific inquiry based upon study of process and worker, in which opinions and scattered items of testimony have no part, has never been made.

Thousands of girls in our cities will go into industrial occupations each year, and if the institutions refuse to educate girls for them because doubtful of the occupations' fitness, then the institutions will be but side-stepping the problem. The places will be filled—if not with these girls, with others. And until we know what is in work, skilled or unskilled, we have no facts on which to base legislation regulating hours of work; or on which to promote alternation in kind of work so that strain or monotony can be relieved, if need be. We do not really know if certain occupations are better or worse than others from the standpoint of mental or physical effects; and we can not tell which occupation is more or less adapted to the individual in question.

We do not know whether the repetition of the same mechanical movements, time upon time, hour after hour, year after year, does any harm to the worker. It is possible that there is no element of strain in it; that it demands no thought and little attention or effort; that the freedom it may leave to the worker's mind is education's opportunity. The less requirement for special training an occupation has, the more empty and mechanical it probably is; and just to the extent that an occupation fails to provide interest and initiative to a worker, it is education's responsibility to supply them to her. How is education going to do this when it does not know the occupations? How can it know what sort of general education or continuation school courses it should include?

As yet, we do not know whether we have a right to ask industrial workers to attend continuation schools in the evening; we do know, some of us, that many a girl has a desire to do so if the school will only give what she wants. We do not know how much industrial workers are tired with their work, or in what way they are tired. We do not know whether some sort of physical recreation may not in some cases be the most necessary supplementary thing.

Until we accept full educational responsibility for all industrial workers, those who are to go into work requiring special training and those who will not, we have not faced the big, broad, fundamental problem of occu-

pational training for the majority of girls. We need to keep this point fixed in mind: that the girl who is to become a wage-earner very young has the same right to development through education that other more favored girls have. We make a balanced academic course, but our tendency is more and more to narrow the education of those who must go early into the wage-earning field and who will be the ones least likely to find development in their everyday surroundings.

Mr. C. B. D. Richardson, President of the Home for Orphans of Odd Fellows, Philadelphia: Professor Hart said here today that the Order of the Moose is supported by four hundred thousand members; I might say that the Order of Odd Fellows has over twenty-five hundred thousand members supporting works of charity. We have homes in nearly every state in the United States. The home I represent is located in Germantown, a part of the city of Philadelphia. We have there today thirty-eight girls and about the same number of boys. That work I have been connected with for over thirty years, and a great point in my mind was the value obtained by our boys and girls in the public schools, because the public schools of Philadelphia give better education than any charitable institution.

The question we had brought before our committee on education was that of technical or vocational training, and they reported back to me that the city of Philadelphia, with its new school system whereby one-third of our taxation goes to the support of the public school, through the Board of Education has now taken up the question of vocational training, and we thought it better, at present, to have it worked out on that plan than in our own home. But after an experience of so many years, our first thought is to educate the child up to fifteen by public education, and after that take up the question of vocational training. It seems to me you have got to take up each child in your home and know exactly what its thoughts are. If he is a brilliant child, give him a good education. If a girl wants to become a dressmaker, try to lead her in that; if she wants to practice domestic science, lead her in that.

It seems to me these two institutions, Ellis College and Carson College, ought to take up the question of educating those girls by special teachers in that class of work, because the great thought is that every boy and every girl should know something and you must first know exactly what their inclinations are before you can undertake to lead them into certain lines of work. We had in our home two or three brilliant girls and we thought the best thing to do for them was to give them a good educa-

tion. Two girls we sent to the Philadelphia High School, and one of them is now a teacher earning, I think, $65 a month, and the other graduated in June and delivered the valedictory. She was so brilliant that she won a free scholarship at the University of Pennsylvania. So we felt that there was one girl whom we might call a brilliant girl.

I understand that this Conference is more for the purpose of instruction or presenting ideas to the trustees of Carson and Ellis Colleges. It strikes me that in vocational training it is a good thing to know exactly how you shall teach all of the girls that go to that school.

The matter of printing, of teaching, of typesetting, and all those things are special lines of business, but you want to get more for the general line, which we all fall into. Of course a girl to make a lawyer would have to come in the brilliant line, and the same is true of medicine. It seems to me you must lay out the lives of the children under your charge and try to know what the majority of them would like, and get teachers who can instruct in the various occupations of their inclinations.

Mrs. Edwin C. Grice, of the Home and School League, Philadelphia: I wanted to speak to Dr. Dean's suggestion, that women are already out in this great world. I feel that this is apropos of the discussion: Last winter we had a certain religious campaign in this city, and in that campaign was formed a business woman's committee. I happened to be chairman of that committee, and for the benefit of the Philadelphia people here let me tell you that between Fifteenth Street and Third Street, and between Walnut and Race, we touched over fifty thousand girls in the business world. I do not mean that we received their names, but we met them during those four months. We met them at conferences every Monday evening, seven and eight hundred and sometimes a thousand of them at one time. Those girls were in many cases practically unprepared for the business world. I think that drew me here today more than any other experience I ever had.

Dr. Claxton makes a strong point that we have our public schools; but this that I state is also a fact, that at least 99—I should say 100—per cent of those fifty thousand girls were public school products. It seems to me somehow a challenge to our schools, Doctor, that any such great group anywhere in our country should be able to pass through our schools and leave them for the business world so untrained and unfitted for the life they are expected to enter.

I do hope that Ellis College and Carson College will consider most care-

fully the question of training the girl for the business world in ways better than has been done heretofore.

Mr. George Vaux, Jr., Trustee of Carson College, Philadelphia: A question was asked by Dr. Claxton and as nobody seems to have answered that question, I hope he will amplify his thought a little for the practical benefit of the trustees of the Carson College. Mr. Carson provided in his will that education equivalent to a good common school education should be given to the girls in the institution. Now what should be our relation to the public school in Flourtown, which is located perhaps within two hundred yards of the site of Carson College? What mutual relations Dr. Claxton, would you recommend between the public school and Carson College so that both might be improved and without duplication?

The President: The school at Flourtown has about how many pupils?

Mr. Vaux: I don't know, but it is a rural public school, a modern building, built within five years, I should suppose from its outside appearance, and has six or eight rooms.

Dr. Claxton: How many inmates will you probably have in Carson College?

Mr. Vaux: That is one of the questions we hope to find out.

Dr. Claxton: I intended only to ask a question with the hope that the discussion might go somewhat along that line, because I have never seen why one agency should undertake to do the work that another agency had been prepared for. I am perfectly willing to admit the implication of Mrs. Grice's question in regard to the character of the public schools; maybe they do not do just what they should; if not, it is more important that we should find out what they should do for all of the children than that we should find out what to do for one per cent or one-tenth of one per cent of the children of Philadelphia who may be in your school. If, by any means, you can help the public schools adapt themselves better to modern conditions, remembering that if a school system is perfect today, it may be out of harmony with life tomorrow, because life changes and education must be constantly readjusted to it; if the children should attend the public schools, made as good as they may be made, readjusted from year to year, always based on the best principles of education, attending all of the hours that the schools are in session, you would still have opportunity in Carson College, the place where the children will live, for trade education for any kind of life, and industrial education in addition to that which the public school gives, finding what the public school gives and then supplementing that by your work in the

college. I would like to call attention to the fact that children may attend school every hour that the school is in session and still be in school only nine hundred hours in the year. There are eighty-seven hundred and sixty hours in a year, and if a child should sleep ten hours a day and should work at some trade or some list of trades or at the fundamental principles underlying those trades, directed in the school or in the home for as many hours as at present engaged in the school, it would still have thirty-two hundred and fifty hours outside of its sleeping time, the time it attended school and the time it would be directed at some trade or industry in the home. It would have that many hours for recreation, play, and other things. Of course the home would provide for that too.

The time was when the home supplemented the school much better than now. In our pioneer life, in our village life, in our open country life, boys and girls worked on the farm and in the home and got a full round of occupation of various kinds under more or less intelligent direction. They were trained at the school and found there a supplementary agency to their home work; and the school was only supplementary, it lifted their home experiences to a higher plane, interpreted them, reasoned inductively from these organized experiences to the general principles from which they could reason deductively to their practical application—becoming intelligent because taught in school about the work of the home. Why can not an orphans' home, with more money in proporton for each child than the average home has where the parents are still living, under the direction of well-taught, trained teachers, do for these children what the old time home did in our pioneer life, when every home was an industrial establishment and girls could work with their mothers?

If you can find a means of doing that, you can do immensely more than is possible by attempting to destroy first of all the agency already opened to these children as it is to others and attempting to re-establish it on a different basis and spending your funds on the school in the orphanage. For some institutions that would not be possible; I daresay it would not be possible for Mooseheart; it would not be possible for a school that is practically an orphan school for the city of New York up near Dobb's Ferry, because there the school facilities are not sufficient, but in a great city like this or any densely populated community, where the school facilities are sufficient, a few children coming from these homes would make practically no difference. That would solve some of the problems Miss Marshall brought up because you can give attention to trades, industries, whatever you will; and I can see how the orphans' home could

make some kind of arrangement with the various establishments in the city, carrying out the Fitchburg or part time plan, directing them for a certain number of hours a day, or through the vacation directing them at home about the things they do during the day, and in that way get the very best possible results out of vocational guidance, because if the child can go through the elementary school and the secondary school up to eighteen and at the same time have direct observation and teaching in the college, by that time the teachers in school will know what that child can work at best before going out into life.

I was only for directing the thought along the line that the orphanage should not be a thing apart from the world or a place merely to eat and sleep but, in the real sense of the word, a home, to which the school is only a supplementary agency: the home, rightly conducted, is the most important agency of education; the school lifts it to a higher plane, makes it more intelligent and intellectual; can not your orphanages do that?

The President: The chair would remark that the New York public school board are maintaining schools, carrying them on with their own teachers, at an institution twenty miles north of New York City today.

Miss M. Edith Campbell, of the Schmidlapp Bureau for Women and Girls, Cincinnati, Ohio: I thought it might be interesting to know that four years ago in Cincinnati the House of Refuge, then supported by municipal taxation, applied to the Board of Education to take over the teaching force. The board was at that time composed of twenty-nine members and over a third, nearly half, were desperately opposed to using any of our funds for the teaching of these incorrigible children, saying that the public school system had no responsibility for such a class of children. Today we are controlling the educational part of that House of Refuge. The Board of Education now is eagerly looking toward that as being likely some day to make one of its best demonstrations.

May I say, so long as we are making our wills this afternoon, that if I had the eight million dollars, I believe I would like to see it go, not for experimental work such as Miss Breed and Miss Marshall have spoken of, but that the trustees of these great funds might see to it that this eight million dollars was not wasted on individual experiments, but by their incessant interest, such as Mr. Mallery has given to the Public Education Association, and Mrs. Grice to the Home and School League, they might bring it about that the public school system of your city should do the same for its normal child as you are going to do for your orphan.

Dr. Reeder: I did not want to speak so much on the point of the schools

in question as to extend this point of view that Dr. Claxton has presented —I see no reason for so much duplication of educational agencies, or why an institution starting now should undertake to furnish all this vocational training we are talking about; in fact we almost get bewildered when we begin to talk about vocational training.

There are something like four hundred different trades and over nine thousand vocations of one sort and another in the United States. It is extremely difficult to find what is basic in all these, but life discovers itself to the child when he gets into it. I am not half so much concerned about what these foundations are going to teach, or what any other institutions undertake to teach, as I am about their attitude towards the child. I want them to get behind the individual child and stay with him until they see him through and ready to make his own way in life.

I see no reason why this institution will not function in a larger and broader way if its point of view is not limited to an institution made up of buildings, grounds, and so forth, but rather centered upon the dependent child whom it can help, and just as many of them as possible. Now speaking of the work at Hastings, in just a word, we are getting more help out of the community at large, so far as I know, than most any institution because we are using the community to a larger extent. We have at the present time children scattered all over this country whom we are behind to see them through. This year we are represented in the Boston School of Domestic Science, Amherst College, Cornell University, New York University, the University of Nebraska, Kansas State Agricultural College, and quite a number of high schools.

These boys and girls scattered all over are ours; they have passed beyond certain institutional age limits which, however, we do not regard. We consider the individual boy or girl. We are helping some to the extent of $25 a year and some to the extent of $250 a year. Our point of view is the child, all the time. We are using the University of Nebraska, —it belongs to us so far as this child is concerned—and Amherst College, and the Nurses' Training Schools.

It is simply impossible to do in one institution at some particular place all that ought to be done. Several of these boys and girls who are out, especially those in high schools, are making their own way. They are earning from five to eight dollars with the privilege of high school attendance. If a girl has a dentistry bill of twenty-five dollars or has to have a winter coat and hasn't the money to buy it, she lets us know and we furnish the coat and pay the dentistry bill. Our function is to help these

boys and girls wherever they may be. It is unnecessary for us at our place to attempt to establish a complete school of this, that, or the other kind, so long as we can use the schools already established.

The President: Your boys and girls that are in college—how much are you spending on them a year?

Dr. Reeder: It runs all the way from $65 to $300: $300 is about the limit.

The President: That is a little more than it would cost to keep them at your place?

Dr. Reeder: It won't average anything like as much as it would cost to keep them at our place, and certainly not as much as it would cost if we undertook to furnish in our own institution the training they are getting in these special schools.

The boy in the agricultural college when discharged from the Orphanage didn't want education; he went out on a Kansas farm and after three years he decided to obtain an education and undertook to work his way through college. He asked for help and we extended it. In the administering of our means to these boys and girls I think we are rendering a larger service than if we undertook to provide their entire training within the walls of a single institution.

Miss Kennard: I just want to add one word because we have gone all around the subject. I think possibly the principal point that is left in your minds from what I had to say about general vocational training is that the home is not self-supporting. It does not matter whether you believe that or do not believe it, provided the statement has answered the question whether general vocational training for girls is as important as home making, and that the two together must make a major proposition.

In all general discussions of vocational training we have quite a long time devoted to vocational education for boys and then the vocational education for girls comes as a little addendum, which is put in with the idea that it is not going to last very long and doesn't need to be very strong; and all I would like to give as my contribution to this Conference is the thought that it is a serious matter to those girls and women who have been found in the trades and in other unstandardized occupations; so serious that it must be given a very large amount of time instead of very little.

Dr. L. D. Harvey, of Stout Institute, Menomonie, Wisconsin: I believe these two colleges could render a very great service to the public school system, not only of Philadelphia and Pennsylvania, but to the whole country, if they would work out and administer a well-organized course of

vocational education for girls from twelve to sixteen years of age. In the public school system, and outside of it, much is being said about vocational education, but little is being done. We are establishing the continuation school to take boys and girls at or before the completion of the elementary course of study, who have left the public school, and are trying to do in this continuation school in a few hours per week what could better be done in the public school with more hours per week.

Seventy-five per cent of the school children of this country leave the public school at the completion of the elementary course of study, or before completing it. Not more than one-third of this number is compelled to leave from necessity. This means that one-half of our total school population is getting very meager education and withdrawing from school as a matter of choice. They withdraw because the work does not appeal to them. They do not think it helps them to earn a livelihood. The public school system does little to change the view of this 50 per cent of the pupils of the public schools and of their parents. If the public schools knew what to do, and how to do it, and conditions under which it could be done, to give this 50 per cent some vocational training would mean much to the people of this country.

The institution that can develop this work, showing how it can be made effective, demonstrate conditions under which it can be worked out, organize courses of study, correlate these courses with the industries, and aid in placing pupils when they complete the work of the institution, in the industries, will become a model for the public school system in its effort to incorporate this phase of educational work in the present system.

The President: In a little over two hours, we have had two papers and nineteen speeches, and I wish again to thank the speakers for their extraordinary brevity. I have not had to stop anybody and scarcely anyone has talked more than five minutes. The paper which was read by the President this morning and which was put in the printer's hands this morning is ready for distribution. You will understand that this is simply a proof; I didn't read any of it so there are some errors in it, but it is at your service for what use you can make of it.

Wednesday, October 13, 1915, 8 P. M.

III. THE COÖRDINATION OF VOCATIONAL WORK FOR GIRLS

The President: The plan of this Conference involves devoting about one-half of the time to free discussion, largely on the round table plan. This evening's program, however, calls for a series of set addresses bearing upon the subject of the coördination of vocational work for girls. The first speaker will be Dr. P. P. Claxton, Commissioner of Education, Washington, D. C., on

THE NATIONAL SIGNIFICANCE OF THE CARSON AND ELLIS FOUNDATIONS

DR. P. P. CLAXTON, Commissioner of Education, Washington, D. C.

(Stenographic Report)

That every child among us, regardless of condition, of economic condition, of social rank, of race, or creed, shall have an opportunity for that kind and quantity of education which will develop to the fullest extent its possibilities of manhood or womanhood, prepare it for the duties and responsibilities of citizenship, for full, joyous living, and for making an honest living by some intelligent skill and labor, has come to be considered among us the most important question of church or of state or of society.

It is for that reason that we are giving every year larger amounts of public money for the support of public schools of one kind or another. It is for that reason, also, that wealthy men of ability are giving more and more each year of their accumulated wealth for purposes of education. It is for that reason, I take it, that the people of this good city of Philadelphia and state of Pennsylvania have given so largely for those who otherwise might not have quite so good an opportunity as the masses of children, those who are unfortunate enough to have lost their parents, or are otherwise unable to take advantage of the opportunities for education and get the best out of life.

You have here a remarkable event or condition: the fact that you have more than thirty schools in your midst for the education of exceptional children, chiefly those of one class, different from other children only in the fact that one or both of their parents no longer live. They are otherwise normal children, and I think we shall want to discuss the question from that standpoint. They are not necessarily very poor children; they are not necessarily incorrigible; they are not necessarily vicious or defective; they are simply the ordinary children who might otherwise be in our public schools. You have here, I am told, twenty million dollars—twelve million in round numbers until now, and these two bequests to go into operation under the wisest possible administration in a few months or years, making in all about twenty million dollars.

What shall be done with it? It is a question of national significance, and I think you will be able to do some things here in which the whole nation will be interested. First, if you can bring about a co-operation between these two institutions and the other institutions already established; they are all for one purpose; they have been established largely without reference to one another. Possibly in these two last cases one man didn't know that the other would give for that particular purpose. In his will, each has left money and left it to be administered according to his idea, either very freely or according to a very limited notion of education for children of this class.

Can you bring it about that this money shall be used to the best advantage just as we are trying to do, or should try to do, with public moneys? This country is rich. No other country in the history of the world has been growing rich with such remarkable rapidity; but we are still conscious of the fact that with all the funds we have we are unable to support schools or any other educational agency for the kind of education which all of our children should have. In fact, this idea of educating fully for all of the duties of life and for responsible citizenship and for good and joyous living, is a new thing in the history of the world. Therefore, these funds should be used to the best advantage, in the same business-like way that you would use funds for any other purpose, not duplicating work, not leaving gaps unfilled because of lack of co-operation. It will be a thing of national significance, one that will be of very great value to other places if you can work out an intelligent, helpful co-operation among these two institutions; and second, if you can work out the helpful, wise co-operation between these schools, these great endowments and other educational agencies which you already have. I can see no reason, as I said this

afternoon, why these children otherwise like other children, not defective in any respect, but who simply have lost one or both parents, should be considered as unlike other children.

Already there is in this community as in most other communities in the United States a feeling that after all restrictive institutional life is not necessarily the best for children of this kind or of any other kind; for that reason there is a growing desire to place orphan children in homes so that they may live under more natural conditions. Therefore I should want to make the institutional life as little as possible and the ordinary life like that of other children as large as possible; and that is what I had in mind this afternoon when I suggested that there should be co-operation between these institutions and the public schools of communities in which these institutions are located. Why should not these children attend the public schools? Why should you not help to make the local public schools what they should be?

The income of all these institutions will be something like eight hundred thousand dollars a year—of these two institutions it will be approximately three hundred thousand dollars a year, and as has already been said today, the number of children to be taken care of and educated in these institutions is not likely to correspond to the income from these endowments. Why might not twenty-five or thirty thousand dollars a year of this three hundred thousand dollars income be used to help some school out in the village or suburban town in which the institution is located, to make itself a little more ideal, to make the kind of public schools that you should have, and let the children attend these schools and mingle with the other children as though their parents were still living? I think there is a real value in our democratic public school system in which children of all kinds, regardless of wealth or poverty and all other conditions, mingle together freely. That is a part of their education.

Again, there is an opportunity here, I think, to work out a plan of home education; to supplement—I use that phrase here—to supplement the school education of these children. This afternoon I said the purpose of the school was to supplement the education of the home. You have an opportunity to make as nearly as possible an ideal home for the children who live in these institutions. Parents of the children, if living, might not be ideal parents; they might not be as intelligent, as virtuous, as much interested in the development and welfare of their children as they should be. They might be poor and have to give all their time to earning

:he necessities of living—food, clothing, and shelter. The mother might ɔe away from the child practically all day, but with these large foundations you will be able to make as nearly as possible an ideal home. I think you have an opportunity of showing just what may be done to make the home life, the institutional home life, of the children ideal, to supplement the school life.

If the child goes through the elementary schools during the twelve years of its school life and could have that education supplemented in the institution by vocational education which may not be had in the public school —by a richer kind of home life than it would have if it lived on the water front streets or back alleys of our cities—you will thereby be able to show to the country a more healthful kind of co-operation than is now carried on usually between the public schools and the homes of the children.

I would suggest that it is possible that these institutions need not all be at one place, I mean all the money of one foundation need not be expended at one place. Why should not Carson College have its central place and a number of other places supplementary to it? Why might it not be at half a dozen different places about the city of Philadelphia, if the will will permit (and I have seen nothing in the will which seems to make that impossible); and build your ideal homes on the cottage system, two or three or four cottages at a place, and located in such a way that you may more easily co-operate with the industrial and economic life of the communities in which you are?

Then you will have an opportunity for working out another co-operation, one in which I am very much interested, in the public schools of the United States. Definitely, the United States Bureau of Education, and I as its commissioner, have set to work to bring it about that all the children shall have high school education from six to eighteen, to prepare them for life and citizenship and for a fuller kind of living and more intelligent citizenship than is possible if they leave school at fourteen; but that is not possible unless we bring about a better, more intelligent kind of co-operation between industrial life and society on the one side and the school on the other, so there may be some kind of part-time education, so that boys and girls attending the schools may also work intelligently at some useful, productive occupation in which they are consciously helping to make their living.

I believe that is the very best possible way to get the right kind of education. I doubt if those children can be educated to the best advantage

unless they do some useful, productive work; unless they do something in which they find a need for a certain kind of knowledge; something in which they find a challenge; something in which questions are asked; something in which they can feel the joy of production; something which will give a result a little different from that of a grade written on a piece of paper to be sent home to their parents probably at the end of the year, and something in which they will have their knowledge tested in some other way than by what they can put on an examination paper.

I said this afternoon that in our pioneer life there was an opportunity for such training as we do not now have in our cities, where our industrial life is more complex, and the factory system of production differs very much from the old time village and country home production; but you can reproduce those former conditions to some extent, and at least you can find means by which the children may work; and half the time probably two children may match, one against the other, holding one job throughout the year. By doing that, it would be possible to bring about a better kind of vocational guidance than we can find, I think, in any other way. It would be possible for you to do this if your institutions were divided and your children were not all living in one place. You can put them at one place where it would be possible for them to co-operate or work, in this way, with certain kinds of industry, and at another place where they can work with certain other kinds of industries.

Then another thing I need say very little about; I left it for the last because it was stated so definitely this afternoon by President Harvey. It is the thing I had in mind as most important to say this evening: that you may help develop a scheme of education to show to the world what a public school ought to be. Some of your children, half of them for instance in an institution, might attend the public school; the other half might remain at home and you might work out with them a type of vocational education and cultural education combined, as nearly ideal as possible. You have money enough to expend large amounts of money for the education of comparatively few children. You might there work out an experiment on the problem of trade education. You might, for the girls, work on the problem of education for home making, which I believe is the most important phase of education that we have yet to solve. We have done comparatively little for it: it is the one thing that women do, whatever else they may do, that requires most knowledge, that requires a larger grasp of fundamental principles; that requires a power of adjustment that can come only from understanding the principles, the

things pertaining to home making, the food, the shelter, the beauty of the home, the comforts of the home, the attractiveness of the home, the sanitation of the home, the establishment of health and right health habits in children, the guiding them in the forming of their moral habits, the watching of the intellectual development of the children in these first six years—the most important years of all—knowing the things pertaining to the education of children in these first six years and knowing how to co-operate most intelligently with the schools.

Why might you not work out there what has never been worked out, so far as I know, anywhere in the world, the problem of educating women for the most important thing that they must do, the one requiring most knowledge, most skill, most intelligence, the most fundamental and comprehensive type of education—education for home making? If I had eight million dollars, that is what I would leave it for, as Dr. Dean would leave his for another type of education. You have your eight million here and may use it for these things. If you shall attempt to work out these things that I have tried to suggest in these few words, and shall succeed, the nation will look to you and all of its educational life will be richer as a result, both in institutions of this kind for children of this kind, and also in the public schools for the education of the great masses of children.

The President: We have heard of the significance of these two foundations as related to the interests of the country at large. We are now to hear from Governor M. G. Brumbaugh on

THE INTERESTS OF THE STATE OF PENNSYLVANIA IN THE CARSON AND ELLIS FOUNDATIONS

Hon. M. G. Brumbaugh, Governor of Pennsylvania

Mr. President and my friends: It seemed opportune and fitting that I should come here tonight because of the great interest that you have in the proper administration of these remarkable bequests in the interest of girls in this community and in this commonwealth and, in a remote way, in the country at large. I listened to Dr. Claxton's address with a great deal of interest and profit to myself. There are two or three things that I think it wise for us to keep in mind.

In the first place, this is an important Conference that you are attending; it is historic, because it is the first time, so far as I know, in the

history of this country that a group of intelligent, interested people have met to discuss, in a large way, a vital problem relating to education and, in a large way, to the welfare of this community. That within itself would make it worth while for us to come here tonight. The second thing that impresses me is that a great deal of credit should be given to the trustees of these two funds, the Carson and the Ellis funds, because of their willingness to lay this problem openly and frankly and fully before an intelligent community with a view to securing the best guidance possible in the working out of what must be to them, as it would be to you if you were in their place, an exceedingly intricate, difficult, and important duty. I think they deserve a great deal of credit at our hands, and it speaks well for them and for the successful outcome of the use of this fund, that they are willing to take into their confidence all of us who are here tonight with a view of getting, out of the whole judgment of the community, the best possible thought as to this matter.

When a man gives money to a cause as noble as this, necessarily he has in mind two things: he is thinking, first of all, of the thing he wants to do because he wishes to help; the service he wishes to render, the good he desires to do in the community. That, no doubt, is the dominant thing in his soul, and as he ponders over his wealth and over his opportunities he is thinking out, within his own mind, probably on his knees, what is the best thing to do with this money, "Where can it serve in the largest and best way the community in which I have lived?" No doubt something like that moved in the heart of these two men. The second thing that naturally comes up in the mind of a man who entertains such a philanthropic idea as that is, "What agency, what machinery, shall I create in order to carry into effect the purpose which, in such a large and humane way, I have visioned for myself and for the community that I aim to serve with my means?"

Now those two things are entirely distinct; first of all, the thing the man desires to do; in the second place, the machinery which he creates in order to do that thing. A man may have a very great and very good purpose in his soul and he may create very imperfect and unsatisfactory machinery with which to realize it; and no doubt, in some way or other, something of that truth enters into this discussion tonight. In other words these men, possessed of a great and splendid idea, did not quite work out in their wills the form of machinery that would fit the conditions they desired to remedy, and you have been called here, at the request of these trustees, to help to solve that thing. In other words it seems to me

that the thing we want to think about is not a revision of the purpose of these men—that is sacred to them—but the machinery which they may have created in their wills; that is a thing that we can discuss in a kindly and friendly way, even in their absence.

I have thought, and I have thought very frankly, that if it were possible to do so there might be on the part of the Commonwealth some legislative machinery by which the good intentions of men who give in a large way to some beneficient purpose shall not be lost or negatived or impaired by reason of a change in the social and economic conditions after this provision has been made.

There is scarcely a large bequest of a humane character fifty years old in our American civilization that today fits the conditions, the environments, the social and economic conditions now facing that institution, and their trustees sit up nights and ponder over their present struggle how to make the institution fit a new and changing condition without violating the will and the intention of the donor. I think that is a common experience with large bequests and here are two just about to be put into operation. They have not yet crystalized themselves into buildings and forms of administrative machinery, and wouldn't it be a good thing, before we begin to put into actual operation these two great bequests, monumental in their character, to sit down and think out what would be a fair, wise, and proper means, through the machinery of your Commonwealth, to adjust this from time to time to the needs of the Commonwealth itself?

I have no doubt that if the man who gives his money in a large way for good could live to see it administered he would himself, from time to time, change the thoughts of his own mind and change the machinery which he himself would devise in order to make most effective the thing which, in his soul, he determined should be done. If the legislature in his absence, or the Commonwealth in some corporate way, can act for him and carry out the spirit and purpose of his heart and his mind in creating such new forms of machinery as will make that a realizable thing in society from year to year and from century to century, I think something would be added even to the wisdom and vision of the man who made the bequest in the beginning.

It is a well-known fact to those who are students of the history of these institutions, that in England and the old countries abroad where benefactions have been running two or three hundred years, they have been obliged in a number of cases to go to the courts and other agencies and secure relief, because the conditions have been so changed that the rigid

administration under the technical terms of the bequest became inoperative if not impossible.

That is the thing I wanted to say to you tonight, and if the courts and the legislature of Pennsylvania can help you to solve this problem, it would seem wise to do so, but I wish to utter this word of counsel, that you go slow in this matter and proceed with that caution, wisdom, and foresight that ought to come to a man or group of men who realize that they are bound to set in operation a new form of education and a new educational machinery which will probably persist through the centuries; and in the light of the large outlook of the beneficence which you can carry into a successful issue, surely a little delay at the beginning, enabling you to ponder well, to sense in the large and to see in the clear your obligation and your opportunity, would not be out of place. To put it in blunt words, I should say that a year or two's delay in the erection of these buildings and the creation of these administrative agencies, and then have it done right, would be better than to start today with regrets for centuries to come. It was along that line that I felt the state might in some way help you.

Now I want to talk to you for a few minutes, not in any official way at all, but just as a brother interested in these girls; I quite agree with what Dr. Claxton just said, that the more nearly you can make the life of an orphan child like the normal life of a child in the community, the better for society at large and the better for the children affected by the benefaction. That goes without saying. Therefore, whatever you can do in the interpretation of the purpose of these men and in the erection of the machinery for the carrying out of their purposes that will bring these schools into the closest possible relation with the normal educational activities of the community, the better it seems to me you will be carrying out the purpose and the larger you will be serving the community in which these foundations will operate.

This other thing has impressed me for just a moment's talk to you; Dr. Hart has suggested that it might be possible to bring children in here from the outside, from all over the Commonwealth of Pennsylvania, to "bide a wee" under the sheltering and protecting care of these institutions, training them in the domestic arts and handicraft and the other vocational things which go to make a better citizenry for this republic of ours. All well and good, an excellent thing to do if you can find within the purview of the limitations placed upon you by the bequest the right to do that thing, and even if you should find it an absolutely desirable

thing to do, to strain a point with the counsel of some legislature or judicial body to carry it into effect. Here is a great city; I think that even Dr. Hart will admit that Philadelphia does more than any other city in America, either in bulk or per capita, for the care and the culture and the protection of unfortunate children of all types—something we ought to be grateful for.

The President: Why do you say, "Even Dr. Hart"? I have been preaching that for some time.

Governor Brumbaugh: Well I didn't know whether you had ever gotten religion or not; if you have, I am glad to welcome you into the fold. Some of us here know that to be so. I just wanted to drop it into your New York ear so you could take it home, if you hadn't heard it before. [Laughter] Now here is a tremendous addition to that machinery, an addition of vast significance and importance, that ought to change, and if not wholly reorganize, at least color the administration of all other bequests now operative in this community in the interest of children who are unfortunate. There is a tremendous field, a great opportunity, and it would be a thing to be regretted should we start these schools, as in the past we have started many others, on splendid ideas, creating an independent machine in competition with others for the same child, trying to compete one against the other in the performance of an identical service, a situation which educationally is always bad in a community. There should be no such thing as that possible here in our republic.

Whatever we do we should make supplemental to the things already done, or we should so reorganize the things we are doing as to make them a consonant and consistent part of the larger thing we are about to do. I want to see this thing visioned in the large and made articulate with the forces now operating in this community in such splendid ways for the welfare of the boys and girls of Philadelphia, of Pennsylvania, and of the country at large.

I can only say, coming back now to the semi-official attitude of this thing, that if in the judgment of this body, and particularly the judgment of those who have the sacred obligation of administering these funds, it becomes necessary to have any legislation that will help you carry out the intent of these men and make their bequests largely effective and useful in the community, of course it will not only be a pleasure, it will be a real delight on my part to help that cause and secure, with you, such legislative co-operation and aid.

The President: In introducing the next speaker, I am led to recall an invitation which I received five or six years ago to make an address at the National Congress of Mothers which was held on that occasion in the city of Washington. In my opening remarks I said that I had been looking over the program and found there were thirty-two numbers on the program of the Congress of Mothers, of which sixteen were by men and five by old maids. [Laughter] This program tonight seems to be made a little on that basis, we have six men and two women; but I wish to call your attention to the fact that among the delegates to this Conference there are fifteen men and ten women, so that the discrepancy is not so great. It is, however, significant that while these two institutions are intended for girls, you see on the program a list of nine men representing Carson College, and seven men representing Ellis College; but if you have read the will you know that Mr. Ellis has provided for an advisory board of women, who ultimately will undoubtedly be the real power. I have the pleasure of introducing a woman who has distinguished herself in the state of Ohio as a member of the school board of the city of Cincinnati and as the director of a great foundation, the Schmidlapp Bureau for Women and Girls in Cincinnati, Miss M. Edith Campbell, who will speak on

THE PHILOSOPHY OF THE WAGE-EARNING LIFE FOR THE WOMAN

Miss M. Edith Campbell, Director Schmidlapp Bureau for Women and Girls, Cincinnati, Ohio

(Stenographic Report)

I am sure, Mr. President, that Miss Gill will not mind my saying that both of us are old maids tonight and probably don't understand the handling of children, but nevertheless we are here, and it also seemed to me when I started out rather light-heartedly for Philadelphia and stopped over in Cleveland that I had a little bump on the way, because I met there a snapshot which had been taken of me several years ago under the most unhappy circumstances and which I hoped had been dead and buried, and I said to the reporter who presented this, "Oh, you will never print that again!" And most consolingly he said; "Don't you worry about that picture, it doesn't look a bit like you, but it looks like the woman who knows what she is talking about and who is on her job." [Laughter]

I felt in Cleveland that I wanted to know what I was talking about and I came to Philadelphia, which has given me so many happy times, feeling that after all I needn't mind, because you could understand at once that I didn't know what I was talking about, and I don't; not that I expect in any possible way to give to you tonight a philosophy for the wage-earning woman and what she said and would seem to say, but in the few minutes assigned to me I want to simply plead that the men who are to have the administration of this work, that they themselves should have some definite philosophy. As Dr. Dean said; "You have an easy job tonight, you can simply stand there and throw out glittering generalities, gathering up what Miss Kennard and Miss Marshall and I said this afternoon, and all you have to do is to emphasize these things." And I said: "Yes, that is probably all I have to do and want the privilege of doing, simply gather up and emphasize, if I can, in these few moments these notes that have been thrown out." But it seemed to me, in spite of the most able way in which it was presented, sometimes we hedged in the discussions and did not decide this afternoon, as I think we should have, with Miss Kennard so able and willing to answer the questions put to her, as to just what we did mean by the difference between the home and vocational training.

Did we fully decide? Perhaps it would have been a terrible expense if we had stayed until we did decide whether or not the standardization Miss Marshall so ably brought forward could be realized, or whether Dr. Bernstein was right in the opinion that the education should be general; and while these are questions which we can not stay long enough at this time to decide, yet I believe most truly that those who have in their care the administration of the education of girls have got to decide these problems for themselves as individuals or they can not be true to their trust; and the reason of this is because we are facing this issue today. We can no longer hedge, and we can not any longer put off the fact that we are facing the woman situation and just what it may mean to us. Perhaps you recall that the man who got most tangled up in the difference between philosophy and action was that marvelous creation of Tolstoi in his War and Peace, Peter. You remember one night when he was perfectly desperate over which or what he would do and had wavered and tried so hard to go forward and had fallen back so many times; and finally he found that there were four classifications in men of the order. And one of these classifications he mentions is that of the men who were only concerned with the externals of the order, perfectly satis-

fied to carry out the ceremony, perfectly satisfied to go forward and do all they could with these externals, but caring absolutely nothing for the hidden meaning of their order, absolutely nothing for its purpose—what the philosophy of it meant; and isn't that just where we are tonight on this question of the education of these girls?

Aren't we tonight facing the question of just what the hidden meaning is? Of what the hidden meaning is when Dr. Claxton, whose authority I would not dare refute, said they must be trained for home making? When he decides that, we are facing four or five of the most vital problems that have ever possibly faced us. Have we as individuals, as trustees of funds for girls, as managers of schools for girls, have we a philosophy ourselves about the wage-earning life? Do we believe, in the first place, that the girl is a permanent factor in industry? Do we believe, as Miss Marshall said this afternoon, that if she is efficiently trained in industry or if she is allowed to use her seven years—for that is what time the United States tells us we are in industry, seven years; I dare not dispute it, perhaps some of you may believe differently—that if we allow the girl to spend her seven years inefficiently in industry, even though she is trained for home making, her after life will be most inefficient wherever she is, or if she is trained efficiently, she will, as a mother, be as efficient as she was in industry?

Do we really and sincerely believe that she is in industry as a permanent factor? It seems to me that question has got to be solved by every single trustee of every single trust in this country, touching the lives of girls. It has got to be solved by them as bodies and individuals: do they believe in fact that if she is a permanent factor in industry, she must have this trade training and that it must mean to her that which it means to the boy?

Do we believe that the employment of married women should be a hushed subject? It is the very crux of the situation of the whole trade training of girls, and I do not believe that we can solve it until we know what we believe about that matter. I chanced to see that your board of education is struggling with that problem here in Philadelphia. All boards have struggled with it. Perhaps I am wrong in my belief, perhaps you are right in yours, whatever it may be, but at least we could come to some decision about it. We must know what we believe and understand every single factor that is surrounding the employment or non-employment of the married woman.

Do we believe also in the fact that the woman is or is not a civic

factor? It may not have anything to do, perhaps, with her direct responsibility there; but is her home in any way bodily connected with the civic factors which are constantly around her, or can she, even if she is the head of a household, handle her household without these direct civic influences flowing in and all about her? Do we believe that she can be trained for her home work with simple cooking and sewing, without any idea of these great and tremendous civic forces with reference to which our boys are educated at such tremendous expense?

And do we believe that vocational education, that education for work, for doing something, is the joy of her possession and is really as much to the girl as to the boy? I wonder how many men really and truly and deeply believe that? How many know what it means to be denied that right? None of you know because you have never had it denied, never had the right denied you of doing something that was your very own, of holding in your hands some piece of work that meant the very joy of possession. It came to me with very startling force a short time ago from two men who are very powerful and influential in this country in the education of girls. One is a man of great means, the other is a man of very comfortable means; their daughters have both forged ahead and done splendid work. One has done such fine work that she has recently been offered a very excellent position in a research department. Her father demanded of her that she refuse this position because it had a salary attached and he said most proudly, "My daughter shall never work for money." Do you think that was a fair deal to those who do work for money? Are women taking money simply because they are poor and not because they are valuable? Are we taking the little stipend we do get simply because it is a necessity forced upon us by philanthropy and not because we have given at least as faithful service if not as brilliant, as the man has given? [Applause]

Why can not the men, possibly those who are thus controlling education for girls and congratulating themselves proudly over the fact that their daughters shall not descend to do what they are training the girls in their colleges to do—how can they possibly believe that that girl they face in the class room must necessarily know what the philosophy these men at the head hold? Is not the philosophy that is running through the courses given them time and again? But in their very heart of hearts and soul of souls these men do not believe, after all, that there is some steady undercurrent in woman, that her one supreme right is the right to the work that is her own. And then we come very close right there to

facing this question, if we are going to face it, whether some day we will stand, not before trustees who are handling millions of dollars for the girls who are dependent or trustees who are handling millions of dollars for the girls who perhaps are not dependent; but will be saying perhaps to that same girl: "You can not go into home making, you can not go into perhaps your highest calling unless you," as I have heard, I think Miss Gill, say, "unless you too have had two or three or four years of independent remunerative work." And then alone will you be able to understand the grief of this girl that you have now set off in a corner by herself, calling her the wage-carning girl, because you have not so set off the boy.

The boy of the millionaire is today working in the bank, learning the business of his father, but he is on the payroll; the boy of the manufacturer is in his father's factory learning his father's business, down in the very foundation, with overalls on, perhaps, but he is on the payroll. One of the richest boys in this country is out in the west engaged in sociological work, but he is on the payroll for five hundred dollars a month, while the girl who is a friend of the family is not on the payroll but is doing volunteer service. Why? Because the boy is going into what is a life-work and the girl must give her service because of that very fact. The philosophy somehow seems to halt and it seems to me this afternoon a tragedy that we have to hear this challenge to public education, have to hear Mrs. Grice tell of these fifty thousand girls, and to hear Miss Marshall who has so courageously plunged her fortunes and that of her girls in with the public school system of New York, asking for more information.

Why are boards of education all over this country pouring thousands of dollars into domestic science and cooking and not a cent into investigation as to what girls can do for wage-earning, when they know that eight million of us are wage-earners? Because boards of education have not faced the philosophy of woman's right. They do not face the problem of what is going to become of woman except as a home maker, and they are not facing these things, and consequently the expenditure of money is going entirely too much in one direction. A great, splendid work like the Manhattan Trade School should not be in need of this information.

In many ways this seems extravagant talk and glittering generalities but nevertheless, in the short time I have, I want to show you that that is the feeling we have that these things are here and here to stay. We believe them, and even if these boards of trustees which I have the honor

of facing tonight and who have been so very cordial in asking us to come and give the little we have to give—even if their philosophy is wrong, still I wish they would have the philosophy; and as the opening paragraph of their first annual report would have not only the list of these trustees but something of creed or belief about the wage-earning woman's life, that creed or belief or whatever it may be that has been worked out most intelligently, facing the economic conditions and everything we possibly can that is before us.

I have told this story once or twice before and I have heard it told, but I hope you will pardon me for telling it again as it has come to me with such force as showing just how we feel about these matters. It came to me from Henry Turner Bailey, one night, after he had given a most entertaining and illuminating lecture on art—on just how graceful one could be in certain matters of dress and on the artistic ideals of the household. After the lecture a very large and stately woman, weighing two hundred and fifty or three hundred pounds, came up gorgeously arrayed in almost every color of the rainbow, and she said, "Do tell me what you think of my costume." He said that it seemed to him, for one awful moment as though he certainly would have to pass away, but he steadied himself and made up his mind that he would be true to his soul and true to his artistic impulses, and he said: "Madam, I can only say that the Lord has different ways of creating the elephant and the butterfly." As my time is gone and I am bidding perhaps a formal farewell to these boards of trustees, won't you please remember that the Lord has different ways of creating women; some of us are elephants and think we are butterflies and some of us are butterflies and think we are elephants. We are all different and you have the tremendous charge on your shoulders of not putting in the curriculums, of which I can tell you nothing, for the experts are here, to put them in; but won't you leave public education? Won't you leave national education? Won't you do everything in your power to see that the girl in your charge is given a chance to be the thing that the Lord made her, and that is, at least, an individual?

The President: In the state of New York we are very proud of our State Department of Education. We are to hear tonight from Dr. Arthur D. Dean, Director of Agricultural and Industrial Education of the University of the State of New York, on the subject

WHY NOT EACH INSTITUTION FOR ITSELF?

ARTHUR D. DEAN, Director of Agricultural and Industrial Education, University of the State of New York, Albany

Two pictures lie before me: first, a picture of thirty-four institutions having endowments of nearly twenty million dollars, with educational opportunities for approximately five thousand girls who may be colored or crippled or friendless or destitue or orphans, having an expenditure per capita ranging from $56 to $1,150 per year, with facilities ranging from complete vocational training along certain limited lines to facilities so meager that children who leave some institutions are under a positive handicap in the workaday world. I see a picture of fine purposes as expressed in the good deeds of a Widener, a Carson, a Thomson, an Ellis, and in the faith of a Hebrew, a Baptist, a Catholic, a Methodist, a Presbyterian, or a Lutheran.

Then I see the second picture of forty personally disinterested and professionally interested persons—not the famous forty thieves gathered around the money trough, but forty persons who want to help in doing the best for five thousand girls on a capitalization of twenty million dollars—a picture of an earnest desire for a co-operative effort for effective money and child saving.

These men were captains of industry and if alive today and in the business of manufacturing a material product into material wealth involving an annual profit of a million dollars, they would in all likelihood be meeting, perhaps this very evening, to combine their efforts for increasing their output, reducing their overhead charges and decreasing their expenses and, last but perhaps not least, avoiding the dangers of coming into conflict with the Sherman Anti-Trust Act.

But there can be no Charitable Anti-Trust Act. There is no danger of combinations in good deeds. There should be no harmful competition in charity or in good works. It remains to be seen whether the administrators of great funds for the production of human wealth shall get together to reduce overhead charges and to increase, with the same capital and the same income, the human output.

It is interesting to note that men of well-known business capacity sometimes fail in exercising to the same degree the capacity for making workable wills intended for human uplift. It is even more significant that the trustees of great funds given for educational work have sometimes failed,

even failed miserably, in interpreting the spirit if not the direct wish of the founders of schools. I am thinking of Jacob Tome who founded a trade school for poor boys. It is now a famous preparatory school for youths who pay a high tuition, magnificently housed in buildings surrounded by the environment of an Italian garden. I am reminded of Loomis of Connecticut, who expressed the desire that the institute which bears his name be one giving vocational instruction in manual, agricultural, household, and trade arts. It is now a preparatory school with a little cooking, sewing, agriculture, and manual training as a side show to secondary education. I think of Reed Institute—but why continue the list of schools whose trustees interpreted the wishes of their founders away from the vocational spirit of education towards the traditional and easy sailing fields of general or higher education!

And then I think of the substantial and shrewd Stephen Girard whose dominant will and forethought seem to stalk even now around the Greek type building within the walled yards of Girard College—a man who knew what he wanted and who had a guardianship of his funds worthy of his high purposes—men who saw to it that Girard's wishes were carried out.

I do not believe in breaking wills, or in over-riding the wishes of founders of great educational foundations. If I read aright, the dominant, shrewd Carson would not permit it, and no one could help respecting the wishes of the kindly-faced Ellis, and yet somehow I feel tonight as though the spirit of these men, the spirit of other men and women great in human impulse, the spirit of religious and philanthropic organizations connected with these thirty-four institutions are with us at this conference, that these men and these bodies are measuring our words by standards of business and human efficiency, that they applaud our efforts in attempting to meet adequately the great trust imposed upon trustees and advisers in planning for the vocational and personal efficiency of this body of young womanhood.

The question is: "Why not each institution for itself?" One answer would be, of course, there are five thousand girls who are to be educated and sent out into the world self-respecting and self-supporting. It is their interests, not institution interests, which are to be considered. They are the product—the output of an enormous capital, and the prejudice of individuals and traditional notions of institutional management are not to stand in the way of their progress. To be inadequate—mentally, educationally, or socially—in the spending of private funds for helpless girls is

as unsocial and wrong as to misappropriate public funds. A public office is a public trust; no less so is the expenditure of private funds for a great public benefit. There is not a Baptist, a Hebrew, or a Catholic, a Carson, or an Ellis who will lift his finger to prevent the wisest, most effective spending of these funds for the effective, clean-living of the five thousand girls concerned.

Question: "Why not each institution for itself?" Another answer: The educational and vocational interests of these children can not be conserved if each institution goes along its own narrow path. The problem of caring for the institutional or dependent child has so broadened its scope that adequate attention can not be given to it even with the best thought of the combined efforts of all the experts in this field. If this be true, how is it possible for one institution standing isolated, in conduct and equipment, to interpret adequately the vision?

An adequate consideration of the scope of the educational and vocational problem of these girls must at least consider the following points:

First: living conditions of an institutional child. If the children are to be trained to live in a city, they must be educated for the city. If they are to be trained to live in the country, they must be educated for the country. Many of these children will need the healthful surroundings of the open country life in order to receive the best development. On the other hand, to have the institution connect with office, store, and factory it will be necessary to be close to, if not in, a city where the occupational life of girls is similar to the activities which are carried on in the institution. City and country located institutions may co-operate to these ends.

Second: The institutional child, no less than other children, needs the best that exists in the way of general education, especially in elementary and fundamental lines which contribute to the educative process. The institution having full charge of the child must assume the parental relation to it, must feel that its duty is not merely a protective one but that it must have a more positive relationship and seek to correct defects physical, mental, and moral; it must concern itself with the future welfare of the child as a citizen; it must make its foremost duty the care of the child physically; it must interrelate the academic and vocational subjects so that the child will have not only a thorough working knowledge of the ordinary English branches, but also have the power to project the subject matter into life relationships. A privately endowed institution may point the way, as have Dr. Bernstein's and Dr. Reeder's institutions, to more effective teaching of elementary branches and may materially help in

remodeling the public school system. But no one institution standing close to but apart from another institution can meet this educational ideal unassisted and alone.

Third: The children in these institutions should be studied from the standpoint of their vocational aptitudes. In other words, there should be vocational guidance and direction by providing adequate opportunities for studying the lines of vocational activity toward which the children may be directed. This means that a large number of vocational activities must be incorporated in the schools under consideration. It is doubtful if one school can afford, neither would it be wise to offer, all of the vocational processes which might be incorporated in vocational training in Philadelphia and vicinity.

Fourth: The child must be prepared, after the vocational direction study, for that vocation in which she will do best for herself and the world in which she works. This means a larger equipment than any one institution can provide independent of the co-operation of other institutions.

Fifth: The vocational preparation already mentioned may be given in the institution itself, or it may be partly given in the place where the child works, or the child may obtain all of her vocational training in actual practice and use the institution only as a home. This means a flexible vocational course of study. It means that provisions for vocational activities are not to be confined entirely to school equipment, but that the equipment of shop, store, and office is to be thought of in connection with the vocational training of the girls; and, furthermore and often, that individual girls may do the best for themselves by receiving vocational training directly in actual commercial contact with vocational life during the day, and returning at night to the city home organized under the auspices of one or more of these institutions.

Sixth: Perhaps most of all, consideration must be given to vocational fields other than those now apparently most contemplated. We usually think only of dressmaking, millinery, cooking, sewing, and office work for our girls, but there are the larger opportunities in agriculture, in fine arts and industrial arts, in commerce and in home activities far beyond our present narrow conception of what may properly be included in vocations open to women. The vocational field for women is rich in its possibilities. It will be still richer in the next decade, and it is hardly possible for an institution located in the open country to cover all the fields of effort open to such institutions when these fields can not be adequately covered by any one institution, even though it held by itself and for itself the twenty

millions of dollars and the five thousand girls. If it were located in the city it would need the environment of the open country to supplement its activities. If it were situated in the country it could not adequately provide for part-time work in store, office, or factory. If it had a professional type of instruction in fine arts, in secretarial work, in nursing, it would probably neglect the important work of giving fundamental knowledge and personal and vocational efficiency to the immature girl. If it did all it might do for the girl before the age of fourteen, it would very likely neglect that important matter of holding the girl until she could enter upon vocational life fitted to work effectively. The problem of vocational training is too extensive to be solved by isolated and non-co-operative institutions.

No, my friends, each institution can not stand alone and, furthermore, none of the private institutions which we are discussing can stand apart from the public schools or other private schools in or near Philadelphia, like Drexel and the School of Industrial Arts. We are tonight in a city of business, of trusts, of combinations, and of brotherly love. Let us take the spirits of business and of love and put them together into the formation of an educational trust, into a federation of institutions headed by the spirit of Carson and of Ellis, guided by the ideals of Thomson, Drexel, Widener; dedicating this trust to the educational and vocational interests of the girls of Philadelphia and guiding it by the same principles that Girard and other men of Philadelphia would have used in their own business.

And in this federation, let us be guided by these principles:

First: That we do not necessarily need to have asylums for all orphans. As a matter of fact, we ought to get away from the asylum idea—even almost from the institutional idea. We must keep in mind that girls may live in dormitories and cottages even, and attend the public schools, and that not all of the educative process is to be carried on the shoulders of the institution itself.

Second: That not a little of the so-called useful and vocational work which girls do around an institution is oftentimes of the child labor order, and child exploitation in institutional labor sometimes actually unfits the girls to earn a decent living at a decent job after leaving the school. Just because a child is dependent is no reason why we should have her do certain repetitive forms of housework for her so-called support under the name of vocational training.

Third: We must remember that there is a clear distinction between

working in the kitchen and learning domestic science; between making two hats a year and learning the millinery trade; and there is as much danger, if not more, in failing to fit a girl to meet vocational life adequately as there is danger in specializing so early as to hamper her career.

Fourth: We ought to keep in mind that this new fund is to keep its feet on the ground. Pratt, Drexel, Stout, Dunwoody, and Wentworth Institutes are today what the founders intended them to be. Let Carson and Ellis be colleges only in name as is Girard. May they attempt the difficult but always fascinating problem of promoting education for working girls, fostering not leadership for the few, but rather vocational opportunities and possibilities and hopes for the many.

Fifth: And when this federation attacks the problem of real home making, let the little ones be the babies and the cottages the homes, and the older ones the little mothers and the still more experienced ones the mothers' helpers. Make the school itself not an institution where orphans and dependents are served, but where through service—not child labor—they learn the true spirit of home making.

Sixth: And when the exceptional child is discovered—and there will be many such—that she go on to the State College of Agriculture, to the State University, to Drexel Institute, to the Normal School, to the Margaret Morrison School, to the School of Philanthropy, with funds borrowed by her or, if the terms of the will will allow it, provided for her through some scholarship provision. In this way these higher schools may help those who will be leaders without robbing the larger mass of children who are to be followers but who need, no less than the leaders, the best brought out of them.

Seventh: May the federation recognize that women have gone to work; that there are other vocations than making hats and waists and dresses, and that the average girl who can make by hand a hat or dress or waist, dabbling and fussing over material and processes, is in about the same economic position when she goes into the workaday world as the old fashioned carpenter who stands with hammer and saw amid steel and concrete and machine-made sashes, doors, mantels, and fixtures. May the federation keep in mind that there is a great field in rural communities for agricultural arts, that canning jellies and jams for a tea room may be as profitable as working as a stenographer in the hope that some day she will can a dozen jars of fruit for some helpmate. Remember that printing is a better paid, cleaner, and more intellectual job than working in the back room of a department store on $2.98 hats; that the assembling of

armature and typewriter parts is better than working in the textile mill. To be sure in all of these trades I have mentioned the hands get dirty, but the lungs remain clean.

And finally, may the federation remember that there needs to be a complete survey of the field—educational, vocational, and economic; that those responsible for these great funds must discover what the public schools are doing and might do, they must discover possible co-operative efforts among private educational agencies which now exist, they must find out the needs and openings in industries and occupations open to girls. In short, this federation must discover the market, lay out the equipment, develop the processes, organize the output with the same care exercised by industrial concerns.

Yes, my friends, an educational trust—the federation of great funds for furthering the interests vocationally and personally of a clientele of five thousand girls—a master stroke worthy of the brain of a Carson or of an Ellis.

The President: Mr. John C. Frazee, Associate Superintendent of Schools in Philadelphia, will discuss

THE POSSIBILITIES OF COÖRDINATING THE VOCATIONAL WORK OF INSTITUTIONS FOR GIRLS

JOHN C. FRAZEE, Associate Superintendent of Schools, Philadelphia

Mr. President, Ladies and Gentlemen: On behalf of the Board of Public Education of this City I wish to extend to the visiting members of this Conference a hearty welcome to Philadelphia. The topic to which I am assigned may have more than one meaning. I have been unable to decide just what our President had in mind when he used the term "the possibilities." To be on the safe side, I have adopted a double-barrelled policy and have accepted the interpretation of this question as twofold. Dr. Hart may mean: "What is the likelihood of effecting the desired coördination?" Or he may mean: "What desirable results may reasonably be expected to accrue from such coördination?" Both questions are worthy of consideration.

In studying the problems before us it has occurred to me that the duties of the trustees are to be those of parents rather than merely those of schoolmasters. The difference between orphans and the pupils of our

public schools is that orphans have no parents personally to look after their welfare. The large duty which the trustees have is the parental duty.

As I have thought upon this matter, I have questioned the usual definition of "orphanage." What does orphanage imply? It implies the lack of parental care and interest. Are there other circumstances besides the death of parents which cause a lack of parental care and interest? What about abject poverty? What about permanent physical or mental disability of an only parent? What about the moral degeneracy of the parents?

We have been told many times today that the number of children to whom these great funds are available is exceedingly limited. I am wondering if the amount of orphanage in the state, properly interpreted, is not many-fold larger than that caused alone by the death of parents. I am wondering if orphanage is not as real and as worthy of assistance where abject poverty exists, where the only parent is permanently confined in an asylum or other institution, or where the parents are morally without the pale, as when the parents are dead!

Our forefathers, meeting in this great city, provided for a nation then unborn. Our Governor, tonight, has told us that we are considering policies whose effects will be felt through the centuries. In making our plans for the great enterprise before us, should we not take account of this broader interpretation of orphanage? Should we not imprint upon the future this larger definition of social orphanage?

Someone has said that if a man does the right thing, in the right place, and at the right time, he is sure to succeed. That this is the right place to accomplish the work before us seems to be evidenced by the presence of so many eminent men and women engaged in social uplift and educational advance. That this is the right time is assured by the interest and breadth of view with which each member of this Conference approaches this great problem. In all the addresses which I have heard here today there has not been a dogmatic presentation of any subject. Though there is a diversity of opinion, there is also an open-mindedness and a spirit of inquiry, which assure us that this is the proper time and place for action and that what is done will be as nearly right as earnest and well-prepared specialists can do it.

Coördination means organization; it means getting together; it means a certain amount of unification; it means threshing out problems which up to this time have not been threshed out. That we have not as yet

gotten wholly together was evidenced this afternoon by almost diametrically opposed opinions upon the same question. As I listened to these excellent presentations, I could not help but feel that a great deal of truth was held in every opinion, and that we were each looking at the problem from his own angle.

The children who will be served in these institutions in many cases will be in residence from a very early age until they are old enough to begin to assume adult responsibilities. During this long period of training and educating their children, a series of problems, rather than one problem, will be presented to the trustees. The speakers today have recognized these various problems; and their apparent diversity of opinion has not been an actual disagreement so often as it has been a proper and logical treatment of different but closely related phases of the same problem.

We have heard one speaker, thinking of the younger child, for whom special vocational training is manifestly improper, ably defend a broad, liberal, practical education for such children. We have heard another speaker, thinking of older children, plead for a rational vocational education, which will really prepare for efficient wage-earning service. Both speakers were right; they were discussing two necessary phases of the same training.

Below the age of fifteen or sixteen, definite, specialized vocational training probably should not be given. Before that age has been reached, however, a large variety of practical work should be done. The younger child is in a stage of preparation for living and working where the preparation can not be given by special vocational training; but, on the other hand, it can not be given by exclusive attention to academic studies.

Dr. Claxton has just indicated the possibility of working out a new elementary education in which there will be a happy admixture of academic, civic, social, industrial, home-making, and general community activities, which will provide the well-rounded education necessary to good citizenship. Years ago the elementary course of study fitted quite naturally into the interests, experiences, and work which children had outside of school. The formal, or school, side of their education was illuminated and supplemented by a large and important education which was received, informally, through a daily contact with the work and interests of the men and women of the community. Education in cities, today, is breaking down because, outside of the school room, cities do not furnish much of educative value to children. Some of the city school systems of America today are trying to incorporate in the training of children an

opportunity to gain a practical and diversified experience with manual work, which will have the same values possessed by the close contact in villages between the children and the community. But this new, practical side of the education of city children is not, and can not be, vocational training. It is a vital part of the general education of every child regardless of his future station or occupation.

The larger education suggested by Dr. Claxton has not yet been realized. Progressive educators are pushing towards the goal. And those of us who are intimately acquainted with the problem of education in very large cities realize how hard it is to press forward. The demands which are made upon our boards of education and upon the funds at their disposal increase constantly like the waves of the incoming tide. The city of Philadelphia, the city of New York, and the other great centers of the country have thousands of children for whom full-time instruction in school is not now provided because of rapidly shifting centers of residence and the growth of population. The result is a constant shortage of school rooms. Today we have in Philadelphia over twenty-five thousand part-time children for whom we are erecting buildings as rapidly as the workmen can place one brick upon another; and when these children are housed there will be other thousands for whom we must provide. A similar condition exists in other cities. The result is that immediate material demands retard the rapid development of improved educational methods.

Large cities tend to adopt proved procedure rather than to initiate it. As pathfinders in the new education referred to by Dr. Claxton, the trustees of the institutions here considered possess a large opportunity. There is a tremendously big problem in the solution of which they, with their few children and ample funds, can assist the boards of education of the various cities of this country. The trustees can do a laboratory service for the good of education generally in America which, in years to come, will have an almost incalculable effect.

The education of the children above the age of sixteen in these institutions will need to be different in character from that received by the younger children. The time will have come when the girls will need to prepare themselves specifically to earn a livelihood. Possibly the trustees will be able to find places in this city in which their girls will receive a part or all of their vocational training. It may be necessary for the trustees to provide their own vocational instruction. In the latter case, especially, a coördination of all the institutions for girls in or near Philadelphia would

make such vocational instruction more efficient and economical because of the lessened expense of equipping completely one large vocational school instead of several small schools.

When the girls cross the threshold of the institution which has been their home for so many years, the trustees can not immediately relinquish their parental watch-care over them. One of the most vital periods of the responsibility of the trustees as parents to these girls will be during their transition from the home, in which they will have been so carefully guarded, into the life for which they have been prepared. Here, again, the coördination of the various institutions for girls in and near Philadelphia would enable them to establish a city office for the most efficient guidance, counsel, and oversight of their graduates.

The possibility of coördinating the work of all these institutions lies in the earnest and unselfish desire which actuates each of them to perform the greatest service for their girls and for the community at large. The possibilities which reasonably may be expected from such a coördination are not only a more efficient and economical preparation of the girls for living and for caring for themselves, but also a far-reaching contribution to public educational development, whose effect can hardly be measured.

The President: The second woman speaker of the evening is Miss Laura Drake Gill, former Dean of Barnard College, New York, who has recently been engaged in educational work in the South. She will speak on

WHAT CO-OPERATIVE TRAINING MIGHT ACCOMPLISH TO DIMINISH THE ECONOMIC HANDICAP OF WOMEN

Miss Laura Drake Gill, Former Dean of Barnard College,
New York City

Your guests come before you this evening with genuine trepidation, and for two well-defined reasons. First of all, these new foundations represent tremendous possibilities of service to unprivileged girls; and any false move on your part, which may grow out of confused or unwise advice, will entail a loss of opportunity which must assume an ethical value. Yet, recognizing this responsibility, we know that a veil is drawn over a tremendous body of important fact. All of this fact must be brought out into full light, and be studied in careful detail before any final policy can be outlined with assurance of wisdom.

Hence we are conscious that, to a certain degree, we are conforming to the definition of experts as persons "unbiased by knowledge of the facts." Some of us have taken great pains to master the body of legal fact which surrounds this movement. Still there remains an even more important body of human viewpoints, as expressed in the loyalties, preconceived policies, and educational conceptions of each Trustee. The social and educational horizon of each individual Trustee will mean far more in the final development of these schools than will any legal limitation. So, first of all, we dread any unwisdom on our part which may grow from incomplete knowledge of the full elements in the problem.

But we have another cause for hesitation, arising from the confused use of the word "vocation." Words catch the human fancy, because of some timeliness in their coinage, and they have their day. At first they are used by the few with discrimination and social vision; then they fall glibly from the tongue of the ambitious and undiscriminating; at last, after passing through a period of discredit, they come to have a clear meaning and fill a proper place in the social vocabulary. Competition, thrift, efficiency, and many other words, have walked more or less worthily before us. Today the word "vocation" is having its extreme fashion; she was honorable and honored at first; for girls, she has been diluted in content to cover the most superficial activities; she has been so narrowly and commercially conceived for boys as to become truly anti-social; in short, she is becoming so exhausted from general overwork that we withdraw our comradeship from her whenever possible. She has had her day; perhaps she should ask no more. Honestly, some of us dreaded to meet her here, lest she should come in some less worthy garb than we dressed her in during her youth, and still like to find her wearing.

Already these two fears have been allayed to a large degree. The administrators of these varied trusts show a desire to minimize the great centrifugal forces of both legal limitation and human preconceptions, and to throw their utmost contribution into one tremendous current of privilege for the otherwise unprivileged girl. We also find a fair readiness to construe the word "vocation" as meaning more than the equipment of a girl to "make some man comfortable at home"; to include the training which will help her to be self-respecting in a skilled service, fearless and free in a generous earning power, and socially developed to a loyalty to the group interests of her fellow-workers.

Granted then that no obstacles exist to a great unified vocational effort for Philadelphia's less-privileged girls, what may be expected from a co-

operation in training which can not come from equipment in small groups? There are several material and occupational advantages in training two hundred girls rather than twenty, which are evident to everyone. The better equipment, higher specialization in instruction, greater mastery of processes, and surer economic return, are facts; but they are not the points upon which my topic allows emphasis. I wish to emphasize only the subtler effects upon the mental attitude of the woman herself, and the reduction of some economic handicaps which are still peculiarly heavy upon her.

Is it true that women have special economic handicaps? Of course the rare person emerges, irrespective of sex, to a certain extent, and in certain fields. Still there are some economic pitfalls peculiarly set for the woman's foot. The four which I have selected as typical and well-marked are: timidity, lack of vision, individualism, and financial short-sightedness. Now I am not saying that all women have these business defects; nor that no men have them; nor that they need to persist. Far from it; I could cite many glowing exceptions. But taking in a general way the facts as disclosed by some thousands of confidences, I feel justified in saying that the women whose cases have come to me are far more subject to these handicaps than their brothers have been.

Let us think of these qualities in turn. Lack of economic courage seems a rather sweeping indictment; yet it hovers in the background of many a woman's heart, who keeps a stiff face to the world. A single case will illustrate my meaning. In my days of experimentation with the vocational guidance of college women in Boston, an able young woman came to my office who wished to transfer from advertising work in New York to a like field in Boston. It was painfully evident that she had a chip on her shoulder,—and we know that these shoulder-chips are most unprofessional and will thwart anyone's advancement, no matter how able their bearer may be. She recounted her New York experience as one of three eager young women, on salaries of $1,500 a year each, in the advertising department of a large store, furnishing all of the ideas, doing practically all of the work, under a man of very limited ability and negligible imagination, who transmitted their work to the management for the modest sum of $8,000 a year. The woman said bitterly that no woman would ever get the big places in advertising. Still, when I asked her if she thought there was any sound reason why women should be debarred from these positions, she snapped out: "There is absolutely no sex disqualification for women in advertising." A little later we were discussing the possibility

of a firm composed of three women, who represented respectively the literary, artistic, and business ends of the business,—organizing for regular advertising work. She shrank back in absolute physical terror, and exclaimed: "Oh, I should never dare undertake that." "So you count fear of business responsibility as no intrinsic economic handicap?" was my only answer. We were in touch with one another for some months after that, as she fitted into her new environment. She learned to measure risks and assume them deliberately; but never again did she show me a petty sense of injustice.

Another cruel limitation upon women's success is their lack of imagination in regard to possible advancement. Now there is a normal path of promotion for every worker in every worthy vocation. I say worthy vocation, because we must label the blind-alley occupations clearly as such, and have them recognized as only meant for emergency and short-term pursuit. I also say for every girl because allowance must be made for temperament, inherited gifts, and accidentally acquired skill, as well as for the conditions of the occupation. In short, we may as well go on record at once for the fundamental principle that case method in education is fully as necessary as in social work. The time has come to cease cursing our young people with ill-fitting educational and occupational generalizations. There is a possible upward path for every girl. How many can find it without some guide?

The third handicap to which we will give a moment's attention is individualism,—the feeling that wages, hours, standards of living, and so forth, are all purely personal matters. The country girl who lives at home, pays no board, makes no saving, and teaches in her local school for less than another girl can come there, pay her board, and make her normal provision for the future—is by no means living to herself. She is lowering the salary scale for all country teachers; she is reducing the standard of rural teaching, which can only be preserved by mobility of staff. The stenographer or department store worker who is only earning pin money, may be a genuine curse to the girls working beside her who are entirely dependent upon their earnings. What will make this cruel individualism stop? Only a group conscience, born of knowledge of the real life of the other workers in the same occupation.

Last of all, let us think of the financial short-sightedness of women. Men have largely held the family property and women have tried to spend the family incomes as wisely as possible. Women, even when they have earned, have until very recently earned little. They have not expected

their earnings to be the nucleus of growing funds, and have therefore had little incentive to save. Repeatedly positions have opened for young women, such that with three or six months of extra preparation they might get 50 per cent increase in salary. They have not had the ready money to take that extra preparation. They did not look far enough ahead to be ready for the opportunity. Now a boy has been brought up to know that doors of opportunity open and close quickly; that readiness to accept a chance immediately and courage to risk something are essentials of success. Our young women have all this to learn, and their quickness in learning gives us great hope for the future.

This meager analysis of some of women's present handicaps is only made to show the reason for co-operation in your training of girls. I plead for the largest co-operation possible, for large human units in vocational education. The larger the unit trained, the wider the personal acquaintance. It dignifies our work to feel that hundreds of other women are doing the same thing with skill and pride. We go into it with far greater confidence of success if we know that others are making a good thing out of it. If they succeed, why should we fail? We see these women move slowly but steadily up the various ladders of promotion, and it stimulates our imagination for ventures of which we would not otherwise have dreamed. We grow conscious of great standards of efficiency and corresponding financial returns which make us see our own output, our wages, our standard of living,—all as a part of a great whole. The working girl no longer lives unto herself, when she catches this social vision. But perhaps most important of all is the motive to save and be ready for the opening of an economic door. Women can save something, even from very small salaries, if they have a keen enough vision of the upward path and the need of being free to enter upon it when its gate is unlatched.

Therefore I beg of you, Trustees, to remember that large groups of women must be trained together in order to give any high preparation for the wage-earning life; make the small home for the children, let the private life be intimate, cozy, tender; but let the true wage-earning equipment of the older years be planned for high trade standards, wide group ambitions, and continuous social relations for those of like activities. So will the whole wage-earning experience of your girls become one continuous round of follow-up friendships, vocational guidance to associates, and economic self-respect. Your donors would realize in such results a gratifying return upon their great social investments.

The President: Our next speaker, President L. D. Harvey, represents an institution which was created by one of the great northwestern statesmen, Senator Stout, and will speak on

THE COÖRDINATION OF EDUCATION FOR A LIVING WITH EDUCATION FOR LIFE

DR. L. D. HARVEY, President Stout Institute,
Menomonie, Wisconsin

The class of girls for whose education Carson College and Ellis College are to provide, the evident purpose of the founders of these institutions as directly or indirectly set forth in their bequests, and the letter of invitation to attend this conference, all indicate that its purpose is primarily to consider ways and means for organizing the work of these institutions so as to provide the best education possible for these girls, with the basic idea of definitely preparing them to choose a vocation wisely, and to practice it so skilfully that they may become self-supporting, self-respecting, and respected members of society.

Since these institutions are to provide for the instruction and training of their students until they are seventeen or eighteen years of age, under conditions that should enable them to acquire the beginning of a college education, it follows that the organization of the educational activities of these colleges need not be limited to preparing the girls for a wage-earning vocation, and the well-being of the girls demands that it should not be so limited.

Whatever aspiration and capacity the girls trained in these colleges may have in the pursuit of a wage-earning vocation, whatever their success in the chosen vocation, the fact remains that for the great majority of them it is a temporary affair. While pursuing the vocation for which they have prepared, they are looking forward to the time when they shall be able to abandon it, enter upon the work of making homes, and become home makers.

Either as a vocational worker in the professional, industrial, or commercial field, or as a home maker, the woman is a human being, a member of the social organism, and a citizen of the state, with resultant obligations, duties, and responsibilities.

That the woman may be able to transform occasion into opportunity and to adequately meet the demands upon her as a wage-earner, as a home

maker, as a human being, and a citizen and member of society, she must have special preparation in each field.

Here are then these lines of responsibilities and duties, each demanding a distinct and definite field of educational effort on the part of those responsible for her education, namely:

1. That which prepares for earning a living.
2. That which prepares for the making of a home and the rearing of children.
3. That which prepares for personal, social, and civic opportunities and responsibilities.

The girls in these institutions will enter with certain native and acquired endowments and resulting tendencies. These tendencies may be checked, dwarfed, modified, or developed by the influence of the educational environment the institutions provide, through their reaction to this influence. I believe it is possible to so organize, coördinate and administer these phases of educational effort as to create purposes and ideals, determine and direct aptitudes, and unfold capacities that will result in the development of that which is best potentially in the physical, mental, and moral nature of the individual.

The physical well-being of the individual demands proper food, clothing and shelter, and provision for care in case of accident or illness; and the capacity to provide these in adequate measure is the function of the basic or vocational element in education.

The preparation for a vocation involves the acquisition of the knowledge requisite for the pursuit of the vocation, and the skill necessary for applying that knowledge effectively. The requisite skill may be of the type that is almost wholly mental, if the vocation is one that involves motor activities to but a slight degree or not at all, or it may involve mental and coördinated motor activities.

Much that is taught in the schools today is fundamental as a preparation for a vocation, but much that is essential for the proper pursuit of a vocation and that can be taught in the schools, is not taught now, and provision should be made for teaching it.

In considering the opportunities for vocational education which Carson and Ellis Colleges may provide, consideration should be given to the class of girls to be taught; to the time they can remain in the institutions; to the fact that they come from this immediate vicinity and will most likely continue to live in this city when they leave college; to the vocations open and appropriate for them in this city and contiguous territory; to aiding

them in choosing the vocation for which they are best fitted and which is best for them, through a wise system of vocational guidance; to the kind, amount, and character of educational training required to fit them for the chosen vocation; to the development of a system of aiding them to enter upon the vocation for which they have been prepared, through coördinated effort with those who will employ them.

The preparation for a life best worth living involves something more than vocational efficiency. The ability to read may be an essential element in the pursuit of a given vocation, but so far as skill in the vocation is concerned the reading may be narrowly limited in both scope and quality. If the ability to read has been developed to the extent that enables one to read intelligently and appreciatively through a wide range of literature, if there has been coupled with this ability the development of a taste for good reading, and a habit of reading, then this phase of educational effort covers not only what is essential in reading, for the vocation, but what is essential in reading for any other phase of education, and contributes to that phase. One may pursue a vocation with a reasonable degree of success from the standpoint of earning capacity, but with very little knowledge of what is essential in the matter of personal habits for the maintenance of the physical and mental conditions necessary for the individual's comfort and efficiency, and with very low moral ideals and aspirations. One may pursue a vocation successfully with little or no knowledge of the various coördinated activities of the social organism or of the state, and yet the individual is a member of the social organism and a citizen of the state with obligations, duties, and responsibilities to each. The individual may be taught to make a living, and yet have no appreciation of art in any of its forms while possessing capacity for art appreciation which, if developed through education, would add greatly to the joy and fullness of living and would confer capacity to render service to others in society and in the home. A girl may become skilled in a vocation in the professional, industrial, or commercial field that will amply provide for her subsistence, and yet she may be totally ignorant of the things a woman should know and do in the making of a home—the goal to which most women look forward and the responsibilities of which most of them sooner or later assume. To enter upon these responsibilities without the education which should give the broadest preparation for assuming them is a misfortune; but to ignore this phase of education in the institutions under consideration would be little less than a crime.

Whether home making may be regarded as a vocation or not, it is cer-

tain that the women who is an efficient home maker earns her living and, in earning it, a greater variety of demands are made upon her powers and more important responsibilities are accepted than in any other vocation in which she can engage.

Too many girls assume the duties and responsibilities involved in the making of a home, and in the care of a family, with little or no preparation for their proper discharge.

Who is the home maker? She is the girl who is to be educated today and who, as the woman of tomorrow, is to assume that responsibility. The home is a universal institution; it is found everywhere; practically every human being has come from it, and has been affected for good or ill by its influence, its direct or indirect teachings. More than three-fourths of the women of marriageable age sooner or later assume the responsibilities of the home maker. Of all the varied vocations in which human beings engage, the vocation of home making enrolls a much larger number than any other. The perpetuity and well-being of the race depend upon the maintenance of the home, and upon the proper administration of its affairs. In the United States within the next decade there will be born more than five times as many children as there were souls in this country when we became an independent nation, two-thirds as many as there were people living in the United States when the Civil War began. Through infancy, childhood, and early youth, the care and nurture of the individuals composing this vast army is a most important part of the work of the woman in the home. The physical condition, the shaping of tendencies, the character of habits formed, the mental and moral development of the child, the promise and potency of later life are influenced most profoundly, one may say, are determined almost exclusively, by the influence of home life. It seems an inevitable conclusion that no education for the girl is adequate which does not take the responsibilities of the wife and mother into account and provide for such instruction and training as shall insure their effective discharge.

In the main, the educational opportunities that have been open for girls in the schools and colleges have been the same as for boys, not because they needed the same instruction, but because for a long period it was not thought that a woman needed more than the mere rudiments of an education. When the demand came for a broader education for girls than had been given theretofore, they were grudingly given the same opportunities as the boys with very grave doubts as to their mental and physical capacity to do the educational work required of boys. That question has been

fought out and settled, and I take it that the establishment of these two colleges is a recognition of the fact that the girl not only needs an education, as well as the boy, but that she needs a different education from that which the boy needs, and that its character is not to be determined by precedent nor by the curricula of established institutions, but by a determination of what the girl needs to know and of what she is capable of doing and needs to do as a woman, and by adjusting the educational agencies provided for her to those particular ends. She can do many things that a man can not do at all, and many other things better than a man can do them, and there are many other things that she ought not to do that a man can do, and still others she can do less efficiently than a man can do them. Therefore her education, so far as possible, should take into consideration the things that she can do best and which the world needs to have done, and be directed to making her most effective in those fields.

The creation of high ideals in work and in living, the development of the will, and of correct habits of thought and feeling, as well as of motor activities, are essential elements of an effective education, either for a vocation or for a living, and since the making of a living has, as its highest purpose, the development of a worthy life, attention must be given to these things in every phase of educational effort.

To sum up, the girls who are to be educated in these institutions need that vocational education which will make them self-supporting. In addition to this they need education for the responsibilities of home life. They also need the education that will fit them to discharge their functions as members of society and as citizens of the state, and, above all, they need that kind of education that will develop all that is potentially best in their natures. The proper coördination of these elements in education demands that they should not be separated in the order of time, but that they should be woven together, the character and extent of each to be determined by the characteristics and capacities of the individual being educated.

The President: I have the pleasure of introducing my brother, Dr. Albert Bushnell Hart, Professor of Government at Harvard University, a member of the Board of Governors of Mooseheart, who will speak upon

THE EDUCATIONAL OPPORTUNITY PRESENTED BY THE PHILADELPHIA INSTITUTIONS FOR GIRLS

ALBERT BUSHNELL HART, Professor of Government at Harvard University, Cambridge, Massachusetts

You ask me to say something about the effect upon American education in general, of these two enormous benefactions. I assure you, ladies and gentlemen, that they are bound to have a great effect. We hardly realize the immense sums that are here involved, as compared with endowments in other departments of education. I presume that there are not more than a dozen institutions—Commissioner Claxton knows exactly how many—in the whole country, which began their work with an endowment of available funds to the amount of four and a half million dollars.

That there should be two such institutions with similar means, founded at almost the same time in the same city, is a mark, first of all, of a feeling of responsibility by those who have great fortunes toward those of their own countrymen who have not the same opportunities in life. That sense of responsibility distinguishes Americans; it is one of the things of which we may well be proud, for it is a test of American civilization which excites admiration and surprise in foreign, and especially continental, countries.

Furthermore, it is not a mere accident that those two benefactions should both be available for vocational training and that one should be expressly earmarked for that type of education. It is not an accident that two different men, who perhaps were hardly acquainted with each other, discovered at the same time that the United States of America demanded something new in education. These men, who were not practical educators, who apparently were not very familiar with the details of educational institutions, agreed in feeling that the time had come when better provision should be made for the education of girls, and especially for the education of those girls who without external aids must suffer and must be forever deprived of the privileges which we think essential to the formation of character and to the enjoyment of life.

The first educational result of these benefactions will doubtless be the education of the trustees, which had already begun before the sessions of this Conference. They will learn what plentiful stores of good advice are theirs for the asking—today they are Moses smiting the Rock, and little did they expect the stream of eloquence which has descended on them.

[Laughter] The trustees are going to learn much about what it means to handle such large sums and to undertake such responsibilities. In that operation they have an almost unrivaled opportunity. They have a clear field to see what may be done by an understanding between those who are responsible for the application of such great benefactions; first between Carson College and Ellis College, and then between kindred institutions in this neighborhood. It is a thing of which we may all be proud, that the trustees of those two institutions have this sense of a common task and of the necessity of so performing it that the same work may not be done twice.

Next, the trustees will have the opportunity of co-operation, not simply here in Philadelphia or in Pennsylvania. One of the outcomes of these two splendid benefactions must be to arouse the community, and the trustees of other institutions, to a conception of the greater work that may be done through their funds, by the moral forces behind the movements for vocational education. If the various institutions can be brought into line, there is a great country outside that will profit by the example of co-operation and mutual understanding and mutual confidence in Pennsylvania. It is a piece of education which the whole country needs.

Beyond that, the trustees will have the opportunity of educating the public, first of all by the wisdom of their plans, by their solution of the difficulties by which they are surrounded. I observed with pleasure the requirement in one of the wills that there shall be an annual accounting. One of the lessons that can be taught by these two boards of trustees is the necessity, in such institutions, of a very careful classified system of bookkeeping and accounting, which shall be from time to time duly audited.

Again, think what an opportunity there is, as is suggested by these architects' plans, to teach a lesson to the American people of what may be done in the construction of proper buildings for educational purposes. I have had a hand in the construction of two such sets of buildings, and it is one of the most enlivening and interesting pieces of work in which a man can possibly engage.

But after all, these trustees understand better than anybody else that the benefaction is not theirs, that it belongs to the orphans, to the future, so that children as yet unborn will bless the names of Carson and of Ellis and will thank those trustees who have carried out the wishes of those benefactors, in order that they might be happier and their lives might be broader. It is not simply the education of orphans that is before us.

There is a grim difficulty; the Lord in His wisdom has not made a sufficient number of orphans to fill the asylums. If all the orphans in the country could be gathered here, many of them might be accommodated; but only a fraction of the orphans ever reach institutions; for cousins and brothers and sisters and grandfathers and nieces have a way of taking care of orphans in their own families. Nevertheless it is a splendid thought, it is a noble thing, to undertake as far as possible to supply the place of the parents who are gone. Think of passing through life without the memory of a mother's good-night kiss and the hands tucking one into bed. Well it is yours, trustees, it is yours in some measure to repair this loss, through your guidance of proper persons who are to affect these little lives.

These institutions are founded for the education of girls; and it is not so long since the education of girls was thought almost beneath public or private notice. There was a time when girls were allowed to sit in the doorways of New England school houses, and catch what they could of the boys' lessons going on within. Then they found their way inside, as a woman usually does when she feels that it is necessary for her to participate in public life; and then the schools were adapted to girls and by and by there were girls' high schools and colleges. Plenty of people can remember when the first class graduated from Elmira College—the first college exclusively for women which granted the degree of A.B.,—then followed Vassar and all the rest. Nowadays the girls have arisen and demand, as a matter of right, that they shall have equal, if not the same, facilities for their development, to those afforded their brothers.

These two foundations have the opportunity of giving girls a turn in the vocational direction, toward which the march of education is tending in our country. If I knew exactly what vocational education was I would tell you upon the spot; and then we might adjourn without further ceremony. One thing is certain; vocational education is not the old district school education nor the more recent grammar school or high school education. Somehow the American people have got it into their minds that their children need something beyond the three R's or even the excellent education which the high schools have furnished. I am a graduate of the public schools, and I never shall cease to be grateful to the West High School of Cleveland; but that type of school is no longer sufficient for the life that comes upon young people; they and their parents demand still more.

Trustees of Carson and Ellis, you know as well as anybody that clouds are gathering over the world, that we are in the midst of a terrific cyclone

week after week, month after month, engulfing our neighbors and friendly peoples. Are we entirely free from the danger of that dark storm? In the future of this world and in the future of the United States of America, those nations will succeed and persist that are efficient in the true and highest sense; and one of the absolute necessities for efficiency is that the working population should be as well prepared for their tasks as is possible.

God forbid that this country, our own United States, should ever need to measure forces with any other land or people on earth; but in the fierce competition of the age, economic, commercial, and, if necessary, military, that country will succeed in which labor is the best organized, in which there is the smallest waste, in which there is the least loss from failing to utilize the capacities of men and women. Why, on the other side of the ocean, millions of women have stepped in and taken the opportunities and work which were formerly reserved for men!

Oh, I should like to be a trustee of one of these two great institutions, and to have a part in developing an educational system out of which there should spring a better organized preparation for the work of this country that will be performed by women! As has been said many times today, women's labor is not a thing that we can set up or set down; here are these millions of working women, here is the work to do, here is the work that must be done. In the future, more women are going to work, going to work with their hands, going to work in factories; and unless we accept the responsibility somehow of preparing the way for the proper training of those who are capable of training, we not only lose in dollars and cents, we lose just that much in the national fiber which is necessary for the future happiness and success of this country.

Beyond that, trustees, you are not simply founding institutions for orphan girls; you are founding asylums, homes for human beings, for members of society, for future fathers and mothers. It is impossible to build up schools even with the money you have, with the interest you show in this problem, simply upon the basis that you are to enable those who graduate from them to make more money and to make the country more prosperous.

That is a worthy motive. It is worth while to put energy and thought simply upon that material proposition. But you have the broader public problem of making homes and a home spirit for the future workers. We recognize the serious difficulties in securing enough of the children that you want, so that you may give them this education. Nevertheless no education, especially the higher education which is within the scope of

either of these foundations, can be carried out without a considerable number of students; you can not run a college with only fifteen in each class!

The education of women from top to bottom is full of difficulties. I can not help thinking of the daughter of one of my colleagues at Cambridge, who spent a year in making an investigation into the avenues of employment open to women in Boston, finished her report, and then said, "I haven't anything to do, and can't find a job." Here was a graduate of a college, an intelligent young lady, who knew what everybody else could do, but didn't know where to find employment for herself! That girl is discontented, and numbers of such girls of exceptional abilities are discontented. I know of one young woman, a beautiful young woman, first scholar in one of our great women's colleges, the idol of a very wealthy father and mother, who finds no comfort with them or away from them, whose life seems to be barren because she wants something to do and can not find the type of thing for a life pursuit. If she had a twin brother, he would never be satisfied to sit down and eat the meals provided for him; she has that same feeling that a woman ought to be able to care for herself. Rich girls need industrial training quite as much as other people and perhaps more, because they may have opportunities to direct industry for others.

And now, coming back to the vital thing before us, the trustees of these two institutions have noble opportunities to set the pace for schools in which, by wise thoughtfulness and forethought and by the employment of men and women of inspiration, they may encourage in their students that which is more precious than gold, more valuable than wages; that is, the seeing eye, imagination, forethought, the mind that reaches beyond the opening of the book or the lesson of the day. What we need is people who shall dream dreams and see visions, for everybody knows that the unseen is greater than the seen; everybody who has anything to do with teaching youth realizes that it is not so important what you say to them as what they receive from you in the way of an unshaken moral stimulus. There is an opportunity in a school of this kind to give to children who otherwise would not have it, a larger outlook even than they could get from public education.

As for vocational training, the difficulty with the public schools is the lack of resources and means and workshops. Never yet have I seen a public secondary school in which there were enough school hours and enough shop facilities, no matter how good the teachers. It must be so

in any school that is dependent upon public taxation; the numbers to handle are so great and proper facilities seem unattainable. You, on the other hand, have an opportunity, for which the community will thank you in years to come, to show to the whole people of the United States what a good vocational school may be. You will not be deterred by one failure; if one set of ideas fails, you can try another; you are not dependent upon a board of education to back up your policy, you make your own policy.

Let me conclude by giving you a motto and an inspirational idea from a source far higher than that of any textbook upon education. The Book of Psalms says: "Our daughters may be as corner-stones, polished after the similitude of a palace." It is yours to make the daughters of the land, who have lost their own fathers and mothers, into corner-stones. "Corner-stone" means character, means training, means schooling, means the strengthening of the rugged features out of which the human being forms an efficient and a noble life. "Polished after the similitude of a palace"—that is the moral side, that is the appeal to the imagination, that is the development of character, sweetness, and light. Yours be it, trustees, to see that those for whom you are administering this great trust "may be as corner-stones, polished after the similitude of a palace."

Thursday, October 14, 1915, 9:30 A. M.

IV. THE GIRL IN THE INSTITUTION

The President: It was particularly requested by the trustees of these two institutions that we should present to them certain concrete things, the actual things which are being done and how they should be done; and something about building and housing and the direction of children. Dr. Reeder, our next speaker, needs at least sixty minutes to talk on a subject for which he is to have twenty minutes this morning, but we had to do the best we could in the time that was available. There are only six hundred minutes in ten hours, and ten hours is about the total time we have here. We are to hear from Dr. R. R. Reeder, superintendent of the New York Orphanage.

THE VOCATIONAL TRAINING OF GIRLS IN INSTITUTIONS

DR. R. R. REEDER, Superintendent New York Orphanage,
Hastings-on-Hudson, New York

Mr. President, Ladies and Gentlemen: Since coming to Philadelphia I have been reminded of a stanza that I heard several years ago when I was in Philadelphia and which made quite an impression on me. I presume I am reminded of it because I am again in Philadelphia and also because of the example of these two boards of trustees in their preparation for administering these munificent bequests. The little stanza ran like this:

> "Now the firefly is brilliant, but he hasn't any mind,
> And he blunders through existence with his headlight on behind;
> The measuring worm is different, when he goes out for pelf,
> He stretches to the limit and then he bumps himself."

It seems to me pretty certain that these trustees do not propose to proceed with their headlights on behind. Those of us who have inspected a good many institutions over the country are impressed with the fact

that a good many have endeavored to administer trusts with the headlight on behind. These gentlemen propose to take the situation with headlight on before, and I suppose the purpose of this Conference is largely to throw a searchlight on the problems involved. An opportunity is here offered for everyone to have his say; but our hosts may feel, after we are all through, like Job after his three friends had tried to comfort him, "Miserable counselors are you all."

I spoke of it as being an opportunity for everyone; you remember a year ago or so, when the nations of Europe were scrambling to get into their awful conflict, someone recalled the story of the Irishman who went into a saloon where there was a fight going on, and it aroused his interest and stepping up to the bartender he said, "Excuse me, sur, is this a private fight, or can anny wan get in on it?" [Laughter] This seems to be an opportunity for anyone to get in. After all is said, however, our hosts may feel a good deal as a certain young Swede did, who was taking his sweetheart out for a buggy ride. The very air seemed to breathe sentiment and he was swept off his feet, and suddenly blurted out, "Gretchen, vill you marry me?" She said, "Yaas, Olaf." And then they lapsed into silence and for half an hour nothing was said. Finally it was too much for Gretchen and she said, "Vhy don't you say somdings, Olaf?" Olaf: "I tank too much bane sade already." [Laughter] The trustees may feel that way after this Conference is over. I have a little paper here that I am going to read. I have attempted here to present some word pictures of concrete experiences.

The most valuable asset of a nation is its children. All other possessions, whether they be the mines of the earth, the timber of the forests, cereals of the fields, or the cattle on a thousand hills, have value only as related to this human factor—the children of today, who are soon to possess these vast resources. It follows then that the most valuable bequest that this or any other generation can leave behind is well-trained children. Properly to equip these for their day and generation is a work of true conservation without which all other measures to conserve our nation's resources are of doubtful worth. The hundred thousand children in the institutions of this country may be so trained as to become a great national asset or so neglected as to repeat in increased measure the dreary round of dependency, and possibly delinquency, in the succeeding generation.

Every well managed modern institution is not only a home but also an all-round school. What is still needed, however, for the great body of

dependent children in the institutions of this country is a larger program of education and industrial training. The institution is responsible for the whole child. If it does a work really worth while it must keep its wards long enough to complete at least an elementary-academy and an industrial course of training.

Each child requires for his complete physical, intellectual, social, and moral development, a three-part program—school, work, and play. Our educational structure must, therefore, rest upon three pillars—letters, labor, and leisure. Our present system of public education is seriously lopsided. For the past forty years we have been gradually shifting the weight of the house of childhood more and more to one of its supports, namely the academic—the intellectual pillar which we usually cover by the term school. In this movement both home and school have conspired against the child; the one increasingly narrowing his environment through modern living conditions, until the tenement-box type of house has been reached; and the other by packing the curriculum with theoretical and abstract subject matter unrelated to his everyday life. Thus our home life has become narrow and empty and our educational system topheavy.

Just to attend school is not enough for any child. To go to school, and to play, is a complete program; school attendance and work without play is a cruel one. The trinity of happy, useful childhood is school, play, and work. Not one can be spared. It is usual for us to think of play as natural to child life, but school and work as responsibilities imposed upon it. No one who observes children closely, however, or recalls his own childhood can fail to see that work, by which I mean serious, purposeful, useful occupation, and a craving for knowledge are just as natural to the child as the play instinct. To starve or surfeit any one of these fundamental instincts is a blundering procedure. The recent "play renaissance" which has swept the country will restore to millions of the children of today, and safeguard to the millions yet unborn, their natural birthright. What we now need to supplement this great play revival and to complete the program of child life is a renaissance of work; not child labor, which is a cruel blight upon childhood, but suitable, wholesome, educative, manual employment outside of study and play hours.

Responsible, constructive occupation for a short time each day is as necessary to the child's happiness as play, and as a moral experience far surpasses any other kind of training. Regular school attendance and accidental or haphazard street play is the program of millions of American

children today. School attendance and the drudgery form of work is the program of thousands of others. It is the fortunate few only who go to school, play, and work.

The problem of industrial training which confronts the trustees of the two institutions, whose guests we are on this occasion, is not vocational in the restricted sense in which the term is used as applied to public vocational schools.

Practically all of these schools provide training for children above fourteen years of age only, and the chief motive for attendance from the standpoint of the child, at least, is economic betterment. In these two colleges, however, we have girls as young as six years of age who should be provided for until at least eighteen years of age. Our vocational training is, therefore, not merely a matter of expediency. It should begin earlier and rest upon a much broader educational foundation than public school vocational training. Having young girls to train, our first care should be for a proper vocational foundation upon which to rest the superstructure of the more technical courses to follow. I can not illustrate my thought better than by the concrete example of one of the girls of our Orphanage who was placed out on the very day that these words were written. She entered the Orphanage at ten years of age and is now eighteen. She continued in school until she had completed the seventh grade of academic work. She did not "take to" nor care for further training in letters. She preferred and enjoyed hand work. Her industrial and economic training included the following: planting and caring for an individual flower garden, two seasons, and a vegetable garden, one season; three years' instruction in cooking classes, supplemented by four months of practical cooking in one of the cottages; over a year's practical training in chambermaid work; a year and a half of laundry work, during part of which time she did advanced work as an ironer; three years' training in a dressmaking class, in which she was taught to repair, remodel, and to cut, fit and make her own clothing. She has been on the apprentice payroll for about three years, during which time she has purchased a part of her own clothing proportionate to her wage and has kept an account of her expenditures. She has learned how to earn, save, spend, and give money. The range of her industrial experience assures self-reliance and success in the new work she has undertaken, and if in the future the duties of a housewife should come to her, she would certainly not have to depend upon delicatessen stores nor professional dressmakers for the food and clothing of herself and family.

Let me supplement this statement by a progressive diary of girls' experiences at various ages, all regularly attending school.

ANNIE: Age eight years.

My regular work is to polish the matron's and assistant matron's rooms and to polish the sitting room at noon. On Wednesday I help the girls with the darning.

ALICE: Age nine years.

Every morning I help brush up the dining room floor and clear off one table and set both tables, and I dust the dining room and flannel it.

MATILDA: Age ten years.

Every morning after breakfast I make my bed and help clean the dining room. I clean the steps and twice a week I darn my stockings and do my mending once a week. Every other Monday we have sewing class.

DORA: Age eleven years.

I make my own bed and help do the sitting room work. Once a week I do my mending and I darn twice a week. Saturday I scrub the basement stairs. I help get the supper once a week. I go to sewing class every other Monday.

FRANCES: Age twelve years.

I make my bed and then take care of the assistant's room. Twice a week I wash stockings and mend my own clothes once a week. Every Wednesday I work in the laundry for one and a half hours ironing aprons for the girls in our cottage. I always help dress and comb the hair of one of the little girls in our house. Once a week I help prepare the supper.

FLORENCE: Age thirteen years.

I always make my bed in the morning and then clear off the tables in the dining room, set them, and sweep up the floor and dust and polish. I do this three times a day. Twice a week I give out the clean aprons to the girls and once a week I get supper. I make bread once a week and every sixth Sunday help get dinner. Wednesday I go to the laundry and help iron the aprons for one and a half hours. I have sewing class once in two weeks. I help dress and comb my little sister's hair and try to keep her clean.

BERTHA: Age fourteen years.

In the morning I make my bed and clean all the halls with the help of two of the younger girls. I do my washing, ironing, mending, and

darning once a week. I get supper once a week and when my turn comes I get dinner on Sunday. I go to sewing class Saturday. Three times a week I help out in the pantry, sometimes I wash the dishes and sometimes wipe them.

MARTHA: Age fifteen years.

I get up about six o'clock and dress. Then I get some warm water and a quart of chicken feed to give to my chickens. After breakfast I make my bed, sweep the rugs and floor in the sitting room and study room. Then I sweep the side porch off. When the chicken feed is ready I take it down to my chickens. After dinner I help clear up the kitchen before going back to school. After supper I help out in the pantry. On Monday I mend my clothes. On Tuesday I darn stockings and help with the mending. Wednesday I sort the laundry. Thursday I go to cooking class and Friday I iron aprons in the laundry. On Saturday I go to sewing class.

ETHEL: Age sixteen years, first year in high school.

I helped with little things like preparing vegetables and also made bread once a week for a year before entering the cooking class. I had three years in the cooking class, completing the course. During this school year I have been cooking supper once a week and dinner once a month in the cottage. I was assistant in the cottage during the summer and earned eight dollars a month. I can prepare and cook all kinds of vegetables, make five kinds of cake, eight kinds of cookies, about a dozen kinds of puddings, several kinds of bread, ice cream and sherbet, four kinds of candy, and different kinds of pies. I can also roast meats, broil steak, make soufflés, casseroles, beef and veal loaf, also fry, roast, and stew chicken. I made the dress I have on. I have made fourteen dresses and a great deal of my underwear. I worked for five months during a part of the afternoon in the laundry. Have been doing my own laundry work for five years. I had a vegetable garden two years and a flower garden one season.

Lest I should not have time to say one or two things that I want to say in the way of perhaps more fundamental advice and direction to the suffering and patient trustees of these munificent bequests, I want to call attention to what seem to me to be a few very fundamental principles that ought to guide in any work of this kind:

First, to recognize that children differ very much in their gifts, their endowments, their tastes, and their inherited tendencies. Recognize this

fact, so that no efforts whatever will be made to put them all into the same pigeonhole, so to speak.

Second, develop the promise that is in the child, whatever it may be.

Third, keep the lid off the top for educational opportunity, and keep it off a long time. It often happens that a boy—and it is just as true of a girl—that a boy or girl loses all interest in education because they happen to fail in an examination for the high school. They may have to go out and come up against life before getting a new point of view. In a year or two they may wake up, want to take a special training course and find that a year of academic work in the high school is required to be admitted to the course. Stay with the child through this period and keep the opportunity open. Have the lid off the top whenever he comes to himself. Dr. Bernstein and I have been doing a good deal of inspection work in the last year for the Commissioner of Charities of the city of New York. We are impressed with the fact that most institutions are doing a truncated piece of work, cut off just when the child most needs guidance and advice. Do not let any modern institution be founded on such principles; do a finished piece of work, complete it just as far as the ambition or inspiration of the child will carry him.

Fourth, have nothing peculiar to the institution, not even the houses peculiar, or anything about them peculiar. I would have a dormitory cottage; I would have a residence, a home with many rooms, just as any home should be for a large family. It is only life, rich, full, free, natural, and individual, that prepares for life. I don't know of any better view one can get of the varied activities that children engage in when they go out into the world than perhaps this illustration. Here is a paper that circulates among the alumni of our Orphanage, it is a home paper, made up almost exclusively of extracts from their letters.

In this particular issue there are extracts from eighty-two letters, I believe. An analysis of the various occupations pursued by the correspondents reported in this issue reveals the following interesting data:

Preacher, 1; school teacher, 1; college students, 8; high school students, 13; technical students, 2; dressmakers, 2; domestic service, 7; chauffeurs, 2; lawyer, 1; farmers, 9; factory employes, 2; mercantile clerks, 8; drug clerk, 1; railroad clerk, 1; bookkeeper, 1; soldiers, 2; nurses, 2; students' hall matron, 1; gardener, 1; dietitian, 1; stenographer, 1; moulder, 1; canvassers, 2; steam fitters, 2; street cleaning, 1; wives and mothers, 4; broom making and chair caning trade, 1.

Fifth, the institution ought to begin small and grow. I do not believe

it would be wise to crystallize into the solid forms of brick and mortar, iron, asphalt, and stone, the purposes of these noble requests at the very beginning of the process. These institutions can only function most helpfully as they feel their way along while keeping in touch with life. In that way they can enlarge their usefulness and adjust themselves to the conditions the girls must meet when they go out into the world. Let the institution then begin small and grow.

The President: There is an opportunity for questions. Any of you who have not read Dr. Reeder's book on "How Two Hundred Children Live and Learn" have still a treat in store for you.

QUESTIONS

Mr. Vaux: I should like to ask Dr. Reeder whether his closing sentences were intended to imply that in the organization of one or both these institutions, he would not start with any buildings whatever except merely shacks, and allow the whole scheme of building to develop, or whether he would start with some sort of a concrete plan which might be adaptable to a variety of uses?

Dr. Reeder: I should certainly start with a building. I don't know just what it would be, but the point I want to make is this, I would rather develop the concrete work with the girls faster than the concrete work on the buildings, if you please; that is, I should want to feel out the service that I could perform for these girls by starting with perhaps only one building, starting in a small way, not crystallize the whole thing into a full-fledged plant splendidly equipped before knowing just how to function most practically in the administration of this trust. I would rather that the work in the field—the educational, industrial, social, and moral service for the girls, should bring pressure to bear upon the development of the plant, than to build the plant and then undertake to adapt it to the field of work.

Mr. Zug: I would like to ask whether in view of the fact that these institutions are both located outside the city of Philadelphia and probably with no school facilities that they could very well use, whether you think it would be wise for them to rent a building within the city limits and begin their school, having the entire school within that one building, and later begin the construction of the permanent school buildings?

The President: How far will you be from this spot?

Mr. Zug: Twenty miles.

Dr. Reeder: Enough of a demonstration has been made of child-care work to make it perfectly safe to construct a cottage in the country to start with; I should not think it would be wise to start anywhere else except where the institution is to be finally located.

Mr. Vaux: Would you give each girl a separate room or, with the smaller girls, would you put several in a moderate sized dormitory room? I am of course referring to the fact that we expect to look after children as small as six. I know what my own children of six like as respects companionship in their sleeping room.

Dr. Reeder: I should not think it wise at all to provide a separate room for each girl, especially the younger girls. It seems to me that three or four can be in a room and have a better as well as safer time than if they are all in separate rooms, but I think there should be a few individual rooms for the older girls.

Mr. Vaux: Where would you draw the line? About what age would you think was the average?

Dr. Reeder: Possibly fifteen or sixteen years of age.

Mr. Mallery: Would you believe in sending the children to a public school, a rural one, if that could be stimulated into value?

Dr. Reeder: I do not find it necessary to send our children to the lower grades of the public schools; these grades would not answer our purpose at all. When we buy a team of horses, barge of coal, or twenty barrels of flour, the facts of the transaction go right into the school room. When we buy our ice, we make inquiry what it would cost, what would be the percentage of waste, and whether it would be better to buy it in the winter at wholesale and store it or buy it in the summer at retail, and so forth. The life of the home is worked up in the school room so you see that the public school would not answer my purpose. When our children are ready for the high school, they enter the public school for we want them to come into touch with state education.

Our children do a good deal of visiting. Twenty-four hundred and fifty days was the record of visiting last summer, so they are in touch with life, they don't need the public schools in the elementary grades to keep them from becoming institutional.

Professor William D. Lewis, of the William Penn High School for Girls, Philadelphia: I was just going to ask the question that was answered at the end of Dr. Reeder's speech; would the attendance at the public schools tend to de-institutionalize children? That has been tried in the

upper grades. Could you get away from the institutionalizing of the children by having them attend the public schools?

Dr. Reeder: I should rather so run the institution as not to institutionalize them. [Applause] That is what I had in mind when I said I would have nothing peculiar to the institution. Saturday afternoon, if four or five boys came to me and wanted to know if they could go to Yonkers, I should simply ask myself; would I allow my boys to go to Yonkers? If so, I would allow these boys to go.

The public school course is the common school; by that I mean it must be the same for all; it gives you the hand-me-down suit of clothes; the institutional school can be so run as to give you the tailor-fit suit, so to speak. The quantitative relations involved in running the institution can be worked up in the class room; the daily history and experience of the institution can be worked up in the English and composition work of the class room. You can get adaptation and correlation work in your educational work if you run your own school.

Professor Lewis: I wonder if it would be possible to adapt the child to the life of the community through his arithmetic and grammar and other interests, just as you have described in adapting him to the institution? I think that the tendency of modern thought in education is to do just exactly what you have said and get away from the hand-me-down suit of clothes in such a way that instead of adapting the child merely to this institution and its individual problems, you might adapt the child to the larger life of the whole community of which he is a part.

Dr. Reeder: I wish that the public schools would do that. [Applause, laughter] If they would do it, they would tremendously enrich their work, but I fear that public school teachers are very much with respect to books like Ephraim of old. The Bible says, "Ephraim is joined to his idols, let him alone"; and too many of our school teachers are joined to their idols, which are the books, and they don't want to be disturbed with outside matters.

Professor Lewis: We need your help.

Dr. Reeder: Thank you.

Mr. J. Bruce Byall, of the Children's Bureau, Philadelphia: I would like to ask Dr. Reeder why this actual experience of the ice and horses and potatoes should not supplement the school work, just as we hope it will do when these children have families of their own.

Dr. Reeder: The only trouble would be that we could not work up our educational stuff through the public school but only through our

own school. If we could work it up through the public school, well and good.

Mr. Byall: You have plenty of additional time to do that; as Dr. Claxton stated yesterday, the children have spare time for at least a couple of hours a day.

Dr. Reeder: I was connected with a large factory in Massachusetts for nearly five years, manufacturing bicycles, and within a radius of five miles there were five hundred school teachers, at Springfield, Chicopee, Holyoke, and so forth. During that five years I took or directed scores, hundreds, of people through that factory to see the various processes—how raw rubber, steel, and cork were worked up into the finished machine; but not one school teacher during the whole five years ever applied for a pass to go through that factory. Large cotton mills were at work in that city and in the schools the children were learning from books about cotton, right within sound of the factory bells, and yet no children or teachers ever went through those factories, or tried to go through, as far as I know. That is what I mean by saying that teachers are joined to their books. If a few men like our friend Mr. Byall could take hold of the situation and enrich the public school curriculum, then we would not need our own institution schools.

Mr. Zug: Under our will, we are able to take children at any age, and the family, which is the ideal of the cottage system, would include, of course, the very youngest. I have wondered whether you thought it would be wise for us to receive very young children so that there may be even a baby in the cottage together with the others of perhaps ten or twelve, or even, as Mr. Carson has said, five years of age? If not, at what age do you think we should actually receive children and what should we do with the younger children?

Dr. Reeder: If permitted to receive them, I would take them just as young as I could get them. You may have noticed that I said that one girl looks after her younger sister. This experience of the older children looking after the younger is a most helpful training for girls.

Mr. Byall: By the same reasoning, all parents who are financially able to send their children to a private school should plan to do so, and that, to me, is absolutely unthinkable. I mean, if the public school does not give everything you want, is that sufficient reason for not sending the children to the public school and supplementing that instruction? The same thing would apply to a private family.

Dr. Reeder: I do not see your conclusion, because the private family is

a separate thing from the private school. Here we have our home and school together. It would be impossible for the private school to work up the life of the home in the school, quite as impossible as for the public school to do so.

The President: Dr. Reeder, you have been inspecting institutions in New York; taking institutions as they run, do you advise the institutions you have been inspecting in and around New York to keep their children in the institution and send them to their own school or to send them to the public school and take their chances?

Dr. Reeder: By all means send them to the public school unless the institution school provides the tailor-fit curriculum; that is, if the institution school is practically the same and as bookish as the public school, no attempt made at correlation and adjustment, no attempt to fit the life of the child into the curriculum, by all means send the wards to the public school.

Dr. Dean: I do not know that I need raise the point, but I made a plea yesterday particularly with reference to the high school, that the children of institutions go to the regular high school. With rare exceptions my experience has shown me that the children are better fitted in the public school than in institutional schools. If Carson College is located in the country and a rural school is already established there, the question must be considered whether a school should be established in Carson College proper, or whether Carson College should subsidize a newer type of rural school and allow the institutional child as well as the public school children to attend it.

Dr. Reeder: I think you would render a much larger and more helpful service to subsidize the public school; it would give you control of it and give you a chance to enrich the public school and make it what it ought to be.

Miss Gill: I just want to ask at what age Dr. Reeder finds his children respond to this financial conference as to how much things cost? Do you explain that to everybody in the school, or only after they come to a certain age?

Dr. Reeder: Well, if it is a problem that can be handled in the third grade of school, we handle it there; if it is one so difficult that it can only be handled in the seventh grade, we handle it there; it simply depends on the relative simplicity or complexity of the problem.

Miss Gill: It is not for the school as a whole, but only for the particular classes?

Dr. Reeder: Yes, it is for the school as a whole, they all get some of it. There may be certain interests connected with administering the institution that can be carried right through the grades.

The President: An institution which has assets amounting to five million dollars was created by Mr. Wallace C. Andrews who, with his wife, perished in a hotel fire in New York a few years ago. That institution is located at Willoughby, Ohio, and there are some extremely interesting features about its development as far as it has gone. Just like these two institutions, they have not yet built anything; they have one of the finest sites I ever saw and they are now looking forward to beginning a cottage institution very soon. The superintendent of that institution, Mr. Sherwood D. Shankland, is with us and is going to speak of the

VOCATIONAL IDEALS OF ANDREWS INSTITUTE

SHERWOOD D. SHANKLAND, Superintendent, Willoughby, Ohio

Mr. President, Ladies and Gentlemen: By way of introduction, I will mention three matters which I think I ought to touch upon in view of the discussions of yesterday. In the first place, a number of the speakers yesterday told what they would put into their wills. I want to suggest to you one clause in Mr. Andrews' will that it might be well for all of you to consider when you make your wills. Mr. Andrews said: "This institution shall, from time to time, undertake to give instruction in such new discoveries and inventions as seem to offer opportunity for the honorable employment of women." Under that clause of the will, this great foundation can be adjusted to meet the conditions of today or the conditions arising because of new discoveries and inventions which may come a hundred years from now.

The second comment is on the type of children that we choose. They are not a selected group; many of them are over age. We are not training, nor did the will under which we are organized intend that we should train, the officers of industry. There are other institutions doing that work and doing it well. Ours is to drill the privates, the plain workers who will go out and, with their hands or minds, earn their daily bread.

We agree with the theories that have been advanced here and the theories that we read in journals, but we have tried to bring these theories down to actual practice and to adjust them so that they will fit the hard

facts of real life right there in northern Ohio, and I take it that any institution that succeeds in these lines must do that very thing, take the theory and bring it right down to earth and make it work on the solid ground.

The trustees of Carson and Ellis Colleges have entertained us here in a most royal manner. I want, in return for your invitation, to invite you to visit our institution. We will not entertain you at a great hotel; we will not furnish you with a banquet of courses; but we will invite you to come there to eat the meals cooked by the girls, to get in line with the procession that marches through the class room and partakes of the school lunch, to go and see the actual way that these girls live. Perhaps, during this visit, you may see some things to adopt for your own schools as well as some that you will wish to avoid. We have made an experiment and we would be very glad to have you call and witness the results.

My third comment is this; I saw a surveyor working one day for the county and a man came along and said to him: "John, do you think you are laying that line out in the best way?" He said, "No, sir, I am not trying to lay it out in the best way, I am trying to do it according to law." Some of us have been hearing some little discussions as to what the public schools can do. I want to call your attention to the fact that the public school must proceed according to law, and these private foundations can, by being unhampered, accomplish results that the law does not permit the public school to accomplish.

The Andrews Institute for Girls is a practical school to render girls self-supporting. Its founders, Mr. and Mrs. W. C. Andrews, died in 1899 but prolonged litigation delayed the organization of the school until 1910. The wills state that it shall be "for the free education of girls and for their support, in proper cases, during education, with a special view toward rendering them self-supporting." The endowment fund is about five million dollars.

The permanent location, recently purchased, consists of 267 acres of land extending for more than a mile along the east bank of the Chagrin River opposite the village of Willoughby. It is a beautiful property with native forest trees, nut grove, orchards, and fertile fields. A brook, shaded by scores of huge elms and maples, winds along a rocky bed through the center of the property. The new buildings are to be erected on the cottage system. It is planned to accommodate one thousand girls.

When the school was organized five years ago it was deemed wise to secure temporary quarters at once and develop the work in an experimental way. The former Willoughby home of Mr. and Mrs. Andrews,

which was an old-fashioned three-story residence, serves as the main administration and school building. The old barn, rebuilt for a gymnasium, and a new laundry building are also on this lot. Eight other good sized houses scattered in various places through the town of Willoughby have been rented. Seven of these are the boarding cottages and one is used for housekeeping and domestic science classes. The present capacity of the Institute is two hundred, of whom about one-half board in the cottages and the others live in their own homes. Frequent service on both interurban and steam railroads makes it possible for a number of the girls to go back and forth daily to Cleveland, Painesville, and other near-by places.

The cottages serve the double purpose of providing homes and of furnishing schools for housekeeping. The training includes all branches of housework, such as serving, the care of the dining room, pantry, ice box, silver, sitting room, and bedrooms. In addition the girls receive training in punctuality, neatness, and general conduct. Each cottage is in charge of a woman capable of managing and caring for the girls as a mother should. The cooking of the meals in the cottages is done by students who are appointed for a week at a time and who work either singly or in groups. The girl who cooks must plan her own menu and must keep within the allowance for provisions in the budget, which is fixed at $2.00 a week for each person in the cottage. As a rule the meals, planned and served in this way, are well-balanced and appetizing, for if the house girl fails to get satisfactory results her fellow-boarders become her severest critics.

A school which aims to render girls self-supporting must teach them definite trades. About 50 per cent of our students are enrolled in the dressmaking course. Beginners are trained in hand and machine sewing, patching, darning, mending, cutting, and garment construction. The advanced students are admitted to drafting, pattern making and trade dressmaking. The materials are purchased by the Institute. The students have the privilege of purchasing, at cost, the garments which they make, except in the trade dressmaking room where the most advanced students do regular trade work for customers. Those who have completed the course usually prefer to go out and do dressmaking in the homes of their customers rather than to seek employment in the shops of the city. If they come from a small town, they usually return and have more customers than they can serve.

In addition to the regular classes in sewing, an elective class in art

needlework gives opportunity to work in embroidery, knitting, and crocheting.

The course in drawing and costume designing is largely supplementary to dressmaking. At least one year of drawing is required before entering the dressmaking class, and a year of costume designing while pursuing the dressmaking course.

The courses in millinery are primarily for the use of the student for herself or family. We have not found millinery an attractive trade for graduates. The seasons are short, and there are other conditions which render it undesirable.

After dressmaking, household service supplied the greatest number with employment. Because of the prejudice which commonly exists against this type of work, girls are ordinarily unwilling to undertake a course which is definitely declared to be for training in household service. We, therefore, call it the home-making course. The assignment includes problems in household management including the budget and arranging of work to save steps, labor, and time; the choosing of a home, either by buying or renting; purchasing and repairing household linen; practical marketing for the cottages; laundry; minor subjects in the course are home nursing with a special view to the care of children, general science, bookkeeping, sewing, and cooking. Seven dollars per week, with board and room, is the price at which a trained beginner can be placed. Girls who have lived in the cottages and pursued other courses often secure places for work of this kind during the summer vacation. Last summer we had at least two jobs open for each available student. During school they go out frequently to cook or serve for customers, especially for parties, dinners, and special occasions. The earnings of a sixteen year old girl from these sources amount to a considerable sum in the course of a year, say twenty dollars during school sessions and five dollars per week in vacations.

The classes in cookery meet twice weekly in the kitchens of the cottages. Each class spends one forenoon in the preparation of a meal, and the other session is held in the afternoon for more formal instruction. The first year includes planning, preparing, and serving of simple breakfasts, luncheons, and dinners. A study is made of cost of food and food values. Materials are weighed and measured. Canning, preserving, and pickling are done in season. In the second year, foods are studied in groups. Some of the subjects covered are cakes, puddings, pastry, breads, candies, soups, vegetables, and salads.

The last term of this year, each girl in turn is responsible for one dinner. She must plan her menu, having it cost no more than twelve cents a person, do her own marketing, and assign the work to be done by the other members of the class. This is considered a final test in cooking for those who are not going to specialize in the subject.

The elective course in the third year covers lunch room work, invalid cooking, infant feeding, cooking for trade, and simple dietary standards.

In the main school building a self-serving lunch room is conducted by three or four advanced students, in charge of one of our own graduates, who is paid for her services. Those who patronize the lunch room take turns in doing the dishes. There are ten girls in each dishwashing section and they do the work for a week at a time, thus each one helps with dishwashing about once in three months. The student who was first assistant in the lunch room last year is now employed as cook in a Cleveland hospital, another went to the lunch room of the National Electric Lamp Association. Others who have received this training have found places in hotels and private homes.

We have emphasized not only the ability for earning money but also the necessity for spending it wisely when earned. Students go to the local stores and buy supplies for the school and clothing for themselves. Sometimes students go to Cleveland with a teacher and buy provisions at the public markets. In bookkeeping we aim to develop practical ability to keep accounts in the proper manner. Additional practice is secured by assigning to advanced students the operation of the stores which the Institute maintains for the purpose of supplying to the various departments groceries and dry goods purchased at wholesale.

It is intended to establish a business department when the new buildings are erected on the permanent location; at present a few students who have special ability along those lines are given training through cooperative agreement with the public high school.

The number of applicants always exceeds the available vacancies in the school. Prospective students fill out application blanks and letters are sent to at least three persons who would be familiar with the surroundings of the applicant. Later a representative of the school visits the home and after a personal conference decides the case. At the present time only seventeen of our cottage students have both father and mother living, and in most of these cases there is some good reason, such as permanent illness of the parent, for taking the girl from her home. Our investigations show that many of the homes of the poor tenant farmers are without the things

the family budget, but we must consider this accounting is on the basis of scientific management, of wholesale buying, of all the different things which go into the very careful and accurate keeping down of that budget, and no allowance for rent. If you will just put $1,205 as a reasonable amount for the maintenance of five people and then see how the average family budget measures up to that, it will be a help in showing the problem that confronts some of these women in the home.

Mr. Glenn: I want to express my gratification at what Mrs. O'Leary has said; I think she has struck a fundamental point in vocational and industrial education—something we are likely to overlook. If we are going to establish schools which are to make a specialty of industrial and vocational education, the first thing to do is to find out where girls and boys are wanted, what places are available, where they will get fair wages and fair treatment as to other conditions.

That is a very difficult proposition. I mean to say that in a big city a study of this problem, if it is to bring practical results, requires long and careful investigation over a very large and complicated field. Such a study can not be done cheaply nor in a week or a month or a year. It ought to be started almost before anything else in any institution such as is being thought of here, and the information that can be gathered should be kept constantly up-to-date because new conditions and new problems constantly arise. So I should say that if these institutions wish to provide training that will give their pupils a practical equipment and make it possible to find them good and suitable places, they must have a department to find out what opportunities there are for girls, where they can get employment, and where they can get employment that will be of the right kind as to wages, hours, and sanitary conditions.

The influence of such a department, through its reaction on industrial conditions, would be immense. It would be a splendid social work apart from the benefit to the school itself; so I would urge the trustees to begin with that particular proposition and to enter upon a study of local industries from the point of view of what places there were for girls and what kind of training was necessary to fit them to fill those places properly, and to put a thoroughly competent and well-equipped person in charge of it. Russell Sage Foundation has made a considerable contribution to this question through studies of women's work in New York which have been made by Miss Mary Van Kleeck. The Manhattan Trade School in New York, Miss Edith Campbell in Cincinnati, and others in various parts of the country have made such studies. So it is possible to find people who

Mr. Shankland: Probably two-thirds of them. I can not give you the exact figures; there are more motherless girls than fatherless girls.

The President: Our inquiry shows that, taking the children's institutions at large—that is, in the orphanages and children's homes—about 10 to 11 per cent are full-orphans.

Miss Mitchell: I should like to know the average age of the matrons who are heads of cottages and whether they are married or unmarried.

Mr. Shankland: In our No. 1 cottage, the director is an experienced woman, a widow whose daughter is a student in an eastern college; at No. 2 is a widow whose daughter is in Western Reserve University; at No. 3 is a trained nurse; at No. 4, a woman who taught school for a number of years and then attended Cornell University; at No. 5, a widow with children in college; at No. 6, a widow with a little daughter about two or three years old, and that little daughter is used as a laboratory specimen by the home-nursing class; at No. 7, a widow whose daughter graduated at Andrews Institute and is now a dressmaker. Then there are two substitutes, one is a trained nurse and the other is trained in domestic science.

Dr. Lathrop: May we ask the speaker what the pay of these matrons is?

Mr. Shankland: The lowest pay is forty dollars a month, with board and laundry and all expenses.

The President: How much vacation?

Mr. Shankland: Six weeks.

A Member: What is the highest pay?

Mr. Shankland: Fifteen hundred dollars for the director.

Dr. Lathrop: Vacation with pay?

Mr. Shankland: We pay all our teachers, matrons, and employes for twelve months. Forty dollars a month means four hundred and eighty dollars a year.

Miss Peirce: What I want to bring out may not be directly in order, perhaps, because it is not on the subject of vocational education for girls, but there is in Baltimore, where I worked for fifteen years previous to coming to Philadelphia, the Samuel Ready School for Girls which has about half a million dollars foundation and has seventy-five pupils. One feature which I do not think has been brought out at this Conference is that during the summer every girl goes to her relatives for six or eight weeks; this keeps the child in relation, not only with the family, but with outside life, so she has some idea of how to meet life when she leaves the institution. I want to say that the superintendent of this school is a very human person, there are no rules in the school, the relation of teachers

with the girls is extremely friendly. I thought it an important thing to bring out the return of the children to their homes during part of the year.

Mr. John M. Glenn, General Director of the Russell Sage Foundation, New York City: The same thing is true of the McDonogh School in Baltimore as of the Samuel Ready School; the boys are selected cases and most of them have relatives with whom they stay during holidays. The school is like a boarding-school and education is its prime purpose.

The President: That is a very important point, the provision in Baltimore for both boys and girls whose parents have some means but not sufficient to give them advanced training.

Mrs. Falconer: May we hear from Dr. Lathrop, who has come in recently?

Dr. Lathrop: I do not think this is the place for me to speak but I would like to say one thing. What the last speaker said is the most modern and valuable suggestion since I came into the room; namely, that it was his purpose to conduct an investigation as to the propriety of training his girls for certain occupations, especially laundry work. He said that he was going to ascertain and bring back into the institutions tests of the propriety of the occupations for which those girls were being fitted in the institution. I should like to ask whether he has worked out the type of that inquiry and whether he does not feel that we ought to be sure that the employment into which these girls go offers a future industrially, and that those employments are such as are safe and prudent for the immature minds and muscles of the girls at the ages at which they are turned out of these institutions?

Mr. Shankland: We have to know that. They are our girls, they have no other place to go, and if the position for which we train them or the place to which we send them is not right, they come back and we have it to do over again. We have a woman who makes investigations, who follows the matter up in much the same way as it is done at the Manhattan Trade School in New York, and if the position does not fit the girl or the girl does not fit the position, we try it over.

Dr. Lathrop: I appreciate that, but my point was, as I understood your statement, that you pursued a scientific inquiry, based, we will say, on the inquiry which the Bureau of Labor Statistics has already made into the value of the laundry as an occupation for women, a thoroughly scientific inquiry which will discover muscular standards, proper standards.

Mr. Shankland: Exactly, because we dare not train a girl for this work unless we know it will come out all right.

Dr. Lathrop: That is a thing which has not been done and is very much needed.

The President: We shall have to arrest the discussion at this point, because we are now on Dr. Bernstein's time. There are two institutions in the suburbs of New York which I visit very frequently. I watch Dr. Bernstein's and Dr. Reeder's work with the most intense interest. Nobody who is interested in vocational work can afford to stay away from these institutions. If you have not visited them, I advise you to go. These two men are doing an educational work of the utmost value and if an intelligent person goes there, either of those men will drop his work and spend an hour with you which will be one of the most instructive hours you ever spent. We are now to hear from Dr. Ludwig B. Bernstein, superintendent of the Hebrew Sheltering Guardian Orphan Asylum at Pleasantville, New York.

STANDARDS AND IDEALS OF A MODERN CHILD-CARING INSTITUTION (ILLUSTRATED)

DR. L. B. BERNSTEIN, Superintendent of the Hebrew Sheltering Guardian Orphan Asylum, Pleasantville, New York

Ladies and Gentlemen: The Hebrew Sheltering Guardian Orphan Asylum moved about three years ago from the city of New York, where it had been situated at 150th Street and Broadway, to its country home in Pleasantville. The picture that you saw on the screen represented the old congregate institution, which is typical of the average type of similar orphan asylums of New York. This picture was taken on the day we moved five hundred children from the old institution to Pleasantville, many of their relatives coming to say good-by to our boys and girls.

In the next picture you will see the general lay-out of the new institution, which is intended to accommodate, ultimately, in the neighborhood of about one thousand children. I hope that that day will never come. I have been doing my utmost to keep it down to the five hundred children limit, but was obliged to take in over six hundred children. Thank God, it is not possible for us to accommodate more than six hundred to six hundred and thirty children. This group of cottages was eliminated to make more room for an infirmary. The total investment in these buildings is about $890,000. This includes in the neighborhood of thirty-three

buildings. There are seventeen cottages for children; there is the superintendent's cottage; there is the high school building, the two technical schools, an infirmary, a contagious hospital, an isolation or reception house, the power house, store house, bakery, laundry, and so forth. The total number of children, as I mentioned before, is at present—on the basis of thirty-two children in some of the cottages—in the neighborhood of six hundred and twenty. Our per capita cost last year, ending September 30, 1915, amounted to $241.

In addition to maintaining the cottage homes that you see there, we also maintain a boarding bureau in New York City and took care of three hundred and fifty children on that plan. The children in the boarding bureau range from four or five to eight years of age. In Pleasantville our minimum age is about eight years. The age limit in our institution is sixteen years, and therefore our problem educationally, vocationally, and otherwise, ranges between eight and sixteen years.

In the next picture you see the high school building in the middle, with our administrative offices, connected by colonnades with our Girls' Technical School on one side and with our Boys' Technical School on the other. At the present time we have a hundred and fifty children, out of a total of six hundred and thirty-five, enrolled in the high school course, and every boy and girl is enrolled in the technical course on the day of his admission to school. While they do not receive technical or vocational instruction, they have occupational instruction from the first day they enter our school. They have, thus, in addition to book learning, the kind of manual training which gradually leads up into pre-vocational and later on into vocational training.

The next picture shows some of the cottages on the quadrangle, the general conception being that of an educational institution. Our quadrangle is, to some extent, a copy of Yale.

In the next picture you see the typical cottage. This cottage is built for thirty children. It cost us in the neighborhood of $17,000. It is an attempt to get away from the red brick building. They are light stucco frame buildings, with some faience decoration around the windows, lending to the cottage an atmosphere of a private home rather than that of an institution. This is a picture of the corner cottage, another type of cottage, likewise for thirty children; we have four such corner cottages on the quadrangle.

I will take you now into the cottage itself. Here is a group of children. We do not consider that education is complete unless our children learn

how to run a household. Our girls learn how to do it and our boys do the same. We have no cooks, no maids in the cottages. We have a cottage mother, and all the work is done, under the supervision of the cottage mother, by the children in accordance with a definite plan. This shows you the same picture with the boys. The boys take quite as much of an interest in their housework as the girls, and sometimes some of our best chefs have been the boys.

This is a picture of one of our dining rooms. The general plan of our dining room provides for four separate tables for four families, seven to eight children each. Each table is presided over by either the cottage president, or cottage vice-president, or secretary, or sanitary chief; and in the middle of the dining room is the table of the cottage mother at which are seated the teachers residing in the cottage, and also an honor boy or honor girl.

The next picture shows a Friday evening supper, a ceremony at which the cottage mother—in this case a college graduate—is pronouncing the blessing over the lights.

This is a picture of one of our living rooms in the cottages. Our living rooms are not very formal and stiff affairs; they are open to the children at all times. There is a piano in most of the living rooms; there is a Victrola in some of them, and in every one there is a small cottage library. There is also a game closet, and every opportunity offered to the children to utilize these living rooms at all times, whenever they so desire. There is a picture of a young cottage mother telling the girls a story. In the next picture you may see life in the living room differently expressed. There is a dancing class here with a cottage mother in charge.

I may say, parenthetically, that I lay emphasis upon selecting young cottage mothers. The minimum requirement is graduation from a high school; women with pedagogical training or with kindergarten training are preferred. Wherever possible, I try to get college graduates. In the next picture you will see a boys' cottage. They enjoy the cottage. There has been a wonderful change in life between the old institution and Pleasantville.

We pay our cottage mothers forty to fifty dollars a month. We pay our teachers from forty dollars a month to twelve hundred dollars a year. Here in this picture you see one of the teachers residing in the cottage—a Vassar girl—playing for the children at the piano. The children sing, and some of them play in the room. This picture shows you the relation of the cottage home life to the girls' republic. This is the big sister club

of one of the cottages. This big sister club functions very largely in the lives of the girls. Each cottage is organized as a family unit and a civic unit. From the civic side we have a cottage republic with a cottage president, vice-president, secretary, and sanitary chief, and with various committees and chairmen of the committees, such as the chairman of the Athletic, Scholastic, and Entertainment Committee, the Librarian, Book Custodian, and so forth. This is the picture of a small dormitory. After having canvassed many institutions we came to the conclusion that we were quite safe to have small dormitories for about fifteen children each. In order to emphasize the big sister idea we have smaller children sleeping with older children, and find that it works out very well.

The President: You mean sleeping in the same room?

Dr. Bernstein: In the same room. Occasionally we assign a separate room to two of the older children in the cottage.

This is a picture of the children's lavatory. We have eight basins for the cottage, with ample shower baths, and so on. This is a picture of the cottage mother's room.

From the cottage I will take you into the synagogue. This is in the main building, the top floor. We only use it on Saturdays and holidays, we do not believe in over-emphasizing formal religion. We try to emphasize religion in the concrete, natural, and not the formal way.

This is a picture of the Girls' Republic. The Girls' Republic is made up of delegates from eight cottages, presidents of all the girls' cottages. It is a supervised republic. It offers unlimited opportunities for growth and self-expression.

There we have the chairmen of the Athletic Committee, the Entertainment Committee, the Scholastic Committee, the Sanitary Committee, and perhaps half a dozen other committees, giving every girl an opportunity to feel a definite interest in the group of children among whom she finds herself. The Boys' Republic, likewise, is constructed on the same principle. We have a director of social and civic activities, at the present time a young Harvard man.

In the next picture you see the girls' court. This girl here, the culprit, did not like the idea of standing before the girls. The president of the Girls' Republic acts as the senior judge, and the other girls there, all high school pupils of advanced standing, constitute the judges. This girl here is brought up for some kind of offense.

From here I take you into the various class rooms. We have co-educational work. Our year is divided into three terms. We have a total

of not less than seventy-one school days in our term. This arrangement of dividing the school year into three parts, together with the supervision of the home work, enables us to cover actually three terms of work within one year, with the result that, within a period of nine years, we fully complete both the elementary and high school curriculum which, as you know, can not be covered in the elementary and high schools of New York City in less than twelve years. Thus we gain three years. I may add that our nine-year school course has recently been recognized by the regents of the state of New York.

The President: How much vacation do you give?

Dr. Bernstein: We conceive of education as a continuous process. Our children have three weeks of cessation from their vocational work at one time, and three weeks of cessation from their scholastic work at another time; therefore there really is no vacation per se, except that we abbreviate the curriculum for a period of six weeks, either scholastically or vocationally. Let me take you now into the girls' technical school. Here are some of our girls in our domestic science class room. We find that it is very important to supplement formal domestic science instruction in the class room by actual work in the cottages.

I may state that I have adopted Dr. Reeder's principle of carrying on a large part of the domestic science instruction in the actual cottage kitchen. I find it very valuable. I must say though that, in addition to such practical instruction, I supplement it by demonstration, by laboratory work in our domestic science kitchen.

In the next picture you see some machine sewing. We do not believe in waiting for our children to reach the age of fourteen years before giving them this instruction. We consider this a very arbitrary age at which to begin children's manual work. We start our girls at the age of eight in occupational work, and gradually bring them up and at the age of ten or eleven they learn imperceptibly how to use the machine, and when about twelve years old they start their millinery and embroidery work; at the age of thirteen they start their commercial course side by side with the regular work in the high school, simply as one of the cultural elements. I may say that with us pre-vocational training—if you please to call it so—is strictly obligatory; as I mentioned yesterday, we believe in the theory of simultaneous education. We believe that it is possible to give our children within a period of nine years, not only a complete elementary and high school education of the usual cultural nature, but, if it is properly managed, it is possible for us to give the boy or the girl

within the same period an opportunity to find himself or herself vocationally. How can a child find himself vocationally, unless you are willing to give him the experience, the basic opportunity for doing so? In accordance with this theory, we make it obligatory for every girl in the course of her nine-year curriculum to take up sewing and dressmaking and millinery and embroidery in a more or less intensive way, together with the whole course in domestic science; a special course in the study of food values, together with rudimentary bookkeeping, shorthand, and typewriting. And you want to bear in mind, ladies and gentlemen, that this is done simultaneously with the regular scholastic course. When the child graduates from our high school at the age of sixteen years she is ready to choose her specialty. As a matter of fact, we have given her an opportunity for part-time specialization at the age of fifteen years, about one year before graduation from high school, and during that extra year, instead of dividing her attention she may devote her time exclusively to the particular subject she hopes to take up. On the basis of three years' experience with large numbers of children, I may say that very seldom has a boy or a girl gone back, as it were, on the vocation he or she selected during the time of the vocational training received at the institution.

In the next picture you will see the drawing room, which is likewise on a coeducational basis. The minimum requirement for every child in the nine-year course is at least two periods a week in drawing. This is a picture showing the commercial class, the class in shorthand and typewriting and bookkeeping. As I said before, the children here range in age all the way from thirteen to sixteen years.

I am taking you now to our boys' technical school. You see here a very elaborate machine shop, the equipment of which cost us in the neighborhood of $6,000. These boys are only thirteen or fourteen years old; they are pursuing an academic course side by side with their instruction in machine work. Just as it was obligatory to the girls to take five or six basic courses for their vocational training, so it is obligatory with our boys to take a vocational course in wood work, in machine shop practice, in electricity, in mechanical drawing, and commercial work. When these children have reached the age of fifteen and have tried themselves in five different vocations, they are in a position, with the aid of our staff of teachers, to determine what particular specialty they are competent to take up.

In the next picture you will see the same class of boys that you saw in the machine shop, taking their second vocational study; that is the

advanced wood working; and in the following picture you will see a group of very small boys, only eight or nine years of age, doing work in our elementary wood working shop, and you would be surprised to see how that old theory that children of nine or ten are too young, works out in reality. It was long ago exploded. As a matter of fact, we find these little boys of nine or ten taking to the tools quite as intelligently and efficiently as older boys of fourteen and fifteen. Yesterday afternoon one gentleman remarked that it was impossible, in his opinion, to do anything like truly occupational or vocational work with these younger children. I would invite him to pay a visit to Dr. Reeder's place and my own, to see whether or not these boys of eight or nine years of age can handle the tools.

This printing class is the only class which is not vocational in the sense in which I use the term. It is the only utilitarian class that I conduct at our institution. As a matter of fact it was conceived as a vocational compromise. The boys in this class do the printing for the institution, the printing for the children, the printing for our after-care department, called Fellowship House. I do not consider this training here as being entirely on a par with the vocational training which we offer in our obligatory course to all the rest of the children.

This is a picture of our staff of teachers. You may see a number of men here—I make a specialty of surrounding our boys and girls with university men. Some of these men are my own former boys, graduates of Columbia: one is an A. M. too; the principal of the school is one of my boys, a Master of Arts of Columbia, and one of my teachers in mathematics and physics is one of my boys, likewise a Columbia man. Among the other men, Harvard, Yale, Princeton, and City College are represented; among the women, chiefly the colleges in the east.

The President: Have you any Gentiles?

Dr. Bernstein: Oh, yes. In this connection I may say that we believe in having a fair proportion of Jews and Gentiles. We have a number of Catholics and a number of Protestants among our twenty-eight teachers. Of the twenty-eight teachers, we have eighteen men.

This is the graduation class of August, 1915. The average age of these boys and girls is fifteen years and eleven months. The president of the Boys' Republic, a boy of fifteen years and eight months, was just admitted to the City College of New York with upper freshman standing. He is majoring in mechanics. The president of the Girls' Republic, this girl of sixteen, was just enrolled in the School of Applied Design. This

little girl, fifteen years and three months, was just admitted to Hunter College, academic department, and is majoring in mathematics. This boy graduated from our high school, and specialized in machine work; this boy in electricity; this boy in machine work; this girl in dressmaking; this boy in commercial work; this girl in commercial work; this girl in dressmaking, and the girl over there in commercial work.

In this picture you see the graduates of last year. You may be interested to learn that of the total number of boys you see here, seven boys took up a college course after leaving our institution. Being obliged to make a living during the day, they enrolled in the College of the City of New York for the evening courses leading to the degree of Bachelor of Arts. You can judge for yourselves whether their work in the institution was an inspiration to them educationally. In the daytime these boys follow different vocations: this boy in a machine shop, this one in a broker's office, this boy in commercial work, this boy in a machine shop, that boy in a broker's office, that one in a machine shop, this boy in commercial work; this girl goes to college—my own daughter; this girl is engaged in commercial work, that girl in dressmaking, that girl in commercial work, that girl entered the field of social work, and this girl likewise entered social work.

At the graduation exercises of 1915, the first graduating class (of 1914) came to the institution and presented us a beautiful picture bought out of their first year's earnings. These are girls and boys who came back to the institution one year after they left. They are all doing well, every one of them. The principal and myself are in the groups.

Here is a picture of outdoor life; our boys and girls attend to their various vegetable gardens. We started this work this year and expect to continue it on a better and very much larger scale next year. We had two hundred vegetable gardens this year, next year we expect to have four hundred and the year after that, six hundred.

This is a picture of our council of cottage mothers. We are conducting our administration on a very democratic basis. I would not know what to do without my council of cottage mothers. Here we have the same arrangement to which I called your attention before; the Committee on Athletics, the Social Committee, the Scholastic Committee, the Committee on Sociability, the Personal Welfare Committee, the Committee on Refinement, and so forth—all these committees are represented in my council of cottage mothers. I meet the council of cottage mothers every morning with the exception of Saturday and Sunday; and on Friday we

have a formal lecture. My council of cottage mothers has just requested me to arrange for a course of lectures on social work, the lecturers to come to the institution.

This is a picture of our outdoor playground for boys. The other picture is the picture of the outdoor playground for girls. They are contiguous. We do not go out of our way to encourage the boys to get in touch with the girls, but we do not discourage them by any means. We have coeducational work in the classes, on the playground, and in our entertainments. They may dance, if they so desire, but the boys between twelve and fourteen and fifteen do not seem to care for the girls. They do care for them later in life.

This picture shows in the middle our central heating plant and power house. This is the store house, this is the laundry.

The next picture will show you an infirmary; we received a donation of $25,000 for an infirmary, and had to spend the money. At that time we had no possibility of going to work and finding out what actual necessity there was for a large hospital; but we spent it, and thanks to the Almighty, we didn't have enough children to fill the infirmary. We had to make use of this building in some way. We now take anemic children into the infirmary and feed them there, keep them for half a year, and then change and take another group of children. This is one of the wards in our infirmary. It is not very often that you can see many patients there; sometimes we have two, sometimes three, sometimes four patients.

This picture brings you back to the city on an entirely different mission. This is our Boarding Bureau Office. From this we organize the work for three hundred and odd children who are placed in private homes and cared and paid for by our institution. As I mentioned before, in the city office we are taking care of our smaller children. We have a staff of a head worker, assistant head worker, and two visitors, and we are constantly in touch with the children. Our budget for the children was $50,000 last year.

This is a rather peculiar picture, a reunion of some of our alumni prior to removal from the old institution. It was at this banquet that we conceived the idea of forming an after-care department. It is now known as Fellowship House, and has a budget of over $5,000. Today we have a head worker, an assistant head worker, and a social investigator to check up the work of our institution; I may say that instead of making it purely an institutional affair, we prefer to turn it over to our outside

friends, some of them former club leaders in our institution, thus the management and point of view being those of the outsider, it is easier for us to have impartially checked up the value or lack of value of our work.

This is one of the rooms of the Fellowship House for some of our girls. You will see a number of rooms for our boys. In Fellowship House we also continue, in a general way, our method of limited form of self-government, as exemplified in the House Senate. You will find in it represented the boys and girls as well as the directorate of Fellowship House, all for one common purpose.

This picture shows you two tents maintained by Fellowship House for the boys at City Island. It has developed into a big institution; contains an employment bureau, follows up the children vocationally, and tries to get them in touch with higher institutions of learning. This is the House Senate, to which I referred before.

The President: There is an opportunity for questions.

QUESTIONS

Mr. Vaux: In connection with one institution that I have some interest in, for boys, where there is trade training—among the Jewish boys there is a tremendous pressure all the while to get them into tailoring, specifically. How do you control such pressure as that on the part of the boys themselves, or on the part of their parents or near relatives who may be engaged in that line of work?

Dr. Bernstein: I may say that I have not had any such experience. I have been connected with our institution for the past thirteen years and have had during the past thirteen years about four thousand boys. I do not think that out of the four thousand boys that have left our institution, more than two or three boys have gone into tailoring. Wherever they went into trades, it was along the line of machine work and electricity, along the line of skilled occupations such as mechanical drawing, architectural drawing; a good many of them, the majority—indeed the overwhelming majority—have gone into the field of commercial work.

Mr. Zug: I should like to ask a question about the Fellowship Building. Is that in the nature of a social center where your graduates go, or do you make any effort to provide a home where they may live?

Dr. Bernstein: The Fellowship House does not provide a home. We are taking care of the children when they leave us by connecting them up

with their own fathers, mothers, brothers, sisters, uncles, or aunts, provided the homes are of sufficiently good grade. If they are not, we help the father, mother, brother, or sister, or any other relative, to build up a home, where that is possible, and if we find that it is impossible, then we secure a decent home where the children are going to be part of the family; since they are absolutely self-supporting, there is no question of supplementing their earning capacity by rendering some service to the home. What we are particularly interested in is to secure the right kind of homes where they may be considered self-sustaining members of the family. Fellowship House merely serves for a social center and similar purposes.

The President: Do your children grow away from their families and friends with the education you give them?

Dr. Bernstein: No, they do not. Perhaps the most complete answer I would be able to give is a letter written by Jennie Levy, in which she writes: "Dear Doctor, I am happy to tell you I am home with my mother. My mother is the cottage mother and I am the cottage president. This week is going to be cleaning week, we are going to put our apartment in shape just the same as the Loeb Cottage is, and when we are through, won't you please come and pay us a visit?" This represents the attitude that we try to impress upon the child: that there is every possibility to bring into her or his own home the simple amenities of life, the standards of decency, order, and system that they have learned in our institution, and which do not cost anything at all.

The President: But when that girl goes home after being away seven years and proposes to clean up, doesn't her mother resent it? How have you kept up the touch between the mother and the daughter?

Dr. Bernstein: Well, the Doctor has his own way of questioning. I am glad you asked me that question. Many of our activities are motivated on that very basis; namely, to get father, mother, and relatives interested in the life of the child while the child is in the institution. To maintain the constant relation, to put a premium upon visiting and upon correspondence is one of the main concerns of our cottage life. I may add that among the various officers in the cottage republic, I should have mentioned the office of the postmistress or of the postmaster in the boys' cottages. The postmistress or postmaster is charged with the duty to see that the boy or girl will write home at least once a week; and the same officer is charged with the duty of writing to the father and mother of a child to invite him or her to come out to see the child, if the latter is not

visited often enough. In this way we maintain the friendliest possible relations between the parents and relatives of the children in the institution and ourselves.

The President: Don't these frequent visits of the parents interfere with the discipline? Don't they feed them sweetmeats and make them sick?

Dr. Bernstein: I am not worried about that, unless the relatives bring along delicatessen stores. I am not particularly concerned about that; there is a very simple remedy for it.

Miss Mitchell: I should like to ask Dr. Bernstein if he has seen a girl at twenty-five or thirty years of age who was taught to run a sewing machine at eight or ten and what the effect on her is? You said you do not consider that it has any deteriorating effect.

Dr. Bernstein: Perhaps my answer would be this; whatever terrible effects may befall such a child, I am afraid they are going to befall my own daughters whom I have taught to use the sewing machine from the age of eight years on. Dr. Hart saw my daughters; they are fairly good specimens, as far as weight is concerned. One of my girls is fourteen years old and weighs one hundred and forty-five pounds.

Miss Mitchell: She is not thirty though.

Dr. Bernstein: By that time possibly she will weigh a little more. [Laughter]

Mr. Zug: Is this Fellowship House supported entirely—

Dr. Bernstein: By the outside community. The boys and girls also contribute a little; they use Fellowship House as a social center. The atmosphere is that of friendship.

Miss Ella Robb, General Secretary Civic Club, of Philadelphia: I would like to know whether I understood correctly that for all these wonderful advantages the cost per child is $241 per year?

Dr. Bernstein: Yes, that is correct, Madam. We had an income last year of $3,000 more than we spent. I don't expect that surplus next year, though.

The President: How was your expense the first year you went out there?

Dr. Bernstein: $340 per capita, but we have been running the last two years on $240.

The President: That first year was managed by a committee of business men in New York who thought the Superintendent was not capable of managing it. [Laughter]

Mrs. Johnson: Are most of the children that go there American born children?

Dr. Bernstein: On the basis of one thousand children (our enrolment

has been 950, 970, sometimes 1,010), I would say that probably 85 per cent are of foreign born parents.

The President: Born abroad?

Dr. Bernstein: Of parents born abroad, of Russian, Jewish, Roumanian, Galician, Austrian, or German Jewish parentage. The others are American born. As a matter of fact, the majority of the children that we get come from the Ghetto in New York. Fifteen per cent, probably, are not born in New York. You might be interested in knowing how many fall within the classification of the widowed mothers' pension law. I made a careful study of this phase of the question, thinking I might be able to accommodate more children, a different group of children. To my great surprise, I found that not more than from 9 to 10 per cent were the children of women who were eligible to the widowed mothers' pension in the state of New York; and then it is doubtful, in some instances, whether or not that is going to remedy the situation. I may say that as far as the social status of the children is concerned, I have a larger percentage than Doctor Hart mentioned yesterday with regard to full orphanage. Fifteen per cent of my children are orphans; five hundred are half-orphans, and the rest are children committed for general destitution, sometimes children committed on account of improper guardianship, by the court.

Mr. George F. Miller, of Temple University, Philadelphia: I would like to ask if those children are physically and mentally normal, or if they are superior to ordinary children? If they weigh about as much for their age, if they are about as tall, and so forth?

Dr. Bernstein: We are, of course, very much interested in measurements, as to the weight and height of children; we keep an accurate record; my general answer to the question would be that our children are as normal as the average children, intellectually as well as physically.

The President: What about them after they were removed from the city?

Dr. Bernstein: There has been a very great improvement, physically. Some of the girls increased twenty-five or thirty pounds within four or five months, but now we have a perfectly normal development and find that our weights compare most favorably with the weight of the average normal child outside the institution.

I may say a word on the subject of public schools. In the old institution at 150th Street and Broadway, we sent our children to a public school, not by any means to a poorer grade of public school, but rather to the average type of the New York public school. We sent six hundred chil-

dren every day to an outside school. I thanked the Almighty on the day that I had the first opportunity to use my own curriculum, my own plans, and to offer the children our own educational opportunities.

I agree entirely with Dr. Reeder that unless the institution which conducts the particular school has high educational ideals and standards, it certainly is better to send the children to the public school; but on the other hand, if the institution has the necessary educational standards and ideals, then I certainly prefer, a thousand times prefer, the opportunity of solving my own educational problems and my own vocational problems in my own way, to fit the children for a life of usefulness, such as we believe may solve the problem from our own point of view.

What about the possibility of correlating your various opportunities, your various occupations in the country with the school work? What of the thousand and one possibilities of generating social life, of generating ideals, literary ambitions, and so on, among your children in the institutional school, making it a force for good all through the whole institution? I should very much regret, were I compelled to do so, sending our children to an outside high school, and that is why I have gone further than Dr. Reeder; I have included the high school curriculum in our educational work, and I only send my boys and girls to outside colleges, to outside technical schools, to outside higher institutions of learning such as would hardly fall within the purview of an orphan asylum.

The President: If you only had two hundred children, would you still maintain a high school?

Dr. Bernstein: I would see what the possibilities would be. Probably I would follow Dr. Reeder's plan if I had Yonkers near by.

Miss Reynolds: Does the $241 include the plant—the service—the engineers?

Dr. Bernstein: No, nor the interest on the investment for the plant; the original investment is $890,000. When we speak of $241, we do not mean the cost of the plant in addition to the maintenance. If you will permit me, I will give you some data. We spend on an average $100 per capita for salary; $70 per capita for food; $20 per capita for clothing and shoes; $20 per capita for fuel, gas, electricity, and so forth; and the rest of it we spend on the vocational equipment and the academic equipment, repairs, expressage, and incidentals. That is the actual situation.

Miss Yelland: At what age do you send them to school?

Dr. Bernstein: Those of our children that are boarding out in New York are sent at the age of five or six to the kindergartens or elementary school,

but in Pleasantville they start at the age of eight. If I could prevent it I should not admit to Pleasantville any children under eight years of age. On the other hand, I have found, by very extensive experiments,—having dealt with over two thousand children on the Boarding Bureau plan,—that I can do infinitely better for our children over ten years of age in the institution than I can on the Boarding Bureau plan.

Miss Yelland: You have three terms?

Dr. Bernstein: Yes, Madam.

Miss Yelland: And by that means you are able to skip?

Dr. Bernstein: All you have to do is this: in the ordinary public schools, there are seven or eight years in the elementary schools and four years in the high schools, twenty-four terms. I offer my children twenty-seven terms instead of the twenty-four, so I virtually give them three extra terms for mental digestion, but I do it in nine years instead of twelve; that is all.

The President: If there are no other questions, we will spend the remainder of this time in discussion. We are supposed to be on the round table discussion on Institutional Training of Girls. I have no doubt that there are those who would like to discuss this topic from now until twelve o'clock.

ROUND TABLE DISCUSSION ON INSTITUTIONAL TRAINING OF GIRLS

Mrs. O'Leary: There are two undertakings aside from the actual vocational training of the girls which I believe come distinctly within the scope of these foundations. One of these has already been mentioned. It seems to me it is so important that it should be emphasized, and if I may I want to do this.

The institutions already in operation for the care of dependent girls are turning out a "product" and with the opening of Carson and Ellis Colleges this "product" is going to be increased, probably doubled. Where and how is this product to be marketed? So far, judging from the information I have been able to gather, the various institutions are working independently, according to their best judgment and somewhat limited resources, on the problem of "marketing," that is, of placing their girls. With the prospective increase in this product it would seem that the pres-

ent methods are going to be neither efficient nor adequate. In order to properly place their wards these institutions must have certain accurate and comprehensive data in regard to the wage-earning opportunities for women in the city of Philadelphia and the state of Pennsylvania. This information has to be in the form of facts in regard to the industries employing women; such facts as the desirability of these industries from the standpoint of wages, opportunities for promotion, the health of the worker, and conditions under which she is employed. It will also be necessary to know what is the absorbing power of the industries. I am using the term "absorbing power of the industries" as meaning the number of girls in their teens with such special training as the institutions can give whom the industries will absorb or employ.

Some data are already available. There have been investigations made in Philadelphia and other cities which will give information in regard to certain industries employing women, but this is not all that is needed. The agents of the foundations must collect much special information needed for the intelligent administration of these large funds. The location of the colleges, for instance, will determine the nature of some of this. If the colleges are in the country the opportunities at their disposal will suggest the training of girls in poultry raising, bee keeping, the growing of flowers and vegetables for market, and so forth. This is possible and interesting, but can remunerative employment be found for girls who have been trained in these occupations? Having made two or three attempts to secure this information in my own state, I am now in possession of various theories and suppositions but do not yet know whether or not it is possible to actually get a job of this kind for the girl after she has been educated in this way. Do these opportunities exist in Pennsylvania? If they do not, can they be made? This is one of the questions which will press for an answer.

No matter how good a product you turn out, it is thrown back on your hands unless there is a demand for it in the market. As an illustration of what I mean: A girl may desire to become a window trimmer or display woman in a department store. If she has the necessary ability it would not be difficult for her to acquire the content of the job, but no matter how well trained she might be it would be difficult to place her as this work is commonly done by men; if her sex did not prevent her from finding employment, there is the further difficulty that the number of openings of this kind even in a large city like Philadelphia, are very limited.

The other suggestion which I wished to make has to do with the girl

after she has "graduated" or left the home. The year most beset with difficulties for the young wage-earner is her first year in industry. She does not always fit her job. She is not always as competent as she had reason to expect. The job makes certain demands on her which never came to the attention of those who trained her. For these reasons she needs to be followed up and taken care of until she can stand on her own feet. The foundations might very wisely make some provision for continuation or part-time instruction for their wards after they have left the college, in order that the girls may have a continuation of care and oversight until they had proved their ability to make their own way. This might be done by the opening of part-time and evening classes in the centers of employment which would offer a great variety of short unit courses to the girls who found that they needed additional instruction, or who wished to qualify for promotion.

Miss Mitchell: One of the co-operative possibilities is that the state of Pennsylvania proposes to run an employment bureau in Philadelphia, in connection with the Emergency Aid, which is to take in the whole state and every kind of industry. This would not mean that the two colleges themselves would not have to support and keep agents working and investigating all the time; they undoubtedly would, because one can not always trust the state of Pennsylvania, [Laughter] but it will make a great difference, we will have our facts at hand and it will be opened about the first of February, I think.

Miss Mary McConnell, of the Consumers' League, Philadelphia: I wish only to supplement Mrs. O'Leary's remarks by saying that the Consumers' League has already made such investigations as you have spoken of; we are prepared to make more and to co-operate with any agency that needs such material.

Miss Kennard: I wanted to use, as an illustration of the very disagreeable statement I made yesterday afternoon that the home was not self-supporting, the figures given us this morning by Dr. Bernstein as to the cost of maintenance of his children, which seemed to several people in the audience rather low; that is, $241 a year for each child. That includes technical education, but it does not include rent or the interest on the plant. This would mean for a family of three—father, mother, and one child—$723 a year; or for the typical family, which everybody talks about, consisting of father, mother, and three children, $1,205 a year.

Now I do not mean to say that we do not have to count something for technical education and other items which do not necessarily come into

the family budget, but we must consider this accounting is on the basis of scientific management, of wholesale buying, of all the different things which go into the very careful and accurate keeping down of that budget, and no allowance for rent. If you will just put $1,205 as a reasonable amount for the maintenance of five people and then see how the average family budget measures up to that, it will be a help in showing the problem that confronts some of these women in the home.

Mr. Glenn: I want to express my gratification at what Mrs. O'Leary has said; I think she has struck a fundamental point in vocational and industrial education—something we are likely to overlook. If we are going to establish schools which are to make a specialty of industrial and vocational education, the first thing to do is to find out where girls and boys are wanted, what places are available, where they will get fair wages and fair treatment as to other conditions.

That is a very difficult proposition. I mean to say that in a big city a study of this problem, if it is to bring practical results, requires long and careful investigation over a very large and complicated field. Such a study can not be done cheaply nor in a week or a month or a year. It ought to be started almost before anything else in any institution such as is being thought of here, and the information that can be gathered should be kept constantly up-to-date because new conditions and new problems constantly arise. So I should say that if these institutions wish to provide training that will give their pupils a practical equipment and make it possible to find them good and suitable places, they must have a department to find out what opportunities there are for girls, where they can get employment, and where they can get employment that will be of the right kind as to wages, hours, and sanitary conditions.

The influence of such a department, through its reaction on industrial conditions, would be immense. It would be a splendid social work apart from the benefit to the school itself; so I would urge the trustees to begin with that particular proposition and to enter upon a study of local industries from the point of view of what places there were for girls and what kind of training was necessary to fit them to fill those places properly, and to put a thoroughly competent and well-equipped person in charge of it. Russell Sage Foundation has made a considerable contribution to this question through studies of women's work in New York which have been made by Miss Mary Van Kleeck. The Manhattan Trade School in New York, Miss Edith Campbell in Cincinnati, and others in various parts of the country have made such studies. So it is possible to find people who

know what it means much better than I do; all I want to do is to lay emphasis on the importance of what Mrs. O'Leary has said.

Mr. Byall: I hope that what I have to say is not a side-track. We have been talking about dependent children as if they all were permanently dependent children and needed long-time care. Our experience shows that little more than half of the children we take in as dependents need permanent care, and that a number almost as large require short-time care, one to eight months. I do not want to belittle the vocational importance of this fund in the least, but why aren't we discussing the fund a little bit in relation to the social causes that make dependent children? Why not interpret it in terms of the nearly 50 per cent of children who are dependent but need short-time care only, and go back to homes which are just above the dependency line?

Dr. Emily Ray Gregory, Philadelphia: I was much interested yesterday in the discussion of the general relation of this work towards life, because it is important to have the practical as well as the technical and scientific point of view. It is a common error in education, especially in manual training, to lay too much stress on the separation of occupations into men's work and women's work and to forget that most occupations are more or less interchangeable, and that some should be considered rather human or general occupations in which all should have some training. The Boy Scout movement has probably stimulated the idea of giving boys some knowledge of simple foods, cooking, and sewing, besides vocational training. Girls, however, generally have no opportunity for hand training outside of cooking, sewing, and domestic economy. I believe this to be a mistake, unless you will include in domestic economy, as I should, the handling of such tools as the hammer, hatchet, screw-driver, wrench, awl, pincers, nippers, and box-opener. The possession of and the ability to use such tools makes for efficiency, comfort, and happiness in the life of any woman whether living at home or in an institution, as I have myself abundantly proven. A certain amount of work on wood, which requires accurate measurement, gives a training and experience not likely to be obtained in cooking or sewing. Highly educated women friends of mine have also found recreation from mental work in carving or other woodwork. It is interesting to know that some training in the use of tools is to be given to the girls in the school of which Dr. Bernstein has been telling us.

Let me add also one word in regard to the exigencies of life. Every word I have heard here has been most interesting but it has not been

brought out that every woman,—no matter how much money she may have in hand or expect to inherit,—just as every boy or man, should be trained in some definite way for earning a living. Catastrophes which no one can foresee come into many lives and make it necessary to turn to some method of earning a living. If you wish proof of this go to Washington where you may see thousands of women doing, more or less adequately, uninteresting or distasteful work for which they were not properly trained, because of the exigencies of life and lack of preparation for any paying occupation. The only way to make life easy is by making ready to meet the difficulties which are sure to come to every individual. Furthermore such vocational training is of the greatest value in securing the mental poise so essential to the best physical health. It would be also a valuable factor in reducing the social evils resulting from hasty and ill-considered marriages. There is not time to enlarge upon these points. In closing let me express the hope that a way may be found to so administer these great endowments that, without lessening the opportunities of those already handicapped, they may offer opportunity to all womankind for a more rounded, sane, and practical preparation for life than many now receive.

Dr. Bernstein: May I say that I have made all necessary provision for boys receiving substantial instruction in domestic science; as far as the girls are concerned, I am seriously contemplating arranging for the next term, which is to begin in February, for a two-hour course for one year in the handling of tools.

Mr. Faber: The more I listen to these addresses and the advice given to the trustees of Carson and Ellis College, the more I feel, and believe what all of us in Philadelphia of the smaller institutions feel, how much at a loss we are in spite of all our efforts to reach the desired end in the training of our girls. It seems as though our hands were tied right behind us, as though we did not have any chance to take our girls and boys, particularly today our girls, and give them the opportunity that people tell us we should give them The astonishing thing is that we have sixty child-caring institutions for dependent children in Philadelphia, and it is a wonderful thing that they are all separate, not co-operative, and aim to take care of these children individually, to give them a chance for proper development, and not have the groups too large for their maintenance and general physical and mental care. I believe it is the duty of every one of these institutions to maintain actual supervision of these children up to the point where they have been given a fundamental training. The key-

note of this Conference suggests for the future actual vocational training; but how we, the smaller units, are going to do this is a question that has been in my mind for these past years.

My hopes have been raised with the foundations presented to us here, and again before the conference closes, in the summing up of all the advice and suggestions that are made to the trustees of Carson and Ellis Colleges, I hope they will not forget that they can do a service right here at home to the sixty institutions caring for girls between the ages of fourteen and sixteen and over, who also need training, that they can not give because of their small size and financial resources; that they shall take those girls and give them the opportunity to come to their college without any expense to our institutions.

Today, if we want to do that, we have to find out the cost of tuition to send them to the various technical schools, Drexel or Temple College, or wherever they may go. It costs a lot of money and none of us can afford it unless we go and beg for the little we need each year to use for this purpose.

But again I hope that particularly in the case of Ellis College, which has not the restrictions in the will against taking children from other institutions, that you will allow our girls past a certain period—make a standard if you will, make them pass a certain fundamental entrance examination—to share this opportunity. But if you do engage in advanced training for the girls, give the sixty institutions in Philadelphia recognition and a chance to send their girls there too.

Thursday, October 14, 1915, 2:30 P. M.

V. WHAT GIRLS SHOULD BE BENEFICIARIES

The President: We have been delayed this afternoon because of the work of our Committee on Conclusions, which is to present its report this afternoon. The first item in the afternoon program is by Mrs. Martha P. Falconer, Superintendent of Sleighton Farm, Darling, Pennsylvania, on

A PLEA FOR THE ORDINARY GIRL

MRS. MARTHA P. FALCONER, Superintendent of Sleighton Farm, Darling, Pennsylvania

(Stenographic Report)

Mr. President and Friends: Perhaps it is just as well to have me come at the last meeting of this Conference, because the girl for whom I plead usually comes last; in fact she comes so far behind that most of you have lost sight of her; the girl who has been misunderstood and misdirected, the girl who has fallen from the public school because she has not fitted into their particular curriculum. As has been said at this Conference the public schools are fitted for the average. Apparently there are many girls who do not come up to the average. Perhaps these girls would not be a credit to you in a graduating class where you want to push them forward.

Dr. Reeder spoke with just pride of the boys whom he has had and the girls who are now taking their place in some of the colleges and the higher technical schools. Even Sleighton Farm has had a few girls in the high school and has had one girl in college and several have taken nurses' training. We are proud of that, of course. I can tell you what becomes of a good many of these girls who have been misunderstood and misdirected; I am not speaking now of the girl who has not enough mentality to take training nor the girl who has been so long neglected that she has become sexually immoral. I am not asking for your interest in that girl,

but I am for the girl who is apparently dull, who does not fit into the rules and regulations of an institution.

We must have rules and regulations for an institution, of course, and then if the girl is troublesome and becomes more troublesome, what will you do? Why you pass her on to the next institution, and so you pass her on and on until she comes to the court and comes out to Sleighton Farm. If you don't believe it, come out and see us and I will show you many who have been excused with thanks from all the various institutions in and near Philadelphia. Some of them needed perhaps the peculiar training we are trying to give, but others, it seems to me, might have been kept in institutions if you had the patience and the willingness to change rules and regulations so you can keep the girl there and stand by her. Dr. Reeder spoke of the boy that went to Kansas because he did not want to go to school any more, and after life had helped train him, his vision came to him and he found that he wanted to go to school and then the New York Orphanage came forward with help, financial and otherwise, to keep him and help him to get more education.

I believe we know very little about that period of storm and stress called "adolescence." Because girls are so unreasonable and don't know what they want or why they want it, we must be more prepared to stand by a girl and to try to bring out the best that is in her: and if she is troublesome and does not obey all the rules (nobody knows better than the people at Sleighton Farm how troublesome some girls can be), why not change the rules occasionally to suit individual girls so you may keep that girl there if possible and give her some individual training that is going to be helpful to her?

I have in mind a father who came to me some time ago and told me with distress of his daughter who had been in several institutions. Her mother had died insane; she had been for three months in the observation ward of one of our best insane hospitals. That was Sunday when he was sent out to talk to me, and he said; "I have been told to take her out of there tomorrow because the experts have decided that she is not insane and I must have a place for her tomorrow." I pleaded with him not to have her sent to us because every girl who comes to us must come from court. I said, "This is not the place for her." The girl was not immoral, she was not vulgar, the girl was difficult, from all he told me, and I begged him to go back again to the Children's Aid Society and get one of their carefully selected family homes in the country, with a good motherly woman to help that girl. On Monday the girl came to Sleighton Farm. She was

A Cooking Class

A Sewing Class

SLEIGHTON FARM, Darling

not a lovable girl; she was difficult, nervous and high strung. The father, who has been devoted and very anxious to do what he could for his only child, was willing to be guided by us and we did make some special rules and regulations for her. I said to the patient matron who had charge; "If that girl is going to be saved from the insane asylum, perhaps we are the ones that must do it and we must overlook a great many things in that girl because she is so nervous, so difficult." Outdoor work, outdoor play with patience, and finding that that girl loved music, and feeding that desire, have been the things that worked out that girl's salvation, apparently, so she is now willing to pay the price; she was a little snob, hated work, her father would bring her whatever she needed, would clothe her well and it was difficult to teach her that she would have to live pleasantly with other people if she wanted to wear her pretty clothing. Her father wrote me: "I understand you are having my daughter live by herself a while. That won't do at all, she is too nervous." I said: "You will have to leave that to our judgment; we are watching her with a great deal of care, but she must have discipline." He was willing to do so, his helpful attitude and our ability to provide outdoor work and play, and the willingness to overlook many things at first, has resulted in a gentle, obedient girl who is succeeding in living pleasantly with others.

That is the kind of girl I would plead for, that the people who are going to have charge of this school may be willing to stand by her, give her outdoor work, and outdoor play—that is going to make her less nervous—instead of saying: "She does not come up to our requirements, she is behaving herself outrageously." The ordinary orphan asylum perhaps will take a girl as difficult as that. I want you to stand by that kind of a girl though she is difficult. Then too we have the girls who have come from the rural districts; who have not been kept at school because they come from communities where they have little social conscience, where nobody knows or cares whether they have been kept in school or not; who have not fitted into the public or rural school scheme.

Too many of our schools have been planned as if every boy and girl will go to the high school. Yesterday we heard the plea for leadership. There are places where the bright, prominent girls can be sent and educated, special institutions and colleges; I believe we have those where an increasing number of girls who have mentality to get that training can go. I want to plead for the girl who would not stay in school long enough to go to high school; because she fails here, she must be made of economic value and must have some other sort of training. We are beginning in

this state to have a little interest in the agricultural high schools. We are beginning up at the high schools where we foolishly put most of our manual training and where we put a great deal of our domestic science.

My work is largely with girls who never stay in school long enough to reach the high school, and the group of people representing these two foundations might work out some scheme of education for girls who would be interested and helped and the best possibilities in them brought out by some sort of trade training for those who want to come to the city, so they may have something that is going to be worth while which they have not been able to get in the public schools or rural schools.

But let us try to keep our children in the country, let us try and stimulate their interest in agricultural work; there is, I am sure, a healthy growing interest for women in agriculture. We can not decide what every girl ought to do. We ought to have what we call pre-vocational training for the younger girl, but when a girl gets up to fifteen or sixteen, if we can stimulate that interest and do something of the good work Brother Barnabas has done to encourage boys and make it seem worth while to them to go in the country and stay in the country, we will be doing well. The care of poultry is preëminently a woman's work; women can do a great deal with truck gardening, the care of bees, and dairy work. Let us have a broad vision of agricultural work and let us have some place where these girls can get that sort of work and it will be made possible for them to stay in the country. We must stimulate continually the interest of children to keep them out of the city, instead of feeling that every girl and boy must go to high school and must hurry back to the city, that that is the only place where they are going to have pleasure and have an opportunity to express themselves.

The question was asked yesterday about what the relations might be between this fund and the school at Flourtown which, I think, is the rural school located near one of these foundations. I wish that it might be one of very great helpfulness, not to fit that bright girl to come right into the city to high school and right on into college perhaps, but to give the dull, unattractive girl something which is going to enable her to lead a life which will make her self-supporting. We should not feel that just the dull girl will stay in the country and the bright girl come to the city to work in the trades and the shops and the factories. We want the bright girls to be encouraged to stay in the country too. If we are going to encourage them, we must give them some sort of training that is going to be practical and worth while.

It will never be as attractive and easy to try and stand by some of these difficult girls, and I hope I am not going to be misunderstood; by that term "difficult" I mean a girl who has been misunderstood and misdirected, the neglected girl. If every girl had an intelligent father and mother, of course there would be no need for my work, there would be no need for the work of these foundations. Usually the neglected girl has not been kept in school regularly, she has not been well-trained, there may be a good many tangles to straighten out. What do we mean by fatherless girls? Do we mean simply the girl whose father is under the sod? Do we mean the girl who has never had a father legally, or the girl whose father has deserted her? I think that is a question for very serious consideration, because the deserted girl or the girl who has not had a father legally, as we would say, perhaps needs more care than the girl who is simply an orphan in the accepted sense of that term. There are more motherless girls who need care than fatherless girls. The woman who has been left a widow or has been deserted can often make an effort and does make a heroic effort to keep her children with her, especially her girls, because they are usually easier to manage, and if there are younger children they can help with their care; but the motherless girl is very much more apt to be neglected.

So I plead, not that these foundations may be used as trainings for leadership, but that we may take the girls who may not be so attractive in looks or manner, bring out the best that is in them, stand by them, and give them the outdoor work and play so that they will be in a great deal better physical condition.

The unattractive girl! Why do we pass her on? "Because she behaves so badly, she breaks all our rules." Dear friends, suspend those rules, or change those rules, or do something else with those rules, if you can, and try to be helpful to that girl. That is the kind of girl I believe we need to help a great deal. Very few people want her and we can not satisfy our own conscience, always, by thinking we have had her transferred to another institution. Just stand by that girl and use the facilities you have at your command. If she wants a trade training and does not care to go into the country, give her a trade training—but that interest must be stimulated always. We never will make country life attractive to girls if we have people out there who don't believe in it themselves.

The President: Mr. Edwin D. Solenberger, Secretary of the Children's Aid Society of Pennsylvania, will speak on the subject

WHAT ABOUT WARDS OF PLACING-OUT SOCIETIES WHO NEED VOCATIONAL TRAINING?

EDWIN D. SOLENBERGER, Secretary Children's Aid Society of Pennsylvania, Philadelphia

Mr. Chairman, Ladies and Gentlemen: As general secretary of the Children's Aid Society of Pennsylvania, I am asked, "Is there any way in which these $8,000,000 can be made available for girls under your guardianship who have been placed out in family homes where they have done well but now need a broader vocational training than can be obtained in the communities where they are?"

First, to show how the terms of both the Carson and Ellis wills necessarily affect my answer to this question, let me state the kind of children in the care of the Children's Aid Society of Pennsylvania and also the sources from which they are received.

Of the 2,671 children received for actual care during the five years ending January 1, 1915, a classification of the condition of the parents shows the following result:

	NUMBER	PER CENT
Children whose fathers were deserted by the mother	80	3
Children who are full-orphans, both parents being dead	101	4
Children of separated parents	208	8
Children whose mothers were deserted by fathers	251	9
Children of widows	269	10
Children of unknown parentage (includes abandoned children, waifs, and strays)	269	10
Children of unmarried parents	324	12
Children of widowers	370	14
Children having both parents living and married without separation or desertion (includes cruelty cases, and parents sent to hospitals for the insane, to prison, to tuberculosis hospitals, and other cases of physical, mental, or moral unfitness of one or both parents)	799	30
	2,671	100

The above children were received from about 30 different counties in eastern and central Pennsylvania, including Philadelphia, the commitments having been made to the Society by various county juvenile courts, district poor boards, and through many different societies, institutions, and other agencies. These figures include children of various races, creeds, and ages. It should also be noted that far from discriminating against full-orphans or half orphans the Society makes a special effort to

receive and care for such children and to place suitable ones in carefully selected family homes for legal adoption. It may fairly be assumed that this group is representative of the average children in Pennsylvania who are in need of any form of charitable assistance or special help.

We note that next to the smallest group are the full-orphans, being only 4 per cent of the whole, thus emphasizing again the relatively small group from this Society that can be considered at present as possible beneficiaries of Carson College.

Again, it will be noted that 14 per cent of the children had lost their mothers by death, while only 10 per cent were children whose fathers had died, thus showing that for us a majority even of our half-orphans are not available for Ellis College according to the present requirements.

One notes the relatively large number of children made homeless because their parents deliberately separated, neither one having deserted the other, and a still larger number of children whose fathers had deserted their mothers. The serious evil of child abandonment is shown in that 10 per cent of the children were of unknown parentage, while a somewhat larger number were those of unmarried parents, which means that most of the infants were homeless from birth. Finally we face the fact that almost one-third of the children had married parents living together—at least there was no voluntary separation or desertion. This includes a wide variety of physical, mental, or moral conditions that made the home an undesirable and in many cases an impossible place for a child.

From this it is evident that this typical group of Pennsylvania dependent children does not contain many who can be considered for either institution. Furthermore, in regard to the fatherless children we must remember that not every such child should be separated from the mother. Under normal conditions a good mother should not be required to turn her child over to an institution in its tender years merely because of poverty. Almost all social workers now agree that such a mother should be helped to keep her children.

If possible, arrangements should be made so that a widow does not need to send her girl away from home to secure a vocational education at an earlier age than the average girl in the community in a normal home is sent away to secure better educational facilities than her own neighborhood or community affords. Is not that the ideal to hold up in answer to the second question concerning, "Those fatherless girls whose mothers by heroic labors, struggles, and self-sacrifice, have maintained their homes and kept their children together?" Of course there are always special

conditions and circumstances that may make it necessary for certain widows to send their girls away to school at an earlier age than others, but I believe we should try to continue such social policies as will result in as little difference as possible between the treatment of the fatherless girl and the girl in a normal home with both parents living.

But, to return to the original question, there is another and much more serious limitation upon the funds of either College for dependent girls who need "a broader vocational training than can be obtained in the communities where they are." We pointed out that of this large group of children received from many different sources over a period of five years, only 4 per cent are full-orphans and only 10 per cent more were fatherless children. But we must make various subtractions from these figures. Almost one-fifth in each group are colored, over one-half of the remainder are boys, and an actual examination of the records of the white full-orphan girls shows that only four of them were between the ages of six and ten when received. In other words, out of 2,671 dependent children brought to a society that makes no restriction as to age, sex, color, and religion, only four* were full-orphan, white, healthy normal girls between the ages of six and ten when received.

From the point of view of the question propounded, a more serious consideration is the fact that these are the very girls who are the easiest to place in high grade family homes where they can be legally adopted and receive from their foster parents as good a modern education as the average intelligent community in America affords.

On the other hand there are girls in boarding homes in the country who are from twelve to sixteen years of age who, like other girls in normal homes in average communities, would be greatly benefited by "a broader vocational training than can be obtained in the community where they live." Unfortunately such girls, as the above table apparently shows, do not come within the present limitations of the Carson College will.

Turning now to the question as it relates to the Ellis College will, we find that for the five years ending January 1, 1915, of the 2,671 children received only 269 were fatherless and of these only 98 were girls, of whom 21 were colored. Of the remaining 77 white, fatherless girls, 66 were

* This number might be slightly increased if some charitable agency could be found that would be willing to receive and withhold from permanent placement in family homes healthy white, full-orphan girls under six years of age until they reached the proper age for admission to Carson College. However, that seems quite undesirable since many excellent families are anxious to adopt the comparatively few such little girls that are found in any community.

under thirteen years of age when received, thus coming within the age requirements of the Ellis will. However, the Ellis requirement is that the institution shall be nonsectarian and that feature would possibly not be satisfactory in the case of some of these girls whose surviving parent or relatives or friends earnestly desire that they be carefully instructed in the particular faith in which they were baptized. Perhaps the trustees might be able to meet that requirement by providing special religious instruction even in a nonsectarian institution. However, we could not say that all of these girls need to be brought in, even at the age of eleven or twelve years, from the free or boarding homes in which they are now living, because many of them are enjoying good educational opportunities in the communities where they are placed. In the case of others, the foster parents have become so attached to them that they intend to send them away at a proper age to school. Even for those in the boarding homes we can see no particular advantage to the girls in bringing them in until between the ages of twelve—or preferably thirteen—and fourteen. Thus, in the case of the Ellis College also, the conditions of the will seem to debar us from making much use for the average dependent girl of any vocational training that the institution may be able to afford.

Figures from other institutions may have a greater or less number of children in certain of the classifications that we have noted. However, the Children's Aid Society of Pennsylvania is able to add an experience of over thirty years in dealing with children from many different sources to the particular figures noted, and it is our opinion that the present limitations of both of the wills would prevent us from using either institution for the care of any considerable number of dependent girls now under our guardianship and oversight. Even if the limitations of both of these wills were so broadened as to include, in addition to orphans and fatherless girls, those who are motherless, or in some cases dependent children with both parents living, we believe that the family home plan is preferable for all such normal girls at least up to the age of thirteen.

Even if certain limitations in the two wills under consideration could be removed, there is room for difference of opinion as to the age and circumstances under which dependent girls should be placed in these proposed colleges. It is to be hoped that the trustees will succeed in working out plans that will secure the undoubted benefits of home life for dependent young girls, while offering them much needed facilities at the proper age for vocational training.

The President: If I understand you, then you do not anticipate that out

of the 2,671 children under your care there would be a large contribution of the children elegible for these two new institutions?

Mr. Solenberger: Almost none unless the present restrictions are removed.

The President: The audience will bear in mind that according to the figures which I presented yesterday on the orphan asylums and children's homes, 11 or 12 per cent are full-orphans, and out of the twenty-six hundred children that came under the care of the Children's Aid Society of Pennsylvania, only 4 per cent were full-orphans. That is an interesting fact.

We come now to the general Round Table, in which we are to discuss the question, What Shall Be the Limitations of Admission to These Institutions? There is printed in the program a list of limitations; age, race, birthplace and residence, orphanage, intelligence, character, financial ability of parents, and religious affiliations. The Round Table Discussion is now open. I will first call on Mr. J. Prentice Murphy, General Secretary of the Boston Children's Aid Society. He went from Philadelphia to Boston to take charge of the work of the Boston Children's Aid Society. I want to say that if Mr. Murphy's name had been received in time, he would have been given a regular place on the program, and I have said that I would extend the limit a little beyond the usual allowance for a round table discussion because we want to hear from Mr. Murphy, so if he runs over his time, you will understand it.

CAN CARSON AND ELLIS COLLEGES UTILIZE FAMILY HOME CARE FOR THEIR WARDS?

J. PRENTICE MURPHY, General Secretary
Boston Children's Aid Society

I came prepared to find the question of the form of organization which these two institutions should take quite left open. I have been frankly surprised and pained to find that so many of the speakers have taken it for granted that the new organizations must necessarily function entirely through certain definite institution plants.

I differ with Dr. Hart and others in their feeling that the approach to the question of what these proposed institutions should do is primarily through a discussion of vocational education. Taking absolutely no liberties with the two wills, I feel that our primary consideration should have been

through a discussion of the types of beneficiaries named and how and in what way they fit into the problem of public and private care already provided for dependent children in Pennsylvania, especially the eastern half.

At the time of the announcement of Mr. Carson's great charity and later Mr. Ellis's, many men and women, expert in such matters, declared that the building of institutions under the narrow and non-progressive conditions named in the wills would be a public calamity, and this in a state that does not provide adequately for its dependent children. These condemnations were expressed because the plans proposed by Mr. Carson and Mr. Ellis are absolutely out of touch with the modern development of social work. These gentlemen read into their wills standards of care that were in entire accord with the advanced opinion of fifty years ago but which are not in accord with the advanced opinion of today. They took no account of the value of aiding dependent children either in their own homes or, if such should fail, in other family homes of high standards.

Pennsylvania is not in need of an extension of institution care for dependent children. It is a state where undue emphasis is placed on institutional types of care. It has no sound state policy in the matter of care for dependent children, the one important provision being a public subsidy plan that is universally condemned by good students. The great burden of care for dependent children, in spite of the subsidy, rests on many private societies which are not able to carry it. It, therefore, is an exceptionally serious matter to contemplate these two enormous foundations plunging into a kind of care which will make no material impression for good on the children's situation of the state. There are many institutions in Philadelphia caring for girls, some of which would like to or should develop the family plan in their work, but they either lack resources or they feel that this kind of care has still to be standardized in Pennsylvania.

The Carson and Ellis Colleges because of their great endowments have the power to finance a truly wise program for the dependent and neglected children of the state. Great as has been the influence of Girard College, it would not begin to equal that which the two colleges could exercise provided they do a modern job. If, however, the governing boards agree that they must adhere to narrow institutional policies, then they will surely become a great obstacle to the speedy and wise transition from institutional to family care for the great bulk of children's agencies in Pennsylvania. The wheels of progress will literally be turned back for a long time to come.

I do not believe that either Mr. Carson or Mr. Ellis thought primarily of the founding of institutions that were to be educational schools. I think, out of the largeness of their hearts, they wished first to provide for needy children (girls) of certain years. They were not experts in philanthropic matters, nor were they expertly advised. Under the circumstances, they took Girard College as a model for what this community and state needed for girls. Now I feel that Girard College is a great children's charity in a state of transition. No live social agency ever remains static and Girard College will be no exception to the rule. I believe we are going to see the college develop more than one branch and that as the years go on a larger and larger number of its beneficiaries will be given all the splendid school and shop training they are now receiving in the college —but instead of leaving their homes to get this training, they will continue to live with their parents or relatives, the college meeting the burden of their support. The great annual surpluses of the college will force such action. This will be part of the movement we can all see if we desire to; namely, that instead of taking needy normal children away from their families, we will aid them, where such removal can be prevented, right in their homes, or if this is not possible, in other families. The kind of care proposed by Mr. Carson and Mr. Ellis is not in keeping with the present day trend in philanthropy. It will be less so in another generation.

The greatest need will not be met in having two new colleges after the fashion of Girard College. It is possible under the Ellis will, by a liberal interpretation, to change the admission requirements. This should be done. I should also hope that by adopting Governor Brumbaugh's advice to proceed cautiously and his proffer of legislative help, a change will be made in the Carson will. Otherwise, and I say this advisedly, it would be better never to aid one child under its present terms.

Professor Hart gets much satisfaction out of a realization that the Loyal Order of the Moose will have an increasingly developing institution on its thousand acres north of Chicago. Now, I fail to thrill over such a prospect. I do not think the plan he outlines is fundamentally sound and I hope he will never have to try to provide family life in an institution with five hundred or ten or fifteen hundred children. I think the plan a poor one for it means taking supposedly normal children out of family life and sending them great distances from the communities in which they have lived. I think this question of distance and not thrift keeps many families of railroad men from using the John Edgar Thomson School. I think another and greater reason is that we are beginning to see the

fallacy of plans which say that good mothers with needy children can only be helped by having their children taken away to be cared for in some other distant place.

If the present restrictions in the two wills hold, it will generally be possible to aid only certain girls in given families. Others will have to be cared for by other agencies and these with very much smaller resources. I do not believe that there should be any age limit and if children (girls) are found who should be admitted into care, then this care or some responsibility should last during their minority. I consider the seventeen and eighteen year age limits in the two wills as not being in keeping with the times. A few years ago practically all children's charities considered their work done when the child reached its sixteenth year; the best now continue care or strict oversight through minority. If real vocational training is to be given by these two charities, it can only begin at the proposed dismissing ages. I do not believe that it is either pedagogically or socially wise to take children away from their families or relatives just because they are poor, and if they must be taken at all, to separate them into groups so that the two sexes grow up apart from each other. I can not contemplate these two new colleges or institutions trying to simulate family life with the other sex and its complications quite left out.

Where possible, public educational resources should be utilized. If these girls are to be trained surely in home craft, as has been so constantly mentioned in this room, they must, wherever it is possible, receive this training while living in real family homes of high standard. Where necessary the adults in these training families can receive payment for their services. Many of these girls as they grow up should be able to render certain remunerative services in return for part of their care, these tasks in nowise interfering with their studies and other preparations for their vocation in life. The plans of the two schools should be flexible enough to vary their training so as to meet the varied types of training needed.

The provision in Mr. Carson's will that no child shall be accepted from another institution is unwise, because it forbids a wise interchanging of problems with other children's charities if an organization is really having live contacts with its communities. As a matter of fact, there will not be much difficulty in getting around this provision for certain institutions will simply discharge the girls they wish to have considered by Carson College. Once the scope of the field to be covered has been determined, once the limitations as to beneficiaries have been eliminated, then the

fundamental vocational and educational aspects should be taken up in the most effective way possible.

If we could put this whole question up to Mr. Carson and Mr. Ellis, they would both approve of plans that will mean the best functioning of these institutions for the community's good. They would urge that there be co-operation with other institutions, and that to avoid duplication of work other institution plants should be used where possible. I know something about the children's situation in this part of Pennsylvania and I say, after careful deliberation, that any enlargement of institution space should be a last consideration. What the state needs on the children's side is a demonstration of the possibilities of normal family homes as training places for children. These two great foundations, as a legitimate part of their work, could provide family care of a standard that would have a marvelous effect on the children's situation of the whole state.

The restriction as to orphanage should be removed. Orphans are not the only types of need nor by any means the most difficult to treat. The community swarms with many others for whom no provision is now possible—instances where children have parents who are sick or inefficient and neglectful beyond hope of reform. I do not favor aiding children outside the state, and actually I think it will be found that the metropolitan problems will fully tax the resources of the two institutions if the admission regulations are made broader. Each community should stand under its own social problems and not transfer them over distances to some other place. I believe any plan to be fundamentally unsound which aims to work out in a small group, apart from the community, that which can only normally be worked out in the regular life of the community. Under this I hold that to develop special vocational training in an institutional school will in the long run not be as good as to develop this training in schools of the community. The school work of these institutions should be in outside schools. There will be less danger of the work becoming insularized if it is truly a part of the community life. Instead of returning children to their relatives for short periods each year in order that they may get touches of normal family life, why not let them live continually in real families? In saying this, I am fully aware of the fact that institutional care has a certain part in any children's program. The only way, however, for a child to know normal life is to live it.

Finally, I believe that these two foundations will not have anything like the state or mutual significance they ought to have if they are content to live within their present restrictions, and if the restrictions are broad-

ened they operate solely away from family life. The significant note in what the educational members have said here has brought out the home side. Is it, therefore, not sound that at least a part of the training which these agencies can provide should be given under genuine home influence?

The President: We are greatly indebted to Mr. Murphy for this illuminating discussion. I imagine that Mr. Murphy, in brooding over the discussion, has perhaps persuaded himself that he is further afield from the general feeling of the Conference than he really is.

Mr. Byall: Last year the Children's Bureau of Philadelphia received applications involving plans for 3,751 children, and of those 3,751 there were only 26 full-orphans requiring charitable support, and of those 26, eight were colored. Of the remaining 18, 10 were boys, and only eight were girls, and of these eight, only four were between the ages of six and ten years. This reduces us to four children who were qualified for Carson College on purely an age and color basis. That number might have been reduced by the special mental requirements, and so forth.

One other point; the children's institutions in Philadelphia quite uniformly receive children between the ages of six and ten years, a few institutions care for older children, but there is a surplus of care for the younger age and insufficient care for the older age. Carson College proposes to duplicate this younger age. The children under one year exceed in number the children of any other age, but after you get up to the fourth year, the ages do not vary to any extent at all and there are more children ten, eleven, twelve, and thirteen years old needing institutional care than there are six, seven, eight, and nine. Following Dr. Reeder's phraseology, that the educational lid can be kept off, I would hope that they can blow off the age lid.

Mr. Vaux: I should like to ask whether it is to be assumed that all the orphan children in Philadelphia pass through the Children's Bureau?

Mr. Byall: No, sir, I was simply giving our figures.

The President: It was agreed that whenever the Committee on Conclusions was ready to report, we would suspend the discussion to hear the report of that committee and then use the remainder of the time available to continue the discussion. Mr. Frazee, Chairman of the Committee on Conclusions, is now prepared to report.

Mr. Frazee: The Committee on Conclusions has had an especially difficult task in keeping in touch with the discussions of this Conference and in preparing, at the same time, a report of conclusions to be presented

immediately following the discussions. Each member heard nearly every paper or address that was delivered yesterday. Today, we have kept some two or three members of the committee constantly in touch with the proceedings of this Conference, while the other members of the committee have been doing the clerical work, with the result that though we have a badly patched copy, it is nevertheless a complete presentation of the conclusions reached by your Committee. I have the honor, Mr. President, to submit the following report of the Committee on Conclusions which, in every respect, is the unanimous report of the committee.

(For Report of the Committee see pages 1–9.)

It was moved by Professor Albert Bushnell Hart and seconded by Mr. George Vaux, Jr., that the Report of the Committee on Conclusions be adopted. After the discussion which follows, the motion was unanimously adopted.

DISCUSSION OF THE REPORT

Dr. Dean: I believe that there should be a city branch of these institutions for those types of vocational training which meet city conditions. While the main divisions of these colleges should be located in the country, at the same time the best type of vocational work for those occupations which might be termed city occupations will be in the city itself where the girls may, through part-time and continuation school work, work a part of the day in the shop or store and a part of the day in the school. I should furthermore like to see arrangements made for the girls to live in a home conducted under the auspices of these colleges while at work in the city and while attending the continuation courses of the colleges. The continuation type of instruction will allow these girls to earn money; to meet actual factory and store conditions. It will save the expense of elaborate equipments in the school and will bring about a type of technical and book instruction which will be thoroughly correlated with actual industrial conditions.

The President: We understand, then, that you approve of the report?

Dr. Dean: I approve of the report as a whole. I wanted to bring out that one point.

Mr. Murphy: I approve of the report with one exception. It is not complete in that it places no emphasis on the family plan of care. It should be a part of the work of the two colleges to provide for their wards in family

homes, as well as in institutional cottages. This is a serious omission; if corrected it will give balance to the committee's findings.

Professor Hart: May I say on that question that I can hardly call ours a satisfactory committee of five; because there were four extremely opinionated and obstinate persons on that committee, who compelled their fellow member to give way on many important questions. [Laughter] With regard to this and other things that have been suggested for the report and have been omitted, the committee thought that it was not possible for them to make positive suggestions which, to their minds, did not fall directly or by implication within the conditions of the gifts as they stand. Those gifts seem to look forward to instruction in precincts which are controlled by the two boards, each in their own school grounds, wherever they may be, or in buildings of Philadelphia of which they would have control.

This is not the only suggestion that has been made of extremely important and valuable things that could be done with the interest on eight million dollars, or even a small part of it. The committee has purposely refrained from greatly improving the character of instruction and social work throughout the country, by spending the income of that eight million dollars upon highly laudable things which, nevertheless, in their minds, were not within the bequest, and which, therefore, it would not be possible for the board of trustees to consider.

Dr. Bernstein: May I say a word on this report? I think that some of the recommendations are admirable, yet there are a few omissions. There is the omission with regard to the after-care of the girls, which I consider is of the utmost importance. Not a word was said in the report with regard to the final disposition of these girls. Then it strikes me that the narrow conception of the educational advantages which these girls should be offered in what is supposed to be a college, is something that might be reconsidered. I heard something with regard to a proposition to give them fundamentals and what is called an elementary school education. It strikes me that you can not call this Carson gift a gift for the erection of a college unless you give them at least the fundamentals or the equivalent of a complete cultural high school education. Then I may add another point; it is after all a very debatable question whether or not a technical school should be of the trade school character, or whether it should be of the vocational character, or whether it should be of the prevocational character. I believe that possibly this is a matter to be discussed or to be decided later on, when the two colleges are confronted

with the immediate problem. The question of curriculum and the question as to whether it should be an elementary, or high school, or other vocational school, in my judgment should be left over.

Dr. Reeder: I just wanted to ask a question of the Committee. I should like to know what are the terms or conditions under which the Committee drew the report? Is this list of conclusions a summary of the views and principles presented during the Conference, or is it drawn under the controlling restrictions and limitations imposed upon the two bequests by the donors? I infer from what Dr. Hart said a moment ago that the Committee felt that they could not, in drawing up these conclusions, go outside the limits which are imposed by the two bequests. If so, then it is possibly not fair to set them forth as the conclusions of the Conference.

The President: Will Chairman Frazee or Professor Hart answer the question?

Mr. Frazee: Professor Hart, will you speak on the subject?

The President: The question asked by Dr. Reeder was whether the committee, in formulating these conclusions, has endeavored to formulate the results of the discussion or whether they felt that they were under a limitation created by the conditions of the wills and did not feel at liberty to go beyond the conditions laid down in the wills? Is that right, Dr. Reeder?

Dr. Reeder: Yes, sir.

Professor Hart: The chairman may not be familiar with the female theologian, five years old, who said that God was not omnipotent inasmuch as he "could not make a two-year-old mule in a minute." The object of this Conference is to suggest things that can be done, not things that could be done under other circumstances or under wills drawn in accord with what we believe to be the possibilities of the most advanced education. We can help the boards of trustees by suggesting things that appear to us feasible, and nothing is feasible that can not be done. We have ventured to go a long step at the end of the report by pointing out some things that could be done were the conditions of the will otherwise. A change of these conditions is a matter over which Providence and the state government of Pennsylvania are sovereign.

The President: The Chair would say with reference to this matter that possibly there is a little wrong impression created by the use of the word "conclusions" for which the Chair was responsible. "Conclusions of the Conference" is a polite substitute for the familiar word resolutions. In preparing this program, we did not want to use the formal term resolu-

tions, but we expected that there would be reported by the Conference those things they could unite on by way of suggestions to the boards of trustees, and I understand that the purpose of this committee has been to accomplish that thing. There might be things said here that we could all agree upon and yet would not feel justified in presenting as recommendations, and there might be things not said at all which, when this committee came to look over the report, they would feel should be covered.

Mr. Mallery: Replying to Dr. Bernstein's remarks first, as to the omissions in regard to after-care, and speaking as a trustee only—that omission I think will not be serious, because all of us have been very much impressed by the experience you and Dr. Reeder have had, and it stands as a matter of course that we want to follow your practice in that, if we are able and can find a way. In regard to the omission of a high school course, the college itself constituting the high school, it is my recollection that in your paper and in Dr. Reeder's you thought the existing high school should be used to a large extent, and any omission of that sort would not be serious as we have your practice before us and would be guided by local conditions. That would not be a matter of principle.

The President: If Dr. Bernstein wishes to offer an amendment covering the matter of after-care, the Chair would be pleased to entertain it. It is only three or four years ago that Girard College authorized an agency for befriending the boys sent out from that institution.

Dr. Bernstein: In my capacity of institution superintendent, I would like to put myself on record that I strongly urge a memorandum endorsing Mr. Murphy's standpoint with regard to young children. I believe that with two gifts of the magnitude that the trustees of these two colleges are confronted with, it is incumbent on us to find out what the consensus of opinion of child-caring workers is with regard to the family care of children, —and I believe that I voice conservatively the sentiment of a large number of institution workers when I say that there should be incorporated, in some form or another, a recommendation to the effect that no child under seven or eight years of age should properly be placed in an institution or in an orphan asylum.

The President: The Chair will entertain the offer of an amendment.

Dr. Lathrop: Mr. President, I have listened of course with a great deal of interest to what has gone on here today, and I only regret that I was not present yesterday so that I should feel better qualified to speak today. I have heard this report with much appreciation. I believe that we can all stand by that report as a series of preliminary premises or conclusions,

whichever you like. I should feel that the Conference might be very much gratified if the trustees thought it well to call it together again at some future day and let it have another chance. As a final word, I take it that neither the trustees nor the Conference would care to accept it.

It has struck me, as I have sat here, that these two wills show in a very unusual manner that singular lack of knowledge of the facts of our common humanity which exists in this country. Here are two men of marked ability who amassed large fortunes, who wanted their money to do good to children, yet they had absolutely no conception of the lives and needs of those they wished to benefit. Is it not astounding to us who are sitting here to know that among sixty-four hundred children coming under the care of two children's societies in Philadelphia, eight possible candidates for Carson College can be developed, and there may be duplicates in that number?

Now if it is true, and of course it is, that we do not commonly know these facts as to human family relations, it is also true that we do not know the facts of our common daily industrial life. As I have thought of what may be possible under these bequests—knowing not at all how far the courts can mellow their conditions to the needs of the times—it has occurred to me that, while quite faithfully carrying out the true intent of the wills, we might be able to contribute something very useful indeed, not only to the children who are legally construed to be the beneficiaries of these bequests, but to all the children of the country. It is evidently the desire of the trustees, as it was the purpose of the testators, that these bequests should be as useful as possible, and the children going to any one institution are, after all, only a sample of the children who are in the world, with the same needs and, on the whole, with the same capacity and the same aspirations, only they are very handicapped, and our efforts to remove those handicaps by institutions are not very successful as we look back over the record of the last century.

We do not know much about what are the employments which are desirable for children to enter, we do not know about the physical or mental strains which children should be allowed to undergo in various employments, and we can not prophesy which are to be, as we say, the blind-alley industries; we can not prophesy which are to be the industries which will broaden and inspire a child's intelligence and give him the best possible chance for himself; we can not prophesy as to the sort of child which should go into a certain type of industry. So a narrow trade education is likely to put a sort of a collar around human creatures' necks. It

is well that the emphasis is placed increasingly upon pre-vocational training and upon a training which is flexible enough to give every child some value out of life independent of his day's toil.

Now is there not a great opportunity in connection with this industrial education which it is the duty of these foundations to furnish, to make intensive and continuous study, first, of the openings for American children in American industry, and, second, of the standards of technical education, working conditions, and pay which should be secured to children and youthful workers? Such work is greatly needed. It is certainly a legitimate part of equipping the proposed institutions to do the best possible work for their wards. We are lamentably ignorant about these matters. By undertaking such an inquiry the institutions would ally themselves not with charities but with progressive education. A fresh scholarly dignity would lift them out of the routine which is the besetting evil of institutions. They would necessarily begin to contribute towards the benefit of the thirty million American children—that third of American life which is always in a state of tutelage.

We need this sort of inquiry, not only for urban children—for children in manufacturing communities—we need it for that 61 per cent of our children who are rural children still. Those who go to the north or south in rural neighborhoods know that there is much to be done, not only for the exceptional child or orphan or half-orphan child, but for the average child of American life. What we want to do is to set up standards for American life in setting up our belief that every single child who comes into this country has an equal right to life, liberty, and such education as will finally give him a chance for his own happiness, whether we give it to him or not.

I feel very sure that the great schools which are now engaged in industrial training are, many of them, especially the girls' schools, feeling that they need to develop their own usefulness by a more intense and more intelligent study of the opportunities which await girls and which can be developed for girls.

After all this is a very big question. There is a lot of detail which we might go into, but that is not the thing in which we are most interested. We are interested in a question the most practical and the most theoretical in the world, that of how to fit these human creatures to live their lives. They are going to have their chance solely on the basis of whether those who have no kinship with them are wise and kind enough to make up in some degree for the lack of kinship and are able to direct them where the

kin of many children fail. I think all of us who are connected with the Children's Bureau feel that, for the child in school and in industry, it is time to discover standards under which he shall go to school and under which he shall work.

All of you know the cost of care and inspection of the physique of children in the public schools; you watch their eyes, watch their backs, change the shape of their seats, discuss their food. The public school system is building up a more vigorous set of young people than we had any idea a generation ago could be built up by our attention. When a girl is fourteen years old and leaves school and goes into the factory or shop, we may tell the school doctor or factory inspector to examine her and see if she is able to go to work; but then the shop door closes upon her and that child who yesterday had this costly solicitude which the tax payer had purchased and given to her, today has nothing. We only know perhaps later, when she comes into clinics and hospitals, that she has been occupied in ways which have been bad for her back, or her eyes, or her head, or have broken down her nerves, and she comes to our attention when it is too late to repair the mischief; and then again we think, although we do not yet know because we have not studied to know, that after a few years of life when she marries, she may lack the physical vigor and buoyancy she needs to carry on her household.

Here are proposed girls' schools with foundations rich enough to develop for them new types of training, to give them earning power and to fit them for useful and happy lives; to fit them for industry and then for the home—a fact of which we must never lose sight in considering the question of the education of a girl. This double need serves to emphasize again the importance of flexibility in educational method.

Dr. Godfrey: So far as I heard, there was no special recommendation for the future systematic study of the conclusions of the Conference. Am I correct in that, Mr. Frazee?

Mr. Frazee: There was a proposal made that there should be an advisory council established.

The President: There was also a recommendation that the Boards of Trustees continue in the line they have already inaugurated, of studying this problem, that this Conference should only be a prelude.

Dr. Godfrey: I didn't get that.

The President: Let the Chair just read the first reference; "We therefore recommend that the Trustees of both institutions continue their wise policy of carefully examining the ground and coming to definite con-

clusions before entering upon the construction of buildings, or the organization of schools." This body will adjourn today at 5:15, sine die, but the boards of trustees inaugurated this Conference and we assume they will find ways to get further advice if they need it.

Dr. Godfrey: I think that is sufficient; the thing I wanted to bring out in that connection is this: for two years we have been trying to find the facts about Philadelphia and its relation to the Drexel Institute. If I were to give a title to that research, I should call it "A Search for the Maximum Capacity for Service." For some years before that I was on three boards, all of whom were studying educational problems, and the one thing that has come to my attention as strongly as any single thing, is the amazing number of diverse factors which exist in education and social problems as against industrial problems. An industrial problem may be complicated, but when you realize that most of the industrial factors exist in the administration of our educational trusts, and then add to these the hundred and one varying factors that may exist in the educational and social field, it is a most vital thing to define and recognize, so far as it is possible, those complicated factors. If in any way a recommendation could be made within the wills to advise the administrators of the trusts that it would be greatly to their advantage to make a continuous research on the facts that so many of us want to know, I think it would be wise. I look forward in these foundations, not for ten years but for hundreds of years. It seems to me that it is a very significant thing that we are building so many decades into the future, and in that way I should like to have the question of continuous research, for education is continuous research, a little more strongly developed.

Dr. L. B. Bernstein offered the following amendment to the Report: "It is urged that if possible no children under eight years of age be admitted to the institutional care of these colleges, but that instead they be taken care of by the so-called family home plan under the auspices of these colleges."

It was moved by Professor Hart and seconded by Mr. Frazee that the suggestion of Dr. Bernstein be referred to the trustees of Carson College and Ellis College for their consideration.

Dr. Bernstein: May I say a word just before a vote is taken on that subject? I am fully aware of the fact that a literal interpretation of one of the wills would practically reduce the number of children available for the institutional care of Carson College, in particular, and yet I feel that it would be a mistake for a group of child-caring workers assembled here for

advice, to put officially their stamp of approval on a policy absolutely contrary to their actual experience, and that is why, Mr. President and gentlemen of the two colleges, I beg to offer this for your careful consideration.

The motion of Professor Hart was unanimously adopted.

Mr. Shankland: Before we take a vote on that report, someone ought to say a word of commendation of the work of that committee. The trustees are confronted with a definite, concrete problem which they must solve, and I think that this committee ought to be commended for having brought definite, concrete statements forward covering what these trustees may do at this time. We have been taking up amendments and side issues, and before this report is voted on it seems as if some of the privates here in the Conference ought to say that we really stand for that report and believe that the committee have it just about right.

Miss Stevens: I just want to ask if the report allows the broad interpretation of vocational service that Miss Lathrop, in her talk, gave to it. I think it is important to know if it is the meaning of the committee to give latitude for gathering information about the field of opportunity for girls and for getting at intimate facts concerning certain occupations.

The President: Will the Committee enlighten us?

Mr. Frazee: The Committee feels that ample provision has been made in the recommendations to the trustees to cover that point.

The President: The Chair desires to say this much: It has not been the expectation of the Russell Sage Foundation, which inspired this Conference perhaps, that we should be able on a consideration of a day and a half to say the final word in regard to the work of these institutions. What we have hoped to do was to get in touch with these boards, to offer them such suggestions as may assist them in prosecuting their work, and to give them the assurance which is contained in this report, that this Conference, after looking over this matter as fully as we could in this brief time, is in the most earnest sympathy with the work they have to do, and that we have confidence in the spirit in which they are attacking their problem; and then we hope that some of the things contained in this report will give them an assurance of backing; because when these boards of trustees do what they will have to do sooner or later, they are going to need the support of intelligent public sentiment. We hope that they will be able to refer back to this report and say, "We called together twenty of the best people we could find and this was the advice they gave us at that time." I think that is the main thing, and I don't think we must

feel that we have said the final word or that the report we have presented here is above criticism. It represents our best thought after a day and a half of consideration of the problem. These gentlemen have already given it consideration for months and after they have studied it a year or so more it will not be surprising if they find that some of the suggestions we agree upon today are impractical, or discover some things which we have not mentioned.

There being no further discussion, the report was unanimously adopted, as stated on page 178.

The President: Mr. Mallery desires to say something at this point. Mr. Mallery, as you know, is the Vice-President of Carson College.

Mr. Mallery: There have been a great many bouquets passed in this Conference, and most of them to the trustees. The definition of an educated man is said to be one who knows that he doesn't know, but knows where to find it out, and in that sense we are educated men and it is the only tribute or bouquet which the trustees are entitled to; all the rest of the glowing tributes should be laid at the feet of the members of the Conference, of the educational members who laid down their busy work, came great distances, left many a fine piece of knitting undone no doubt for the moment, and came to us generously in a spirit of co-operation which we are bound to see realized. You have set us an example in co-operation which may revolve down the ages. We sincerely hope so, and if it does not it certainly is not your fault, and in the name of the Trustees of Carson and Ellis Colleges I wish to extend the sincerest thanks that persons of such great influence and power and importance in the educational world should give us your time and your hearty support in our undertaking.

The President: In behalf of the Conference I wish, as the President of the Conference, to return our thanks to the trustees of these two colleges for the delightful hospitality which they have extended to us, for the broad-minded spirit in which they called this Conference, and for the patience with which they have listened to the flood of eloquence and wisdom which has been poured upon them.

Personally I count it one of the highest honors and privileges of my life to have been permitted to preside over the deliberations of this body, this group of people who have been brought together; and I agree with Mr. Mallery that it does mean something for this city and this state and this country that at this stage, while their hands are free, while the future is open before them, they have sought the counsel of people far and wide.

I want to say, for the consolation of these trustees: We have come together, gentlemen, at your bidding, we have offered you some advice; we are going to take the six o'clock train for New York and Albany and Cincinnati and Pittsburgh; we shall not know whether you take our advice or not. If it should commend itself to your wisdom, if it should seem to have a peculiar bearing upon your problem so that you can use it, you will take it and use it, and we shall be very thankful. If, on the other hand, our recommendations do not seem to you to be practical and do not bear directly upon the problems with which you have to do, you will disregard our advice—nobody's feelings will be hurt. So, under the circumstances, we think we have the right to congratulate each other. Is there any further business to be transacted? Is there anything further to be said or done? If not, this Conference will stand adjourned sine die.

INFORMATION RESPECTING INSTITUTIONS IN AND ABOUT PHILADELPHIA CARING FOR GIRLS

By

HASTINGS H. HART, LL.D., Director Department of Child-Helping, Russell Sage Foundation

INSTITUTIONS IN OR NEAR PHILADELPHIA CARING

Institution	Founded	Total Number of Inmates	
		Boys	Girls
1. Baptist Orphanage, Philadelphia	1879	52	62
2. Bethesda Home, Philadelphia	1859	14	34
3. Burd School, Philadelphia	1856	..	..
4. Catholic Home for Girls, Philadelphia	1863	..	..
5. Children's House of Philadelphia Home for Incurables	1877	16	16
6. Church Home for Children, Philadelphia	1856	..	..
7. Elkins Masonic Orphanage, Philadelphia	1906	48[b]	41
8. Foster Home of Philadelphia	1846	35	41
9. Foulke and Long Institute, Philadelphia	1887	..	..
10. Gonzaga Memorial Home, Philadelphia	1898	..	..
11. Hebrew Orphans' Home, Philadelphia	1896	78	47
12. Home of the Merciful Saviour, Philadelphia	1882	25	25
13. Home for Orphans of Odd Fellows, Philadelphia	1883	35	38
14. House of the Good Shepherd, Philadelphia	1850	50[c]	100
15. House of St. Michael and All Angels, Philadelphia	1887	5	20
16. Jewish Foster Home, Philadelphia	1855	98	100
17. Lutheran Orphans' Home, Philadelphia	1859	104	100
18. Magdalen Society of Philadelphia, Lafayette Hill	1800	..	..
19. Methodist Episcopal Orphanage, Philadelphia	1879	79	108
20. Northern Home for Friendless Children, Philadelphia	1853	95	55
21. Orphan Society of Philadelphia, Wallingford	1814	35	50
22. Presbyterian Orphanage, Philadelphia	1877	47	82
23. St. Joseph's Orphanage, Philadelphia	1798	..	..
24. St. Joseph's Protectory, Norristown	1886	..	..
25. St. Mary Magdalen Asylum, Norristown	1892	..	..
26. St. Vincent's Home, Philadelphia	1858	136	314
27. St. Vincent's Orphan Asylum, Tacony	1855	122	148
28. Seybert Institution, Philadelphia	1884	61	19
29. Shelter for Colored Orphans, Cheyney	1822	..	..
30. Sleighton Farm, Glen Mills Schools, Darling	1826	..	..
31. Southern Home for Destitute Children, Philadelphia	1850	53	35
32. Thomson School, Philadelphia	1882	..	..
33. Western Home for Poor Children, Philadelphia	1850	36	24
34. Widener Memorial School, Philadelphia	1906	55	39
Totals	..	..	..
35. Carson College	..	..	..
36. Ellis College	..	..	..
Grand Total	..	..	..

[a] Current expense and total investment prorated according to the number of girls.
[b] Old people.
[c] Women.
[d] Distribution between women and girls estimated.

FOR GIRLS ABOVE THE AGE OF FIVE YEARS

Total Current Expense	Property and Endowments	Number of Girls	Current Expense for Girls	Same per Girl	Total Investment for Girls
$15,700	$447,000	62	$8,700[a]	$140	$280,000[a]
8,900	88,000	34	6,300[a]	185	62,000[a]
..	..	53	20,200	381	685,000
..	..	300	16,800	56	315,000
12,600	96,000	16	6,300[a]	394	48,000[a]
..	..	70	18,700	267	374,000
18,700	750,000	41	8,600[a]	210	350,000[a]
15,300	240,000	41	6,600[a]	160	130,000[a]
..	..	34	20,200	594	360,000
..	..	185	13,000	70	360,000
19,600	85,000	47	7,400[a]	157	32,000[a]
16,300	297,000	25	8,200[a]	328	150,000[a]
14,000	345,000	38	8,500[a]	224	180,000[a]
34,000	235,000	100	17,000[d]	170	157,000[d]
4,700	49,000	20	3,800[a]	190	39,000[a]
32,100	435,000	100	17,200[a]	172	220,000[a]
34,200	280,000	100	13,700[a]	137	140,000[a]
..	..	45	10,400	231	216,000
39,200	1,720,000	108	22,700[a]	210	900,000[a]
24,300	400,000	55	9,400[a]	171	155,000[a]
17,200	385,000	50	10,300[a]	206	226,000[a]
32,900	480,000	82	20,900[a]	255	300,000[a]
..	..	145	9,600	66	293,000
..	..	120	20,600	172	175,000
..	..	97	22,500	232	217,000
26,800	370,000	314	18,800[a]	60	258,000[a]
15,900	100,000	148	12,600[a]	85	55,000[a]
47,000	1,626,000	19	11,200[a]	589	400,000[a]
..	..	36	7,200	200	260,000
..	..	470	100,500	214	475,000
14,600	400,000	35	5,800[a]	166	160,000[a]
..	..	38	19,000	500	1,829,000
8,000	115,000	24	3,500[a]	145	46,000[a]
107,000	5,132,000	39	43,500[a]	1,115	2,100,000[a]
..	..	3,091	$539,700	$175	$11,947,000
..	..	..	..	..	3,500,000
..	..	..	..	..	4,500,000
..	..	..	..	..	$19,947,000

NOTE: The figures in the table are for the latest dates obtainable: 13 for 1912; one for 1914, and 20 for 1915.

CARSON COLLEGE

1. **Name:** Carson College for Orphan Girls. (Not yet opened.)
2. **Founder:** Robert N. Carson of Philadelphia, died October 15, 1907.
3. **Location:** Near Flourtown, Montgomery County, Pennsylvania, on about 100 acres of land. (12 miles northwest of Philadelphia.)
4. **Object:** "For the benefit and education of orphan girls."
5. **Resources:** Lands and endowments $3,500,000
6. **Surplus—how to be used:** "Erecting and furnishing dormitories for sick children in various hospitals."
7. **Government and administration:** Board of Trustees, James P. Carson, Secretary, 717 Witherspoon Building, Philadelphia. Trustees appointed by executors and trustees of the Estate. (Three trustees to be of testator's blood and family, if possible.)
8. **Advisers:** None specified.
9. **Superintendent:** Not yet appointed: to be "an educated man with business experience and administrative ability."
10. **Beneficiaries:**

(*a*) *Classes received:* "Poor white healthy girls both of whose parents shall be deceased" not "under the age of 6 years or over the age of 10 years; . . . of at least average mental capacity and of good physical health."

"No orphans will be received from any other institution" . . . nor "until the guardians or directors of the poor, or a proper guardian or other competent authority shall have given, by indenture, relinquishment, or otherwise, adequate power . . . to enforce . . . proper restraint and to prevent relatives or others from interfering with such orphans."

(*b*) *Geographical limitation:* Preference shall be given, first, equally to those born in the city of Philadelphia and in the county of Montgomery; secondly, to those born in the state of Pennsylvania, and lastly, to those born in the United States."

(*c*) *Discharge of inmates:* Girls "shall be discharged at the age of 18 years, or earlier if the . . . trustees shall deem it for" their "best interests and advantage." Incorrigible girls, after suitable efforts for reformation, "shall no longer remain in the College."

11. **School of letters:** "The girls shall be . . . taught all the common English branches, including the elements of algebra and geometry, with so much of applied physics, chemistry and natural history as they may be able to comprehend. If any of the girls are capable, and so desire, they shall be taught at least the elements of instrumental or vocal music. . . . I would have the

girls so trained as would best enable them to earn their own support . . . and I therefore consider a practical education as among the most important features for that purpose."

12. **School of domestic arts:** "There shall be taught, thoroughly and practically, all the domestic arts, including laundrying and dressmaking, and also, as far as possible, the domestic sciences, in order that the girls may be prepared to take up successfully housekeeping and nursing, should they desire to do so, and they shall also be taught wood sloyd working, for the purpose of making them familiar with the handling of tools, or any light work. . . . I would have them taught flowering and gardening, and if possible, also vegetable gardening, and if practical, I would keep a few cows and chickens, so that the girls could acquire some knowledge of milking, poultry raising, etc."

13. **Instruction in morals and religion:** "No religious sect, denomination or church shall have control of the institution or its funds in any way, nor shall any religious services be held . . . which are exclusive or peculiar to any church. . . . All the girls shall have a sound moral instruction and be carefully instructed in the fundamental doctrines of Christianity. . . . No clergyman, ecclesiastic or missionary of any sect shall be excluded from the grounds, but there shall be no proselyting or reference to their own peculiar tenets or beliefs expressed before the pupils."

ELLIS COLLEGE

1. **Name:** Charles E. Ellis College for the Education of Fatherless Girls. (Not yet opened.)
2. **Founder:** Charles E. Ellis of Philadelphia, died April 6, 1909.
3. **Location:** In Bucks County, Pennsylvania, three miles from Langhorne. (27 miles from Philadelphia.)
4. **Object:** "Free education and maintenance of white fatherless girls and to provide a gift to each girl on leaving the institution of $50."
5. **Resources:** Lands and endowments.....$4,500,000
6. **Surplus—how to be used:** "To enlarge the capital . . . and thereby to enlarge the institution from time to time."
7. **Government and administration:** Trustee, the Commonwealth Title Insurance and Trust Company. (Also trustee of the Estate.) Charles K. Zug, Trust Officer, Chestnut and Twelfth Streets, Philadelphia.
8. **Advisers:** Trustees to "appoint a Board of Educators": Superintendent of Schools of Philadelphia, three principals of public

schools in Philadelphia, and the Superintendent of Schools of Bucks County "who shall be authorized to establish and change from time to time . . . rules of admission and conduct of said institution . . . and to act as visitors thereto."

"It may be deemed expedient . . . to select a woman's board or committee to act in conjunction with the Board of Educators in visiting the College and making recommendations which may promote the comfort of the students and the usefulness of the College, and I hereby vest such power in the said Board of Trustees."

9. **Superintendent:** Not yet appointed: may be a man or a woman.

10. **Beneficiaries:**

(*a*) *Classes received:* "White fatherless girls who shall not be at the time of their admission to said school over 13 years of age, until they shall arrive at the age of 17 years."

(But note provision above whereby the Board of Educators may "establish and change . . . rules of admission.")

(*b*) *Geographical limitation:* "Admission . . . shall be limited to . . . girls who at the time of their admission are bona fide residents of the city and county of Philadelphia" or of Bucks County; "preference" to "be given to applicants who were born in said county."

(*c*) *Discharge of inmates:* Girls are to remain "until they shall arrive at the age of 17 years."

11. **School of letters:** "I direct that the said Trustees . . . shall appoint a Board of Educators composed of the Superintendent of the public schools of the City of Philadelphia, three principals of public schools of the City of Philadelphia and the Superintendent of the public schools of 'Bucks' County . . . who . . . shall be authorized to formulate, establish and change from time to time such rules of admission and conduct of the said institution as may be required . . . my intention being to provide free education and maintenance . . . the Board of Educators . . . shall in all things act in co-operation with and subject to the approval of the said Trustees."

12. **School of domestic arts:** The will does not specify with reference to a school of domestic arts, but the testator said: "It is my intention to vest in the Trustees full power, authority and discretion . . . the Board of Educators to be appointed by the trustees shall in all things act in co-operation with and subject to the approval of the said trustees."

13. **Instruction in morals and religion:** "Though the" College "shall be conducted upon nonsectarian principles I direct that the reading and study of the King James First English Bible, or any revision

which may take its place, and brief lectures thereon by officers or teachers shall be part of the daily instruction in the said institution in all classes."

BAPTIST ORPHANAGE

1. **Name:** The Baptist Orphanage. Opened 1879.
2. **Founders:** A group of Baptist people of Philadelphia.
3. **Location:** Fifty-eighth Street and Thomas Avenue, Philadelphia, on eight acres of ground.
4. **Object:** "To receive, or bind out, upon indenture, children committed to their charge, whose maintenance is unprovided for by their parents or guardians."
5. **Resources:**

Lands	$200,000
Buildings	110,000
Endowment	137,000
Total	$447,000

6. **Surplus:** No specification.
7. **Government and administration:** Board of 12 Trustees. President, David P. Leas, 400 South Fortieth Street, Philadelphia. Secretary, Rev. B. MacMackin, D.D., Ridley Park, Pennsylvania. Board of 186 Lady Managers, representing 80 churches, who operate by 14 standing committees. President, Mrs. Benjamin Griffith, 2038 Chestnut Street, Philadelphia; Secretary, Mrs. Arthur H. Hadley, 1621 Green Street, Philadelphia.
8. **Advisers:** None specified.
9. **Superintendent:** None ever elected; each cottage matron works independently, so far as other matrons are concerned, and all are guided by and report to several of the above mentioned standing committees of Lady Managers.
10. **Beneficiaries:**
    (*a*) *Classes received:* "1. Orphan or half-orphan children of Baptist families. 2. Children, orphans or not orphans, of Baptist ministers or missionaries. 3. Orphan or half-orphan children, without regard to the religious belief of their parents."

    "Children received shall not be under two years of age, nor, unless in an exceptional case, over eight years for a boy, and ten years for a girl. They shall be given absolutely, with full legal control, to the orphanage. The orphanage, however, reserves the right to return any child to its friends. In extreme cases, other children may be received temporarily. No child shall be admitted

by the board of managers until after a thorough examination and recommendation by both the admission committee and a reliable physician." In care September, 1915, 52 boys, 62 girls.

(*b*) *Geographical limitation:* None named.

(*c*) *Discharge of inmates:* The usual limit for boys in the institution is 14 years; for girls 16 years.

"The managers shall aim to place the children in good homes, with those only who will religiously educate and train them wholly in the principles of Baptists. Both parents must be members of a Baptist Church; in an exceptional case this may be required of the mother only. The child must be legally adopted or received as one of the family.

"All children for whom good homes cannot be secured shall be trained, educated, and instructed either under the direction of the Managers, or they may . . hire or, with their consent, indenture the children, as apprentices or otherwise, during their minority, to such persons and such trades and employments, as, in the judgment of the Managers, will be best. And over all such children the Managers shall continue a constant oversight, for their protection, during their minority."

11. **School of letters:** The wards of the orphanage attend the Philadelphia public schools.

12. **School of domestic arts:** "The Baptist Orphanage is not giving the girls any special vocational training."

13. **Instruction in morals and religion:** "While the children are in the Orphanage they shall be trained in good habits, industries, morals, and most thoroughly in religion and the distinctive principles of Baptists. This religious training must always be the great primary aim of the Orphanage."

BETHESDA HOME

1. **Name:** Bethesda Children's Christian Home. Opened 1859; incorporated 1909.

2. **Founders:** "This Home was originally established by Miss Anna W. Clement, and was maintained by her with gifts, contributed principally by the residents of Chestnut Hill and Germantown, for over fifty years until her death in 1909. Shortly thereafter the trustees under the will of the late Henry J. Williams, Esq., who held the title to the property at the corner of Stenton and Willow Grove Avenues, Chestnut Hill, which he had devised to them for the use of the Home, conveyed it to a corporation formed in accordance with the provisions of his will."

A Typical Cottage

A Family of Girls

BAPTIST ORPHANAGE, PHILADELPHIA

3. **Location:** Stenton and Willow Grove Avenues, Chestnut Hill, Philadelphia, on a tract of about ten acres.

4. **Object:** Care of dependent white children of both sexes.

5. **Resources:**

Lands	$10,000
Buildings	13,000
Endowment	65,000
Total	$88,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of eight directors. Randall Morgan, President, Philadelphia; Eli Kirk Price, Secretary, 709 Walnut Street, Philadelphia.

8. **Advisers:** Visiting committee of 13 ladies.

9. **Superintendent:** Miss Ida G. Thompson, under title of Matron.

10. **Beneficiaries:**
   (*a*) *Classes received:* Dependent white children,—boys two and a half to eight years, girls two and a half to fourteen years. In care June, 1912, 14 boys and 34 girls.
   (*b*) *Geographical limitations:* None.
   (*c*) *Discharge of inmates:* Boys at nine, girls usually at about sixteen years of age.

11. **School of letters:** "The children attend the public schools at Chestnut Hill, and a number attend the parish school of St. Paul's Protestant Episcopal church. . . . Miss A. E. B. has a kindergarten class at home."

12. **School of domestic arts:** "All of the children in the Home are now regularly trained in such household and other occupations as will enable them to become self-supporting on leaving the Home; but the cost of such training and the improved hygienic conditions of their residence in the Home necessarily add somewhat to the expense of its maintenance."

13. **Instruction in morals and religion:** The institution is earnestly Christian but nonsectarian. The children attend any of the various churches they desire, within reaching distance of the home.

BURD SCHOOL

1. **Name:** Burd Orphan Asylum of St. Stephen's Church. Opened 1856.

2. **Founder:** Mrs. Eliza Howard Burd, died 1860.

3. **Location:** Sixty-third and Market Streets, Philadelphia, on about 35 acres of land.

4. **Object:** "To maintain, educate, and at a suitable age and time (to be . . . determined by" the Management), "to place out, to be instructed in proper employments . . . white female orphan children" of legitimate birth, four to eight years.

5. **Resources:**

Lands	$250,000
Buildings	60,000
Endowment	375,000
Total	$685,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** "The Rector, church wardens, and vestrymen of St. Stephen's Church." President, Rev. Carl E. Grammer, S.T.D., Sixty-third and Market Streets, Philadelphia; Chairman, Executive Committee, Roland S. Morris, Land Title Building, Philadelphia.

8. **Advisers:** "The Right Rev. Bishop, for the time being, of the Protestant Episcopal Church, for the diocese in which the city of Philadelphia may be, is authorized to be and is constituted a perpetual visitor for the institution."

9. **Superintendent:** Miss Helen Leighton.

10. **Beneficiaries:**
   (*a*) *Classes received:* "White female orphan children of legitimate birth, of the age of less than four years and not more than eight years . . . who shall have been baptised in the Protestant Episcopal Church in the city of Philadelphia; secondly, the same class of children, baptised in the said Church in the state of Pennsylvania; and thirdly, all other white female orphan children of legitimate birth, of not less than four years of age, and of not more than eight years of age, without respect to any other description or qualification whatever, except that . . . the orphan children of clergymen of the Protestant church," shall have preference. In care January, 1912, 53 girls.
   (*b*) *Geographical limitation:* Preferences given, first, to the city of Philadelphia, and second to the state of Pennsylvania. After that there is no geographical limitation.
   (*c*) *Discharge of inmates:* "No girl is graduated from the school until she has completed the course chosen by her and has either some permanent occupation or a home to which she can return."

11. **School of letters:** Educational work: All of the girls are sent to the Upper Darby schools "where they complete their grammar school education. . . Such girls as successfully pass the com-

petitive examinations continue their education at the West Philadelphia High School for Girls."

12. **School of domestic arts:** "Upon the completion of the high school work the girls begin their special training for the occupations which they have chosen. These occupations are as varied as the opportunities in woman's work today and include courses at the Drexel Institute in library work, domestic science, stenography and bookkeeping; also courses in the School of Industrial Art, in schools for nursing, and in advanced kindergarten work."

13. **Instruction in morals and religion:** "I do hereby positively direct and enjoin that all the children received into the Asylum shall be faithfully instructed, as a part of their education, in the principles of the precious Gospel of my God and Saviour, Jesus Christ, as they are held and taught by the Protestant Episcopal Church in the United States, and that no other system of religion shall be taught; and moreover that all the worship held therein shall be according to the ritual of said Church, and no other."

CATHOLIC HOME FOR GIRLS

1. **Name:** Catholic Home for Destitute Children. Opened 1863.
2. **Founders:** Sisters of St. Joseph.
3. **Location:** Philadelphia.
4. **Object:** Not stated.
5. **Resources:**

Lands	$40,000
Buildings and equipment	275,000
Total	$315,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** Bishop of Diocese and Sisters of St. Joseph. Rev. W. A. O'Donnell, Secretary, Catholic Children's Bureau, 1700 Summer Street, Philadelphia.
8. **Advisers:** None specified.
9. **Superintendent:** The Sister Superior.
10. **Beneficiaries:**
    (*a*) *Classes received:* Dependent girls six to twelve years of age. Girls in care, September, 1915: six to ten years of age, 140; eleven years and over, 160; total, 300.
    (*b*) *Geographical limitation:* None.
    (*c*) *Discharge of inmates:* Girls are discharged at any age, when able to support themselves.

11. **School of letters:** The Home maintains its own schools. Pupils are carried to about the eighth grade. The teachers are Sisters. A few girls are sent to advanced Catholic schools outside of the Home.

12. **School of domestic arts:** All of the girls are taught cooking and housekeeping in the ordinary domestic departments of the Home. All of the girls receive instruction in plain sewing. Fifteen girls receive preparatory instruction in dressmaking. A class of twenty girls receive instruction in paper flower making, and a class receives instruction in embroidery, etc. Several pupils receive instruction in advanced millinery; others as telephone operators; others as cashiers, and others as nurses in hospitals.

    It is difficult to tell where the domestic work of the institution ends and regular vocational training begins.

13. **Instruction in morals and religion:** The girls receive instruction in the Roman Catholic faith.

CHILDREN'S HOUSE

1. **Name:** Children's House of the Philadelphia Home for Incurables Opened 1877.

2. **Founder:** Of the Children's House and its Auxiliary Board, Caroline Keyser Inglis.

3. **Location:** Forty-eighth Street and Woodland Avenue, Philadelphia, on the grounds of the Home for Incurables. "It is impossible accurately to separate the value of the land occupied by the children from the value of the whole property."

4. **Object:** The care, education and training of incurably crippled children.

5. **Resources:**

Lands and buildings	$90,500
Endowment	5,500
Total	$96,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Annie C. Inglis Memorial. Auxiliary to the Board of Managers of the Philadelphia Home for Incurables. The auxiliary consists of 75 ladies residing in and near Philadelphia, in three groups, elected for one, two, and three years. President, Mrs. Edward R. Fell, The Clinton, Philadelphia; Corresponding Secretary, Mrs. Charles M. Whitcomb, Paschal P. O., Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Miss Jane R. Kelly, under the title of Matron.

10. **Beneficiaries:**

(*a*) *Classes received:* Incurably afflicted white children, from infancy to twelve years of age. No children with lung tuberculosis, and none who are feeble-minded or epileptic are received. In care, 1914, 16 boys and 16 girls.

(*b*) *Geographical limitations:* Preference is given to applicants as follows—first, those from Philadelphia; second, those from other parts of Pennsylvania; third, those from other states. "There is a waiting list. The home is nearly always full; at present every bed is occupied."

(*c*) *Discharge of inmates:* "There is absolutely no limit to the length of stay of patients. Most cases are regarded as permanent. The improvement of a child to a point which permits his going home or to a convalescent home is regarded as a great and unexpected cause for rejoicing." Transfer is made to the adult department at various ages. Although supposed on entrance to be incurable, a number have been cured. Others have been so improved as to become self-supporting.

11. **School of letters:** "The work is much like that in a country school, and is ungraded."

12. **School of domestic arts:** All of the girls are taught sewing. The boys have a manual training class twice a week. "The children take care of their own rooms. . . . None of them are strong enough to do much domestic work." Special cases are given special training and opportunities. "One boy formerly in the Home now has a position as salesman in a jewelry store. One girl is studying bookkeeping and stenography."

13. **Instruction in morals and religion:** The Children's House is absolutely nonsectarian in its religious status and moral and religious instruction.

CHURCH HOME FOR CHILDREN

1. **Name:** Church Home for Children. Opened 1856.

2. **Founders:** A group of Philadelphia people connected with the Protestant Episcopal Church.

3. **Location:** Baltimore Avenue and Fifty-eighth Street, Philadelphia, on an irregular tract equal to about 425 feet square.

4. **Object:** "To train young girls as intelligent domestic servants."

5. **Resources:** Lands and buildings.....$100,000
Endowment..... 274,000

Total.....$374,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** A Board of Council and a Board of Lady Managers. The Board of Council consists of 21 elected members, together with "The Bishop of the Diocese and the Rectors of the churches which shall be represented in the Board of Managers." President, Rt. Rev. Philip M. Rhinelander, 251 South Twentieth Street, Philadelphia; Secretary, John A. Harris, Jr., Esq., Franklin National Bank.

The Board of Managers consists of 30 ladies, divided into three groups of 10 each, one group elected each year, to serve for a term of three years. President, Mrs. Effingham Perot, 917 Clinton Street, Philadelphia; Secretary, Miss Mary B. Mitchell, 5149 Morris Street, Germantown, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Miss Alice L. Dern, under the title of Housemother.

10. **Beneficiaries:**

(*a*) *Classes received:* Dependent white girls from four to nine years of age. In care September, 1915, 70 girls.

(*b*) *Geographical limitation:* None.

(*c*) *Discharge of inmates:* Generally before they are 18 years of age.

11. **School of letters:** All are sent to the Philadelphia public schools.

12. **School of domestic arts:** "At the age of 14 they are taken from the school and systematically trained in housework, washing and ironing, cooking and bread-making, sweeping, dusting and scrubbing. They are also taught to sew and to mend."

The above quotation refers to training in the work of the institution, and not with relation to any vocation except domestic service.

13. **Instruction in morals and religion:** "Children shall in all cases be trained in the faith of the Protestant Episcopal Church."

ELKINS MASONIC ORPHANAGE

1. **Name:** William L. Elkins Masonic Orphanage for Girls. Opened 1906.

2. **Founder:** William L. Elkins, who presented the institution to the Grand Lodge of Free and Accepted Masons of Pennsylvania.

3. **Location:** Broad and Cayuga Streets, Philadelphia, on a block of land about 500 feet square.

4. **Object:** Care and training of orphan and dependent children of Free Masons.

5. **Resources:**

Lands and buildings	$537,000
Endowment	213,000
Total	$750,000

6. **Surplus—how to be used:** No specification.
   Note: As only about one-half of the capacity is needed for girl dependents, the remainder is now used as a Home for Aged Widows of Free Masons.

7. **Government and administration:** Board of 18 Managers who govern this Orphanage and a Home for Aged Masons at 3333 N. Broad Street, Philadelphia. Appointed by the Grand Lodge of Pennsylvania. President, George W. Kendrick, Jr., 1430 Penn Square, Philadelphia; Secretary, Robert J. Spratt, Masonic Temple, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Mrs. Mary H. Babb, under the title of Matron.

10. **Beneficiaries:**
   (*a*) *Classes received:* Orphan and half-orphan children of Free Masons, three to ten years of age. In care, September, 1915, 41 girls.
   (*b*) *Geographical limitation:* Only daughters of Pennsylvania Free Masons.
   (*c*) *Discharge of inmates:* Usually when 18 years old.

11. **School of letters:** All attend the Philadelphia public schools.

12. **School of domestic arts:** No special domestic training is given; some of the girls attend business colleges, art school, or special training classes down town. Eleven of the 41 in care were taking such outside training September, 1915.

13. **Instruction in morals and religion:** General and undenominational. Committee on Religious Services provides regular meetings each Sunday, at which invited ministers of various denominations officiate.

FOSTER HOME

1. **Name:** Foster Home of Philadelphia. Opened 1846.

2. **Founders:** An interdenominational group of Philadelphia citizens interested in child welfare.

3. **Location:** Twenty-fourth and Poplar Streets, Philadelphia, on a site about 200 x 300 feet in extent.

4. **Object:** The care and training of needy and dependent children.

5. **Resources:**

Lands and buildings	$40,000
Endowment	200,000
Total	$240,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Self-perpetuating Board of 18 Lady Managers. President, Mrs. Charles Henry Scott, Radnor, Penna.; Secretary, Miss Mary Scott Montgomery, Radnor, Penna.

8. **Advisers:** Board of Counsel, consisting of four gentlemen. No officers named.

9. **Superintendent:** Miss Mary M. Heeren.

10. **Beneficiaries:**
   (*a*) *Classes received:* Dependent children of both sexes, four to eight years. In care September, 1915, 35 boys, 41 girls.
   (*b*) *Geographical limitation:* None.
   (*c*) *Discharge of inmates:* When able to support themselves; usually when about 18 years old.

11. **School of letters:** All attend the Philadelphia public schools.

12. **School of domestic arts:** No special vocational training provided.

13. **Instruction in morals and religion:** General moral and religious instruction. The children attend the various churches, etc., near the institution.

FOULKE AND LONG INSTITUTE

1. **Name:** Foulke and Long Institute for Girls. Opened 1887.

2. **Founder:** Mrs. Eleanor Parker Foulke Long, died 1882.

3. **Location:** 607 Church Lane, Germantown, Philadelphia.

4. **Object:** "Preparation for self-support by technical and industrial education for deserving orphan girls."

5. **Resources:**

Buildings	$60,000
Endowment	300,000
Total	$360,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of fifteen Corporators or Directors. President, Edward M. Wistar, Provident Building, Philadelphia; Secretary, Emily R. Vail, 607 Church Lane, Germantown, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Miss Helen Morton Randall.

10. **Beneficiaries:**
(*a*) *Classes received:* "Orphan or half-orphan (fatherless) girls of the city of Philadelphia; orphans of soldiers who served in the late Civil War, and orphans of firemen of Philadelphia are given first preference."
"Through merger with Industrial Home in 1889, some girls, motherless or not orphans, are received and the Industrial Trust Fund is not limited to the city; also . . . girls not eligible under the will are received at $200 per year . . . when there is room." Girls are received between the ages of 13 and 18 years. Number of girls, January, 1912, 34.
(*b*) *Geographical limitation:* City of Philadelphia (except as above).
(*c*) *Discharge of inmates:* Girls remain on the average until 18 years of age and until capable of earning a living.

11. **School of letters:** "A common school education to the grammar school grades."

12. **School of domestic arts:** "The girls . . . receive instructions in cooking, housework, laundry, sewing and dressmaking, stenography and typewriting, bookkeeping" and marketing. "Of . . . 121 who have graduated, 67 took the business course, 20 that in sewing and dressmaking and 34 that in general industrial work. Since graduating 44 have married, 30 have . . . positions as stenographers and bookkeepers, 5 are . . . dressmakers, 4 are trained nurses, 4 have positions in institutions, 1 is a milliner and 18 are living with their families." . . . Of 147 "who left without graduating a large number are pursuing industrial and other occupations for which they received partial preparation at the Institute."

13. **Instruction in morals and religion:** "Pupils are given motherly care, Christian influence and judicious discipline. . . . All are expected to be regular in attendance at church and Sabbath school. Parents or guardians may, on placing a child in the Institute, select the church which they wish the child to attend."

GONZAGA MEMORIAL HOME

1. **Name:** Gonzaga Memorial Home. Opened 1898.

2. **Founders:** Roman Catholic Society of St. Joseph, as a Memorial to Sister Mary Gonzaga, Superior for many years in St. Joseph's Orphanage, Philadelphia.

3. **Location:** Church Lane and Boyer Street, Germantown, Philadelphia.

4. **Object:** Care and training of dependent white girls; orphans preferred, but other destitute girls are taken.

5. **Resources:**

Lands	$70,000
Buildings	100,000
Endowment	190,000
Total	$360,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** By the Bishop of the Diocese and the Sisters of Charity.

8. **Advisers:** None specified.

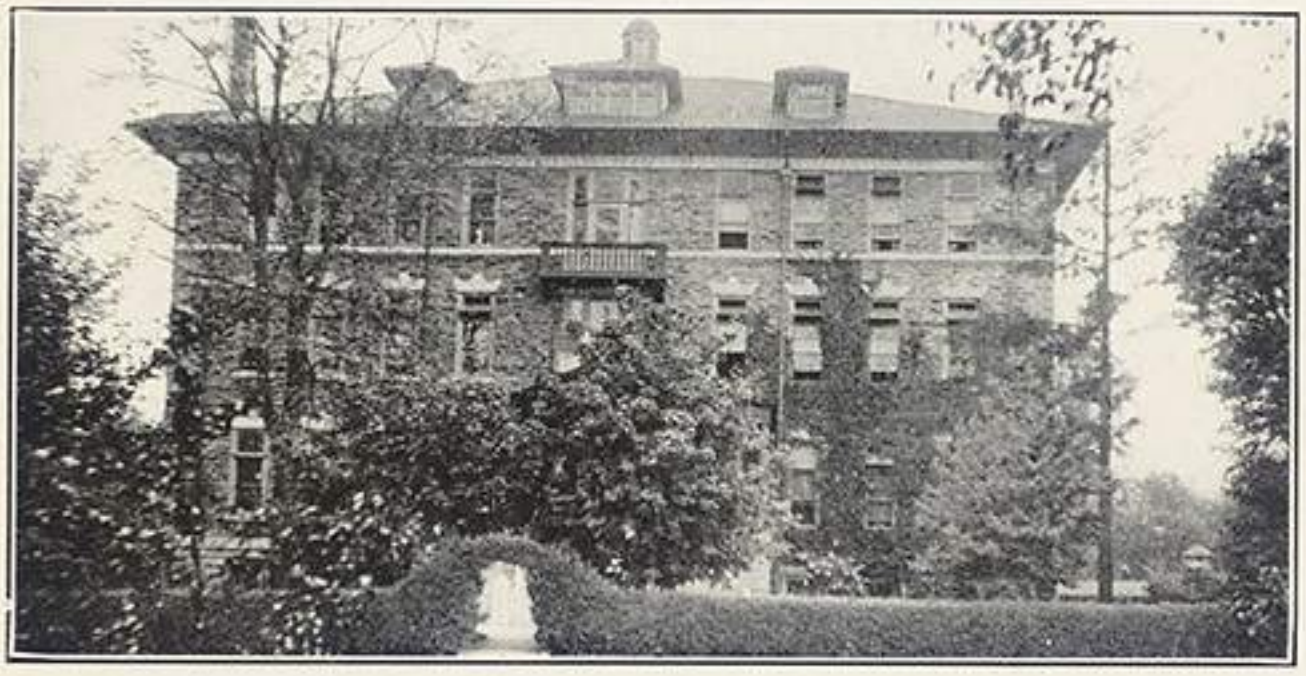
9. **Superintendent:** Sister Superior Mary Angela.

10. **Beneficiaries:**
    (*a*) *Classes received:* Dependent white girls, preferably orphans, four to six years old. In care September, 1915, 185 girls.
    (*b*) *Geographical limitation:* None.
    (*c*) *Discharge of inmates:* Generally at 14 years. Some special cases kept longer.

11. **School of letters:** Institution provides its own school, to about the eighth grade. The few older girls who need it are sent out to high school.

12. **School of domestic arts:** In the institution only plain sewing is taught with a view to vocational after-work. A few older girls are having vocational training in special schools while living at the Home.

13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for girls.



Gonzaga Memorial Home, Philadelphia

HEBREW ORPHANS' HOME

1. **Name:** Hebrew Orphans' Home. Opened for service December, 1897.
2. **Founders:** Organized, 1896, by a group of Philadelphia Hebrews.
3. **Location:** Green Lane, east of Old York Road, near Twelfth Street, Philadelphia, on four and one-half acres of land.
4. **Object:** "To establish and maintain a free home for the care, support and protection of indigent orphan children . . . so that they may become useful members of the community."
5. **Resources:**

Lands	$20,000
Buildings	57,500
Endowment	7,500
Total	$85,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** Board of 33 Directors, elected by the regular contributors to institution's support, in two groups, a group elected each year to serve for two years; with a few who for special services are directors for life. President, Harris J. Cohn, Philadelphia; Corresponding Secretary, Joseph Rosenfeldt, Philadelphia.
8. **Advisers:** None specified.
9. **Superintendent:** Dr. J. Ludwig Stern.
10. **Beneficiaries:**
    (*a*) *Classes received:* Orphan or half-orphan children, from 6 to 10 years of age. In care September, 1915, 78 boys, 47 girls.
    (*b*) *Geographical limitation:* Children must have been at least a year residents of Philadelphia or Scranton, Penna.
    (*c*) *Discharge of inmates:* No definite rule; each child cared for until it can be returned to relatives or is self-supporting.
11. **School of letters:** All attend the Philadelphia public schools. A special Hebrew school at the institution is chiefly conducted for religious instruction.
12. **School of domestic arts:** No special vocational training within the institution, except that all who are able receive instruction in stenography and typewriting, for which one special teacher is employed.
13. **Instruction in morals and religion:** The regular system of Jewish instruction is faithfully carried on, every child receiving teaching suited to its age and mental advancement.

HOME FOR ORPHANS OF ODD FELLOWS

1. **Name:** Home for Orphans of Odd Fellows of Pennsylvania. Opened 1883.

2. **Founders:** The Pennsylvania Grand Lodge of Odd Fellows.

3. **Location:** Ogontz and Chelten Avenues, Germantown, Philadelphia, on a tract of ten and a half acres.

4. **Object:** "The purpose of this corporation is . . . to support, maintain and educate . . . the orphans of Odd Fellows of Pennsylvania."

5. **Resources:**

Lands	$45,000
Buildings	100,000
Endowment	200,000
Total	$345,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** "The Board of Directors . . . shall consist of 28 members, 16 of whom . . . shall be males . . . and 12 women," "representatives of the Grand and Subordinate Lodges, Encampments, Cantons, Rebekah Degree Lodges and other bodies working under Charters from the Grand Lodge of the Independent Order of Odd Fellows of the State of Pennsylvania." President, C. B. D. Richardson, 133 South Twelfth Street, Philadelphia; Secretary, Robert Gorman, 2010 Chelten Avenue, Germantown, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Mrs. L. A. Enoch.

10. **Beneficiaries:**

(*a*) *Classes received:* 1. "Children of deceased Odd Fellows, who at the time of their decease were members of the Order, ... between the ages of three and twelve years, whose mothers are also deceased; those whose mothers are living but are unable to support and educate them may, if the revenue and accommodations of the Home warrant, be also admitted." 2. "Children over 10 years of age of deceased Odd Fellows . . . whose mothers are unable to support and educate them, may be received in guardianship by the Home for the purpose of providing suitable homes or occupations for them."

"Children admitted to the Home or received in guardianship, shall be given absolutely, with full legal control, to the Home."

In care September, 1915, 35 boys, 38 girls.

(*b*) *Geographical limitation:* Receive only children of deceased Odd Fellows who before death had membership in Lodges, etc., located in the Pennsylvania counties of Adams, Berks, Bucks, Chester, Cumberland, Delaware, Franklin, Lancaster, Lebanon, Lehigh, Montgomery, Northampton, Philadelphia, and York."

(*c*) *Discharge of inmates:* No definite age.

11. **School of letters:** All attend the Philadelphia public schools.

12. **School of domestic arts:** No special vocational training given within the institution. A few specially gifted wards are now receiving extra instruction in vocal and instrumental music, with a view to musical vocations.

13. **Instruction in morals and religion:** General moral and religious instruction given. Children go to near-by churches for services, Sunday school, etc.

HOME OF THE MERCIFUL SAVIOUR

1. **Name:** Home of the Merciful Saviour for Crippled Children. Opened 1882.

2. **Founders:** A group of Protestant Episcopal people of Philadelphia.

3. **Location:** 4400 Baltimore Avenue, Philadelphia, on a tract of over 15 acres.

4. **Object:** Care, medical and surgical treatment, and training of crippled white children.

5. **Resources:**

Lands and buildings	$97,000
Endowment	200,000
Total	$297,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** A Board of five managers. Mr. Francis I. Gowen, President, 4400 Baltimore Avenue, Philadelphia; Miss Agnes L. Brown, Secretary, Villa Nova, Pa.

8. **Advisers:** A Ladies' Committee containing nine members.

9. **Superintendent:** Miss Rosanna Pattee, under the title of 'Housemother.

10. **Beneficiaries:**

(*a*) *Classes received:* Crippled white children, from two and a half to six years old, and in reasonable health. All kinds of orthopedic cases are taken. Feeble-minded children are not admitted. In care September, 1912, 25 boys and 25 girls.

(*b*) *Geographical limitation:* "Children from Pennsylvania given first choice, but some from outside the state have been received."

(*c*) *Discharge of inmates:* No definite limit. "Children stay until they have no further need of the Home. It is expected that they will remain until they are so far educated that they can earn their own living outside of the Home. If the case is proved incurable, girls will probably be kept all their lives; incurable boys will probably be sent to an Episcopalian home for adult incurables after they are too old to be cared for here."

11. **School of letters:** "The teaching work is ungraded, and is much like a country district school."

12. **School of domestic arts:** "All of the children help with domestic work, with a definite assignment of tasks, which are changed occasionally. . . . Much attention is given to sewing. . . . The older girls make uniforms for the smaller children, and articles for sale." It is also stated that instruction is given or obtained for the older children in music, the work of a librarian, and various trades and professions. "The children are given what they can best take, and are trained for self-support when the state of health will permit. The home has sent out telegraph operators, machinists, typewriters, stenographers, seamstresses, and so forth."

13. **Instruction in morals and religion:** The children assemble in the chapel daily and on Sundays. The Home is not connected with any parish, but is under the auspices of the Protestant Episcopal church.

HOUSE OF THE GOOD SHEPHERD

1. **Name:** House of the Good Shepherd in the City of Philadelphia. Opened 1850.

2. **Founders:** Sisters of the Good Shepherd of the Roman Catholic Church.

3. **Location:** Thirty-fifth Street and Fairmount Avenue, Philadelphia, on a tract 160 x 355 feet.

4. **Object:** Care of wayward and delinquent white girls.

5. **Resources:**

Lands	$50,000
Buildings	185,000
Total	$235,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** By the Bishop of the Diocese and Sisters of the Good Shepherd.
8. **Advisers:** None specified.
9. **Superintendent:** A Mother Superior; name not given.
10. **Beneficiaries:**
    (*a*) *Classes received:* Delinquent white girls, twelve years old or older. In care September, 1915, 100 girls, and about 50 over 16 years old, who are counted adults.
    (*b*) *Geographical limitation:* None.
    (*c*) *Discharge of inmates:* The girls are usually court cases and committed for two years. No definite discharge age.
11. **School of letters:** Institution provides its own school, covering all work up to the eighth grade.
12. **School of domestic arts:** No special vocational training. The girls are employed in a commercial laundry and thus learn work at which they can earn a fair living after leaving the institution.
13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for girls.

HOUSE OF ST. MICHAEL AND ALL ANGELS

1. **Name:** House of St. Michael and All Angels for Young Colored Cripples. Opened 1887.
2. **Founders:** The Sisters of Saint Margaret, who conduct the Home.
3. **Location:** North Forty-third and Wallace Streets, Philadelphia. "The property consists of a double house surrounded by ample grounds on North Forty-third Street."
4. **Object:** "The House of Saint Michael and All Angels is proud of this distinction, that it is the only institution in the entire United States devoting itself avowedly to cripples of the Negro race."
5. **Resources:**

Lands and buildings	$14,000
Endowment	35,000
Total	$49,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** "Its management is vested in a Board of 15 trustees." President, Rev. Elliot White, Philadelphia; Secretary, Dr. Harold G. Goldberg, 1925 Chestnut Street, Philadelphia.
8. **Advisers:** None specified.

9. **Superintendent:** Sister Adeline.

10. **Beneficiaries:**

(*a*) *Classes received:* Negro children from two years up who are crippled or deformed.

"All orthopedic cases are admitted, including paralytics, those with bone tuberculosis, and those with congenital deformities. No mental defectives or cases with tuberculosis of the lungs are admitted."

The following extract from the institution's twenty-eighth annual report (1914) shows the source of its clientage, and the special needs which make its work important:

"Few who have not worked among the Negroes realize the size of the colored population—100,000 in the City of Philadelphia alone. In spite of the very creditable progress made by them, the large majority still live under conditions of extreme poverty, ignorance, unsanitary surroundings, and disregard for the laws of health. It is inevitable that the proportion of defective, malformed, and maimed children should under the circumstances be above the average. Many cases, especially those taken early, respond to medical and surgical treatment and careful nursing, growing up to become self-supporting useful citizens, who without such assistance would be trials to themselves and burdens to the community. But such cripples are still further seriously handicapped by their color. In some institutions they are received only with reluctance; others refuse them altogether."

In care September, 1912, 5 boys and 20 girls.

(*b*) *Geographical limitation:* None defined, but work practically limited to Negro children in Philadelphia.

(*c*) *Discharge of inmates:* Boys usually leave at ten years of age; girls are kept longer. It is desired that girls shall stay until they are eighteen, when all able to work are placed in good positions—usually "at service" as domestics.

11. **School of letters:** All who are old enough and able to go are sent to the public schools. A few are taught at the home.

12. **School of domestic arts:** The boys leave before they are old enough to take vocational training. The girls learn all branches of housework, including laundry work, by doing it; and it is expected that all physically able will go out to service when they leave the home at eighteen. Instruction in sewing, both on new garments and on mending, is regularly given.

13. **Instruction in morals and religion:** The institution is under the auspices of the Protestant Episcopal church, which maintains a chapel near by, used also as a mission to the colored people of the neighborhood. The Sisters of Saint Margaret, who con-

duct the home, and the Guild of Saint Michael and All Angels, who solicit funds for and interest themselves in the welfare of the institution, are Protestant Episcopal organizations. But "the Home is not connected with any parish, nor can it look for support to one church more than another. According to its resources it assists all without regard to creed, and therefore feels free to appeal to the charitable of all denominations."

JEWISH FOSTER HOME

1. **Name:** The Jewish Foster Home and Orphan Asylum. Opened 1855.
2. **Founders:** A group of Jewish women of Philadelphia.
3. **Location:** 700 Church Lane, Germantown, Philadelphia, on 12 acres of ground.
4. **Object:** "Wherein orphans or the children of indigent Israelites may be rescued from the evils of ignorance and vice, comfortably provided for, instructed in moral and religious duties, and thus prepared to become useful members of the community."
5. **Resources:**

Lands	$75,000
Buildings	185,000
Endowment	175,000
Total	$435,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** A "Board of Managers" composed of 30 men and a "Ladies' Associate Board," whose duties are largely advisory. President, Clinton O. Mayer, 1218 Chestnut Street, Philadelphia; Secretary, Simon Katz, 431 Walnut Street, Philadelphia.
8. **Advisers:** No specification, except as above.
9. **Superintendent:** Mr. Aaron D. Faber.
10. **Beneficiaries:**
    (*a*) *Classes received:* Orphan, half-orphan, dependent and destitute Jewish children, normal, six to twelve years of age. In care September, 1915, 98 boys and 100 girls; of the girls, 26 are from six to ten years of age and 74 are above 11 years of age.
    (*b*) *Geographical limitation:* Must have been resident for one year in Philadelphia.
    (*c*) *Discharge of inmates:* Boys at sixteen; girls at seventeen, when able for self-support, unless returned to family.
11. **School of letters:** All children attend the Philadelphia public schools.
12. **School of domestic arts:** "The Board of Officers shall have power, if in their judgment they deem proper, to establish an industrial school for the purpose of instructing such children in the home as

may be selected in the different branches of trade, of manufacture, or of mechanical arts." The number of girls receiving such instruction is as follows: plain sewing, 74; dressmaking (girls over 14), 15; millinery (summer only), 30; general, 12; special cooking and housekeeping (ages 13 to 17), 15; stenography and bookkeeping (ages 13 to 17), 18. Three full-time teachers employed for sewing and dressmaking, cooking and housekeeping, and stenography, etc. A teacher of millinery is employed in the summer only. All girls above six years receive regular instruction in sewing by a special teacher as a part of preparation for self-support.

13. **Instruction in morals and religion:** The children are "instructed in moral and religious duties."

LUTHERAN ORPHANS' HOME

1. **Name:** Orphans' Home of the Evangelical Lutheran Church. Opened 1859.
2. **Founders:** A group representing the several Lutheran Churches of Philadelphia.
3. **Location:** At 6950 Germantown Avenue, Philadelphia, on a tract of 14 acres.
4. **Object:** "To afford a home, food, clothing, and schooling for destitute orphan children, without distinction of creed and country."
5. **Resources:**

Lands and buildings	$220,000
Endowment	60,000
Total	$280,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** Board of nine trustees. The German Evangelical Lutheran Ministerium of Pennsylvania elects six of the trustees, two each year, to serve terms of three years, and the Board of Lady Visitors, consisting of two female members from each of the 61 affiliated churches, elects three trustees, one each year, to serve terms of three years. No President. English Secretary, Rev. A. C. Schenck, 2549 North Thirty-third Street, Philadelphia; German Secretary, Rev. H. D. E. Siebott, 2502 North Twenty-seventh Street, Philadelphia.
8. **Advisers:** None specified.
9. **Superintendent:** Mrs. G. C. Eisenhardt.
10. **Beneficiaries:**
    (*a*) *Classes received:* Any destitute or orphan children of both sexes, from birth to twelve years of age. In care September, 1915, 104 boys, 100 girls.

(*b*) *Geographical limitation:* State of Pennsylvania.

(*c*) *Discharge of inmates:* Boys at 16 or 17 years; girls at 18 years.

11. **School of letters:** Institution provides kindergarten and up to third grade. Those sufficiently advanced for fourth and higher grades attend the Philadelphia public schools.

12. **School of domestic arts:** No special vocational training is given within the institution. Various wards are sent out to city high schools, business colleges, and hospitals for training.

13. **Instructions in morals and religion:** "The inmates of the Home shall regularly attend worship in said church (the Evangelical Lutheran) and be instructed in its principles and doctrines as embodied in 'Luther's Catechism.'"

MAGDALEN SOCIETY OF PHILADELPHIA

1. **Name:** The Magdalen Society of Philadelphia. Founded 1800; incorporated 1802.

2. **Founders:** A group of philanthropic citizens of Philadelphia.

3. **Location:** Now on a rented property called "Fairview Farm," near Lafayette Hill, Montgomery County, Pennsylvania.

4. **Object:** "To aid in restoring to paths of virtue and in restoring to honest ranks of life, those unhappy females who, in an unguarded hour, have lost their innocence."

5. **Resources:** Lands and buildings—Original plant sold, value about $125,000
   Endowment 91,000
   Total $216,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of Managers, nine members; President, Rt. Rev. Philip M. Rhinelander, 251 South Twentieth Street, Philadelphia; Secretary, Anthony W. Robinson, 409 Chestnut Street, Philadelphia.

8. **Advisers:** Women's Advisory Board, 19 members. President, Mrs. Wm. L. Mann; Corresponding Secretary, Miss Lucy B. Duhring, Lafayette Hill, Montgomery County, Pennsylvania.

9. **Superintendent:** Miss Minnie Alice Dietrich, under title of Matron.

10. **Beneficiaries:**

(*a*) *Classes received:* Delinquent girls 12 to 18 years of age. In care September, 1912, 45 girls.

(*b*) *Geographical limitation:* None.

(*c*) *Discharge of inmates:* No definite age limit; usually about 20 years.

11. **School of letters:** Institution maintains its own school, classes mainly to the eighth grade, but a few high school branches are taught. Entire staff, four persons, including matron and teachers.

12. **School of domestic arts:** All members of the staff are specialists; and plain sewing, dressmaking, laundering, cooking, and housekeeping are so taught, in connection with the domestic work of the institution, as to fit most of the girls to earn a comfortable living.

13. **Instruction in morals and religion:** Teaching and training painstaking and sympathetic, on orthodox Christian lines, but not sectarian. Great efforts are made to "build up character and inculcate faith in an all-atoning Saviour, who would not scorn to receive every penitent Magdalen, even as He did the Magdalen of Holy Writ."

METHODIST EPISCOPAL ORPHANAGE

1. **Name:** Methodist Episcopal Orphanage. Opened 1879.

2. **Founder:** Mrs. Bishop Matthew Simpson.

3. **Location:** Monument Avenue east of Belmont Avenue, Philadelphia, on 22 acres of land adjoining Fairmount Park.

4. **Object:** "The maintenance and instruction of destitute orphan children, without regard to religious belief."

5. **Resources:**

Lands and buildings	$520,000
Endowment	1,200,000
Total	$1,720,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** A "Board of Managers" of "not more than six ladies from each Methodist Episcopal Church having an Auxiliary in the Philadelphia Conference" (170 members), to "have entire charge, management, government and direction of the affairs of the orphanage." There is also a "Board of Trustees, elected by the Board of Managers, and composed of fifteen Christian gentlemen, twelve of them members of the Methodist Episcopal Church." The trustees hold in trust for the Society all of its property and money, honoring the drafts of the Board of Managers to the extent of available means in their possession. Trustees: Chairman, Cyrus D. Foss, Jr., Esq., 133 South Twelfth Street, Philadelphia; Managers: President, Mrs. Charles W.

Buoy, 906 Pine Street, Philadelphia; Corresponding Secretary, Miss Ida Simpson, 906 Pine Street, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Miss Helen Yelland.

10. **Beneficiaries:**
   (*a*) *Classes received:* "Children who are orphans or fatherless, of respectable parentage, between the ages of four and ten years for girls, and four and eight years for boys, may be admitted, and shall be given absolutely, with full legal control, to the orphanage." The orphanage receives "destitute orphan children, without regard to religious belief." Number in care September, 1912, boys, 79; girls, 108.
   (*b*) *Geographical limitation:* "Within the bounds of the Philadelphia Conference."
   (*c*) *Discharge of inmates:* "The Committee on Dismission," on application, may dismiss "any child to be adopted, or to be placed with suitable persons for a home, for the purpose of learning a business or trade. Children between the ages of four and ten years may be legally adopted." "The home to which the child is sent shall be visited before the application is approved." "Action of the Committee . . . shall be subject to the approval of the Board of Managers." "The Managers shall continue a constant oversight for their protection during minority" over all children placed in homes.

11. **School of letters:** "The Educational Committee . . . of nine managers shall control all arrangements for the instruction of the children, receive applications for teachers and report the same to the Executive Committee," who shall "fill vacancies" and "fix salaries." A kindergarten is maintained and music (vocal and piano) is taught. All children six years old and upward are sent to the public schools. One girl is in college.

12. **School of domestic arts:** "The Committee on Industrial Work, composed of nine Managers, direct . . . all training that pertains to instruction in the industries, that will give the girls and boys . . . a *preliminary start* in the line of trades or occupations which may be helpful to their future welfare." Such "preliminary instruction" is given in plain sewing to 67 girls; cooking and housekeeping to 27 girls; dressmaking to 10 girls; millinery to 4 girls; stenography to 1 girl and bookkeeping to 1 girl. Last year the institution paid a dressmaker $350 and a cookery teacher $36. There is no systematic "vocational training"; simply "preliminary instruction."

13. **Instruction in morals and religion:** "The Sabbath Committee . . . of five members shall provide for a proper observance of

the Sabbath and the proper instruction of the children on that day. They shall see that the children are baptized at the proper time, instructed in the Holy Scriptures, learn the Lord's Prayer, the Ten Commandments, the Apostles' Creed, the Catechism and all other things which a Christian ought to know and believe to his soul's health."

NORTHERN HOME FOR FRIENDLESS CHILDREN

1. **Name:** Northern Home for Friendless Children. Opened 1853.
2. **Founders:** A group of philanthropic citizens of Philadelphia.
3. **Location:** Twenty-third and Brown Streets, Philadelphia, on a block of ground about 300 x 300 feet in extent.
4. **Object:** To take into care and guardianship children whose parents are unable to provide for them a proper home; and children committed to the Home because of exposure, neglect, abandonment, or other causes, by the Supreme Court of Pennsylvania or the Courts or Mayor of the County and City of Philadelphia.
5. **Resources:**

Lands and buildings	$200,000
Endowment	200,000
Total	$400,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** "The affairs and concerns of the said Northern Home for Friendless Children shall be conducted by a Board of Managers consisting of 24 ladies and a Board of Trustees consisting of 16 gentlemen." Board of Managers: President, Mrs. Geo. W. Urquhart, 4217 Pine Street, Philadelphia; Corresponding Secretary, Mrs. J. C. F. Gordon, 1732 Spruce Street, Philadelphia. Trustees: President, Rev. L. Y. Graham, D.D., 1709 Spring Garden Street, Philadelphia; Secretary, J. Millard Kessler, 3918 Spruce Street, Philadelphia.
8. **Advisers:** None specified.
9. **Superintendent:** Miss Mary V. McCurdy. (Appointed December, 1915.)
10. **Beneficiaries:**

(*a*) *Classes received:* "Firstly.—Children under twelve years of age who shall be voluntarily surrendered by their father, or in case of his death or absence, by their mother, or by their guardian, to the care of said managers and trustees.

"Secondly.—Children under twelve years of age who may be committed to the care of said managers and trustees by any judge

of the Supreme Court of Pennsylvania, or of the District Court of the city and county of Philadelphia, or of the Court of Common Pleas of the city and county of Philadelphia, or by the Mayor of the city of Philadelphia, or by the Mayor of Northern Liberties, on account of vagrancy, or the exposure, or neglect, or abandonment of said children by their parents or parent, guardians, or other persons having custody of said children." In care September, 1915, 95 boys, 55 girls.

(*b*) *Geographical limitation:* In regard to territory, the State Legislature in 1857 defined the Act of Incorporation as follows: "Its true intent and meaning are hereby declared, to authorize and empower the managers and trustees of the Northern Home for Friendless Children of Philadelphia, in their discretion, to take under their guardianship children from any portion of this commonwealth."

(*c*) *Discharge of inmates:* "Said managers and trustees shall have the guardianship of said children placed under their care and management during their minority."

11. **School of letters:** All attend the Philadelphia public schools. September, 1915, of the 55 girls, 23 are in grammar grades and six are in high school.

12. **School of domestic arts:** No special vocational training now being given.

13. **Instruction in morals and religion:** It is definitely Christian, but absolutely nonsectarian. Wards attend churches and Sunday schools in the vicinity, and some have membership in churches of their choice.

ORPHAN SOCIETY OF PHILADELPHIA

1. **Name:** Orphan Society of Philadelphia. Opened 1814.

2. **Founders:** A group of philanthropic citizens of Philadelphia.

3. **Location:** Wallingford, Delaware County, on a tract of 15 acres.

4. **Object:** The charter of the Society states that it was founded "for the humane and charitable purposes of relieving, supporting and instructing orphan children."

5. **Resources:**

Lands	$15,000
Buildings	100,000
Endowment	270,000
Total	$385,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of 27 Lady Managers. First Directress, Mrs. John Markoe, 1630 Locust Street, Philadelphia; Secretary, Mrs. Samuel Dickson, 901 Clinton Street, Philadelphia.

8. **Advisers:** Committee of six gentlemen; no officers named.

9. **Superintendent:** Mrs. S. S. Brown.

10. **Beneficiaries:**
    (*a*) *Classes received:* "Destitute fatherless children of married parents. Boys are not admitted over seven, and girls over nine years of age. Children for whom application is made must be examined by a physician, as no child with chronic or contagious disease can be admitted. They must be entirely relinquished to the care of the Society." In care September, 1912, 35 boys, 50 girls.
    (*b*) *Geographical limitation:* None defined.
    (*c*) *Discharge of inmates:* The rule is for the "Binding Committee" to arrange for the boys by placing out in families on wages at 14 to 16 years of age. The girls are not placed out, but if not otherwise satisfactorily provided for when 16 years old, are retained in the institution as helpers. The annual report for 1911 says: "Many of the older girls remain in the Home after they are 16 years of age, and receive wages for their services."

11. **School of letters:** The institution maintains its own school; said to have "excellent teachers."

12. **School of domestic arts:** "Beside the regular instruction of the school, the children have lessons in carpentry, sewing, singing, cooking, physical exercise and gardening."

13. **Instruction in morals and religion:** "Founded in 1814, before the time when each religious denomination had its own asylum and hospital, the Managers have always been chosen to represent different religious bodies, and it remains today one of the few unsectarian charities of Philadelphia. * * * The children attend the services of the church and Sunday school in the neighborhood, * * * holding an extra service at the asylum on stormy Sundays."

PRESBYTERIAN ORPHANAGE

1. **Name:** Presbyterian Orphanage in the State of Pennsylvania. Opened 1877.

2. **Founders:** A group of Pennsylvania citizens connected with the Presbyterian Church, including Benedict D. Stewart, John B. Stevenson, Samuel Field, John Wanamaker and William E. Tenbrook.

PRESBYTERIAN ORPHANAGE, Philadelphia—Two of the Cottages

3. **Location:** Fifty-eighth Street and Chester Avenue, Philadelphia, on a tract of about ten acres.

4. **Object:** Home care and mental and religious training for orphan or half-orphan white children.

5. **Resources:**

Lands	$50,000
Buildings	130,000
Endowment	300,000
Total	$480,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of 104 Lady Directors, operating by standing committees. There are also 13 State Auxiliary Lady Managers, in the various Presbyteries of the State. Board of Directors: President, Mrs. David S. Craven, 1019 South Forty-seventh Street, Philadelphia; Corresponding Secretary, Mrs. David E. Crozier, 7010 Germantown Avenue, Philadelphia.

8. **Advisers:** The Board of Advisers is composed of nine gentlemen. Chairman, Rev. B. L. Agnew, D.D., Philadelphia.

9. **Superintendent:** Miss M. W. McGowan.

10. **Beneficiaries:**
   (*a*) *Classes received:* "Children who are orphans or half-orphans of respectable parentage, between the ages of three and eight years, may be admitted. Preference will be given to children of Presbyterians although other denominations are admitted." In care September, 1915, 47 boys, 82 girls.
   (*b*) *Geographical limitation:* None defined.
   (*c*) *Discharge of inmates:* "Girls are retained in the Orphanage until seventeen years old, boys until fourteen, when places are found for them. Children must be absolutely given up until eighteen. Children between the ages of three and six may be legally adopted."

11. **School of letters:** The children attend the Philadelphia public schools; some of the older girls are in high school.

12. **School of domestic arts:** No special vocational training given in the institution. One girl is now taking daily instruction in dressmaking at a downtown establishment. Several girls are taking domestic science, stenography, and bookkeeping in high school.

13. **Instruction in morals and religion:** Careful attention is given to moral and religious training, with special reference to the ideas and doctrines of the Presbyterian Church. Seven wards "joined the Westminster Church on confession during the year 1914."

ST. JOSEPH'S ORPHANAGE

1. **Name:** St. Joseph's Orphanage for Girls. Opened 1798.

2. **Founders:** Roman Catholic Society of St. Joseph, for Educating and Maintaining Poor Orphan Children.

3. **Location:** Seventh and Spruce Streets, Philadelphia, in two brick buildings, on about a quarter of a city square. Also a country home near Media, Delaware County, on a tract of 55 acres.

4. **Object:** Care and training of orphan and half-orphan dependent white girls.

5. **Resources:**

Lands	$45,000
Buildings	58,000
Endowment	190,000
Total	$293,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of Managers made up of both clergy and laity. List of members and officers not available. Administered by the Sisters of Charity, under general direction of the Bishop of the Diocese.

8. **Advisers:** None specified.

9. **Superintendent:** Sister Superior Mary Joseph.

10. **Beneficiaries:**
    (*a*) *Classes received:* Dependent white girls, orphan or half-orphan, four to seven years of age. In care September, 1912, 145 girls.
    (*b*) *Geographical limitation:* None defined.
    (*c*) *Discharge of inmates:* Usually at the age of 14 years. Many of the girls return to the homes of relatives.

11. **School of letters:** The institution maintains its own school and "the children are given a common school education."

12. **School of domestic arts:** The girls are given "training in sewing, housework and laundry work, being changed in their work about every three months."

13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for girls.

ST. JOSEPH'S PROTECTORY

1. **Name:** St. Joseph's Protectory for Girls. Opened 1886.

2. **Founders:** Sisters of the Good Shepherd of the Roman Catholic Church.

3. **Location:** Norristown, Montgomery County, Pennsylvania, on a tract of 13 acres.

4. **Object:** Care of delinquent and dependent white girls.

5. **Resources:**

Lands	$75,000
Buildings	100,000
Total	$175,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** By the Bishop of the Diocese and Sisters of the Good Shepherd.

8. **Advisers:** None specified.

9. **Superintendent:** A Mother Superior; name not given.

10. **Beneficiaries:**

(*a*) *Classes received:* Mainly delinquent white girls, 8 to 18 years of age. A few of the younger girls are simply dependents and in care, as the Sister Superior put it, because of the incorrigibility of their parents. In care September, 1912, 120 girls.

(*b*) *Geographical limitation:* None defined.

(*c*) *Discharge of inmates:* Many of the girls are committed by the juvenile court for a two-year period. Others received from parents stay indefinitely. No age limitation for stay is given.

11. **School of letters:** The institute maintains its own school, which covers all of the eight grammar school grades, and four years of academic or high school work. The high school pupils are very few.

12. **School of domestic arts:** Give industrial training in cooking, baking, general housework, sewing, knitting, embroidery, and gardening. The visitor saw ten girls at sewing machines operated by electricity. Garments and embroidery are made for sale in Philadelphia.

13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for girls.

ST. MARY MAGDALEN ASYLUM

1. **Name:** St. Mary Magdalen Asylum for Colored Girls. Opened 1892.
2. **Founders:** Sisters of the Good Shepherd of the Roman Catholic Church.
3. **Location:** Chew and Penn Streets, Germantown, Philadelphia, on a tract of about 45 acres.
4. **Object:** Care and training of delinquent colored girls.
5. **Resources:**

Lands	$50,000
Buildings	167,000
Total	$217,000

The above is the assessed valuation and is probably less than the real value.

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** By the Bishop of the Diocese and Sisters of the Good Shepherd.
8. **Advisers:** None specified.
9. **Superintendent:** A Mother Superior; name not given.
10. **Beneficiaries:**
    (*a*) *Classes received:* Delinquent colored girls, ten years old or older. In care September, 1912, 97 girls.
    (*b*) *Geographical limitation:* None defined.
    (*c*) *Discharge of inmates:* No age limit. Most of the girls received from juvenile courts on commitment for two years.
11. **School of letters:** Institution maintains its own school, giving instruction to and including the eighth grade. The Sisters do all the teaching.
12. **School of domestic arts:** Very little direct vocational training given, except in commercial laundry, which institution runs for the threefold purpose, to keep the girls busy and out of mischief, to train them in a useful occupation, and to partially support the asylum.
13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for girls.

ST. VINCENT'S HOME

1. **Name:** St. Vincent's Home. Opened 1858.
2. **Founders:** The Sisters of Charity of the Roman Catholic Church.

3. **Location:** Twentieth and Race Streets, Philadelphia, very central in the city, on a tract well covered by the buildings which were formerly for the Pennsylvania Institution for the Blind.

4. **Object:** Care of dependent and destitute children.

5. **Resources:**

Lands	$150,000
Buildings	200,000
Endowment	20,000
Total	$370,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** By the Bishop of the Diocese and the Sisters of Charity.

8. **Advisers:** None specified.

9. **Superintendent:** Sister Superior Mary Joseph.

10. **Beneficiaries:**
   (*a*) *Classes received:* Dependent and destitute children, boys four to six years, girls four to ten years. In care September, 1912, 136 boys, 314 girls.
   (*b*) *Geographical limitation:* None defined.
   (*c*) *Discharge of inmates:* Boys formerly were all transferred to other institutions at seven years but some now kept longer. Girls formerly all dismissed at 14 years, now mostly kept until able to support themselves on dismission.

11. **School of letters:** Institution maintains its own school, with work to and including the eighth grade. Many older girls are sent out to high schools for advanced courses.

12. **School of domestic arts:** All old enough have special instruction in plain sewing. Have a class of 15 girls in the vocational study of dressmaking. Some girls sent out to business colleges for training in stenography, etc. Several are in hospitals for training as nurses, and 12 former wards are now in service as graduate nurses.

13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for girls.

ST. VINCENT'S ORPHAN ASYLUM

1. **Name:** St. Vincent's Orphan Asylum. Opened 1855.

2. **Founders:** School Sisters of Notre Dame of the Roman Catholic Church.

3. **Location:** At Tacony, a suburb of Philadelphia, on a tract of ten acres.

4. **Object:** Care and training of dependent German Catholic children.
5. **Resources:**

Lands	$50,000
Buildings	50,000
Total	$100,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** By the Bishop of the Diocese and the Sisters of Notre Dame.
8. **Advisers:** None specified.
9. **Superintendent:** Sister Superior Mary Frederika.
10. **Beneficiaries:**
    (*a*) *Classes received:* Dependent German Catholic children; orphans preferred, half-orphans next, and only in rare cases are children taken both of whose parents are living. Both sexes received. Ages from 2 to 13 years. In care September, 1915, 122 boys, 148 girls.
    (*b*) *Geographical limitation:* None defined.
    (*c*) *Discharge of inmates:* The majority are dismissed at 14 years. Some remain until able to support themselves on dismissal.
11. **School of letters:** Institution maintains its own school, the course reaching to and including only the sixth grade. Very few sent out for advanced work.
12. **School of domestic arts:** Practically no special vocational training, except in the domestic work of the institution.
13. **Instruction in morals and religion:** The regular and systematic course of instruction used in Roman Catholic institutions for children.

SEYBERT INSTITUTION

1. **Name:** The Adam and Maria Sarah Seybert Institution for Poor Boys and Girls. Opened 1884.
2. **Founder:** Henry Seybert, who died in 1884, leaving by will the residue of his estate for "the establishment of two institutions for the care of poor children of Philadelphia, one for boys and the other for girls, or of a single institution for boys and girls."
3. **Location:** Office: 419 South 15th Street, Philadelphia. Children's Village: Meadowbrook, Montgomery County, Pennsylvania.
4. **Object:** "In trust, as to one of these moieties, to use and devote the same to the purpose of providing for the proper maintenance, clothing and education in the plainest and most practical manner,

The Orphanage

A Group of Girls

ST. VINCENT'S ORPHAN ASYLUM, Tacony, Philadelphia

until such times as they can be provided with situations, employment or trades, and of procuring such situations, employment and trades of and for a certain number of poor male children (without distinction of color, so far as the avoidance of such distinction is practicable), residents of the City of Philadelphia.

"In trust, as to the other of these moieties, to devote the same to the same purpose, with the same views in furtherance of the same ideas and designs as have been indicated as to the first moiety, saving that female children are to be the objects of the charity instead of 'male' children, and that the institution is to be called the 'Maria Sarah Seybert Institution for Poor Girls.'

"If, in their well-matured judgment, my executors shall deem it best to abandon the idea of separate establishments, they may do so, in that case the objects of my charity shall be taken to be male and female children; the institution to be founded shall be called the 'Adam and Maria Sarah Seybert Institution for Poor Boys and Girls,' and all the foregoing directions shall be carried out as far as possible, as though no division of my residuary estate had been directed."

5. Resources:

Lands (purchase price)	$95,000
Buildings	266,300
Endowment	1,264,500
Total	$1,625,800

Note: By increase in the value of the 320 acre site of the Children's Village, the land is now worth about $400,000.

6. Surplus—how to be used: No specification.

Note: A very large part of the income of this institution is used in general work for the poor boys and girls of Philadelphia, under the second clause of the will quoted in 10. The Children's Village is only a part of the institution, which has various centers and agencies within the City of Philadelphia.

7. Government and administration: By the trustees of the estate of Henry Seybert—David Pepper, Jr., B. Franklin Pepper, and Albert P. Gerhard, all of Philadelphia.

8. Advisers: None specified.

9. Superintendent: Mr. Roy Smith Wallace.

10. Beneficiaries:

(*a*) *Classes received:* Dependent boys and girls, "without distinction of color," three to sixteen years of age.

"My executors and trustees shall have power to make by-laws and other rules and regulations providing for the number of inmates of the institution, the manner of their selection, their ages, the length of time they shall remain, the discipline, organization,

equipment and management, and all matters incidental and proper in the premises, including a plan for obtaining suitable situations and employment for those who may be admitted." In care January, 1912, 61 boys, 19 girls.

(*b*) *Geographical limitation:* "Residents of the city of Philadelphia."

(*c*) *Discharge of inmates:* The children are to be "kept amidst good associations until a fair opportunity can be procured for giving them a proper start in life."

11. **School of letters:** The institution maintains its own school, and "undertakes to give an education closely related to the life of the child."

12. **School of domestic arts:** "Deeming that the best mode of preventing vice is to remove from its contaminating presence and surroundings the destitute young during the period at which they are most susceptible to its influences, and to provide them with decent modes of livelihood.

"All children above eight years of age are assigned to work in the cottages, store, offices, gardens, school, dairy, and farm."

13. **Instruction in morals and religion:** The institution has "no restrictions as to color, race, or religion." Its moral and religious instruction is Christian, but not sectarian.

SHELTER FOR COLORED ORPHANS

1. **Name:** Shelter for Colored Orphans. Instituted 1822.

2. **Founders:** A group of Friends or Quakers organized the work in 1822, although it "was begun in a small way by Ann Yarnall and some other Friends as early as 1814."

3. **Location:** Cheyney, Delaware County. Removed from old location and congregate plant at Forty-fourth and Wallace Streets, Philadelphia, to new cottage plant, on a tract of about ten acres, at Cheyney, September, 1915.

4. **Object:** "The object of the Shelter for Colored Orphans is to provide a good Christian home for destitute colored children, and to train them for intelligent domestic service."

5. **Resources:**

Lands	$10,000
Buildings	50,000
Endowment	200,000
Total	$260,000

6. **Surplus—how to be used:** No specification.

A Playground Scene

SHELTER FOR COLORED ORPHANS, Cheyney

7. **Government and administration:** By the Association for Colored Orphans, consisting of 33 ladies, all residing in or near Philadelphia. The administration is by ten standing committees. No President named; Secretary of Association, Sarah C. C. Reeve, 431 West Price Street, Germantown, Philadelphia. Board of Advisers: Chairman, J. Snowden Rhoads, 452 West School House Lane, Germantown, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** No superintendent is in charge at the new plant, but there is a House-mother for each of the two cottages—Mrs. Emily L. Berry and Mrs. M. E. Matthews. Also a teacher who takes charge of the school and general training in the third building of the plant.

10. **Beneficiaries:**
    (*a*) *Classes received:* Dependent negro girls. "No child under the age of two years or over seven or evidently defective in mental qualities, or having a material deformity of body, shall be received, except by special permission granted by the Association." In care September, 1915, 36 girls.
    (*b*) *Geographical limitation:* State of Pennsylvania.
    (*c*) *Discharge of inmates:* At 18 years of age; sooner if capable of self-support.

11. **School of letters:** Maintains its own school, with courses to and including the eighth grade. Also has an arrangement for assistance to the institution's one teacher by the advanced students of Cheyney Training School for Teachers, which school's campus is adjacent. The Training School will also receive any of the Shelter's older girls for advanced education.

12. **School of domestic arts:** Institution specializes on domestic science, and most of its wards hitherto have gone out at a suitable age to domestic service. This instruction will be continued at the new plant, but any girls with talents in other directions will be given advanced literary and vocational work at the Training School.

13. **Instruction in morals and religion:** The institution has a very religious tone, and careful instruction is given, according to the ideas and methods of the Friends, in morals and religion.

SLEIGHTON FARM

1. **Name:** Glen Mills Schools—Girls' Department. Organized as the House of Refuge, with separate departments for boys and girls. Name changed in 1911. "The change of name from House of Refuge, adopted at the original organization in 1826, to the Glen

Mills Schools, was made by order of the Court of Common Pleas, No. 4, on the petition of the Managers."

2. **Founders:** A group of philanthropic citizens of Pennsylvania.

3. **Location:** Darling (railroad station, Darlington), Delaware County, Pennsylvania, on Sleighton Farm, which contains 100 acres.

4. **Object:** Care, education, and training of delinquent girls.

5. **Resources:**

Lands	$8,000
Buildings	467,000
Total	$475,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** Board of 28 Managers; President, Joseph G. Rosengarten; Secretary, Edmund G. Hamersly, 1218 Chestnut Street, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Mrs. Martha P. Falconer.

10. **Beneficiaries:**
   (*a*) *Classes received:* Delinquent girls, eight to eighteen years of age. In care September, 1915, 470 girls.
   (*b*) *Geographical limitation:* State of Pennsylvania. All of the wards are received on commitments by courts of the eastern part of the state, for which section the institution serves in place of a state reform or industrial school.
   (*c*) *Discharge of inmates:* The average commitment is for two years; some wards remain in care for a longer period.

11. **School of letters:** Institution maintains its own school, to and including the eighth grade. Teaching force, three grade teachers, and one each for hand work, home economics, physical education, and music. "In addition to these, three of our most intelligent and advanced girls are helping with the youngest and feeble-minded children."

12. **School of domestic arts:** "Much progress has been made in the industrial department of the school. The work of the hand work department has grown and developed. About twice as many girls receive instruction and more work has been accomplished. The regular class work has consisted of making reed and raffia baskets, bags and mats; linen doilies, mats, towels, and table covers; crochet doilies, belts and lace; and embroidered doilies and bags. Chairs have been caned, and rugs for the cottages have been made on our three looms, which are now in the school house, and Lincoln and Washington basements. The Home Economics,

the other half of our industrial department under school supervision, has been changed to meet our needs. According to our new plan, all the girls in the honor cottages, both colored and white, attend a course in cooking for the last six months they are in the school. According to this system, each girl before leaving the school receives a practical course in cooking in addition to her experience in the cottage kitchens. At the present time we are working out plans for a further development of this department, whereby our domestic science teacher will hold classes in household arts in the cottages, using them for laboratories. The dressmaking class, which meets in the school house, has not, heretofore, been under school management, but, with the beginning of this year, at the request of both girls and the teacher, the dressmaking has become a regular department of the school."

13. **Instruction in morals and religion:** Careful attention is given to these matters. Protestant services are regularly held, and the Catholics are instructed by a priest from a neighboring church and a Catholic officer every Sunday. Jewish girls have regular instruction from a Jewish teacher.

SOUTHERN HOME FOR DESTITUTE CHILDREN

1. **Name:** Southern Home for Destitute Children. Opened 1850.
2. **Founders:** A group of philanthropic citizens of Philadelphia.
3. **Location:** Broad and Morris Streets, Philadelphia, on a block of land about 400 feet square.
4. **Object:** To receive and care for poor and dependent white children and locate them in suitable homes.
5. **Resources:**

Lands and buildings	$330,000
Endowment	70,000
Total	$400,000

6. **Surplus—how to be used:** No specification.
7. **Government and administration:** Board of ten trustees: President, Howard W. Lewis; Secretary, Joseph C. Woolston, Broad and Morris Streets, Philadelphia; Treasurer, B. Maurice Gaskill, 1315 Spruce Street, Philadelphia. Board of 23 Lady Managers: President, Mrs. I. Roberts Newkirk, 914 Clinton Street, Philadelphia; Corresponding Secretary, Miss Emily Earnshaw, Riverton, New Jersey.
8. **Advisers:** None specified.
9. **Superintendent:** Miss Anna Heeren.

10. Beneficiaries:

(*a*) *Classes received:* "To receive and to retain under their control all such poor children under the age of thirteen years as may be brought to the said Asylum for the purpose of being received into the same, by the father of such children, if he be living; or if he be dead, by the mother of such children; also all such orphan children and all such other children as may be neglected or deserted by their parents or their surviving parent, which shall be brought to them on the purpose aforesaid; subject, nevertheless, in the last mentioned cases to the approval of a judge of a court of record for the city and county aforesaid." In care September, 1915, 53 boys, 35 girls.

(*b*) *Geographical limitation:* State of Pennsylvania.

(*c*) *Discharge of inmates:* "Said children, when so received, to detain, maintain, educate and control, until proper persons can be found who may be willing to receive them as apprentices to some useful trade, calling or employment, and thereupon the said Trustees, or a committee of their Board, appointed for that purpose, shall have power, with the assent of any alderman, justice of the peace, or a judge of a court of record of said city or county, to indenture the said children, or any of them, as apprentices as aforesaid; in the case of males until the age of eighteen years and in the case of females until the age of eighteen years."

11. School of letters: The institution has its own kindergarten, but all wards over six years of age go to the Philadelphia public schools.

12. School of domestic arts: No special vocational training provided. A dozen of the older girls are receiving special instruction in dressmaking; one is taking a secretarial course at a business college and one is receiving training to become a nurse.

13. Instruction in morals and religion: The institution is earnestly Christian, but nonsectarian. Inmates attend the Baptist, Presbyterian, and Methodist Episcopal Churches in the vicinity. There is a regular Christian Endeavor Society within the Home, with a meeting every Sunday evening.

THOMSON SCHOOL

1. Name: The John Edgar Thomson School. Opened 1882.

2. Founder: John Edgar Thomson, died 1874.

3. Location: 1722 Rittenhouse Street, Philadelphia (rented). Summer home, Elberon, N. J.

4. Object: "Education and maintenance of female orphans of railway employes, whose fathers may have been killed while in the discharge of their duties."

5. **Resources:**

Buildings (furnishings only)	$3,000
Endowment	1,826,000
Total	$1,829,000

6. **Surplus—how to be used:** "To be added to the principal."

7. **Government and administration:** Board of four Trustees of the Estate of John Edgar Thomson. President, William A. Patton; Secretary, W. Heyward Myers, Broad Street Station, Philadelphia; William M. Spackman; Major Henry E. Smith.

8. **Advisers:** None specified.

9. **Superintendent:** Superintendent and treasurer, Miss A. J. Reynolds.

10. **Beneficiaries:**
(*a*) *Classes received:* "Daughters of men who have been killed while in the discharge of their duty, in the service (1) of the Pennsylvania Railroad; (2) of the Georgia Railroad; (3) of lines controlled by the Pennsylvania Railroad; (4) of any other railroad company of the United States." "Girls between 4 and 10 years are preferred," but older girls may be received. In care 1915, 38 girls.
(*b*) *Geographical limitation:* The United States.
(*c*) *Discharge of inmates:* Girls may be returned to parent or guardian on their request or at the discretion of the Board of Trustees if their conduct "in its judgment is prejudicial to the best interests of the school."

11. **School of letters:** Girls are "given a plain education." "The work of the most thoroughly equipped grammar school is duplicated. . . . Each" teacher "is a high or normal school graduate."

12. **School of domestic arts:** "Every girl receives a practical course in domestic science, including cooking, sewing, laundry work and housework, taught by four experienced instructors . . . during July and August basket weaving and embroidery" are taught. "The School authorities endeavor as far as possible to give each pupil some definite equipment, whereby she may after she leaves the School support herself. . . . Out of 35 girls educated at the School . . . 31 engaged in business or professional work. . . . Seven . . . became trained nurses; five, teachers; five, dressmakers; three, musicians; three, saleswomen; two, secretaries; two, bookkeepers; one, manicurist; one, stenographer."

13. **Instruction in morals and religion:** "Pupils" are "required to attend church services" "every Sunday morning. In the afternoon the Superintendent has general instruction for an hour, after

which . . . two of the older girls take graded classes of the small children, and the Superintendent the older grades for regular Sunday school work."

WESTERN HOME FOR POOR CHILDREN

1. **Name:** The Western Home for Poor Children in Philadelphia. Opened 1850.

2. **Founders:** A group of philanthropic Philadelphians, who for two years had managed a house of industry, where needy women could secure employment, in 1854 added "a department for children, at which time the institution took the name of Western Provident Society and Children's Home." The name was changed to the above title in 1878.

3. **Location:** Forty-first and Baring Streets, Philadelphia, on a plot of less than a half acre.

4. **Object:** To take into care and guardianship poor white children of both sexes, and "qualify them for good capable servants," or train them "for teachers or some other suitable occupation."

5. **Resources:**

Lands and buildings	$80,000
Endowment	35,000
Total	$115,000

6. **Surplus—how to be used:** No specification.

7. **Government and administration:** "That the affairs and concerns of the said Western Home for Poor Children in Philadelphia shall be conducted by a Board of Managers, consisting of twenty-four ladies, and a Board of Trustees, consisting of sixteen gentlemen." Board of Managers: First Directress, Mrs. Wm. L. Welsh, 4221 Pine Street, Philadelphia; Secretary, Mrs. Arthur B. Huey, Haverford, Pa. Board of Trustees: President, S. S. Stryker, M.D., Thirty-ninth and Walnut Streets, Philadelphia; Secretary, William E. Stokes, 1227 Commercial Trust Building, Philadelphia.

8. **Advisers:** None specified.

9. **Superintendent:** Mrs. Annie Soper.

10. **Beneficiaries:**

(*a*) *Classes received:* "Firstly.—White children under twelve years of age who shall be voluntarily surrendered by their father, or, in case of his death or absence, by their mother, or by their guardian, to the care of said Managers and Trustees.

"Secondly.—White children under the age of twelve years who may be committed to the care of said Managers and Trustees

by any Judge of the Supreme Court of Pennsylvania, or of the City and County of Philadelphia, or of the Court of Common Pleas or Quarter Sessions, or by the Mayor of said city on account of vagrancy, or the exposure, neglect, or abandonment of said children by their parents, or parent or guardian, or other persons having custody of said children." In care September, 1915, 36 boys, 24 girls.

(*b*) *Geographical limitation:* State of Pennsylvania.

(*c*) *Discharge of inmates:* "Said managers and trustees shall have the guardianship of the said children so placed under their care and management during their minority." At present most of the boys are dismissed at the age of 14 and the girls at 16 years.

11. **School of letters:** All of the wards attend the Philadelphia public schools.

12. **School of domestic arts:** No special vocational instruction in the Home. Girls are sent to special schools in the city if they develop need for vocational training.

13. **Instruction in morals and religion:** The institution is Christian but nonsectarian. The wards attend different churches and Sunday schools, according to their own preference.

WIDENER MEMORIAL SCHOOL

1. **Name:** Widener Memorial Industrial Training School for Crippled Children. Opened 1906.

2. **Founder:** P. A. B. Widener and family. Part of the endowment was given by P. A. B. Widener as a memorial to his son, George D. Widener, who perished in the Titanic disaster in 1913.

3. **Location:** North Broad Street and Olney Avenue, Philadelphia, on a park-like tract of at least 40 acres.

4. **Object:** The care, physical improvement, education, and vocational training of children crippled by disease, but mentally normal.

5. **Resources:**

Lands and buildings	$1,132,000
Endowment	4,000,000
Total	$5,132,000

6. **Surplus—how to be used:** The surplus income is to be added to the endowment, until the endowment is $5,000,000.

7. **Government and administration:** By the members of the incorporation. In 1915 the living members are Joseph E. Widener and George D. Widener, Jr.

8. **Advisers:** None specified.

9. **Superintendent:** Dr. Albert D. Ferguson is Physician in Charge.

10. **Beneficiaries:**

(*a*) *Classes received:* White children crippled by disease but mentally normal.

"Children on admission must be between the ages of four and ten years. These limits are established that the patients may be received early enough to be capable of benefit by the orthopedic measures employed, and to be trained readily into habits of orderly conduct, and that there may be enough time for them to receive the complete industrial training before their discharge.

"The child must be a permanent cripple from disease, not from accident, yet not a hopeless or absolutely helpless one. It must give promise of improvement under treatment. A child that does not present evidence that it could become at least partially self-supporting will not be admitted to the School." In care September, 1915, 55 boys, 39 girls.

(*b*) *Geographical limitations:* "First choice is given to children residing in Philadelphia; second choice to children residing in Pennsylvania outside of Philadelphia, and third choice to those from other states."

(*c*) *Discharge of inmates:* "Parents or guardians must sign an indenture giving up all control and authority over the child, and binding it over to the Trustees of this Institution until it shall reach its majority. This is to insure the patient's residence here the full length of time necessary to complete his education."

11. **School of letters:** The institution maintains its own school, beginning with the kindergarten and up to and including the eighth grade.

12. **School of domestic arts:** Special training is given on lines adapted to the physical handicaps of the wards. Twenty girls are now receiving vocational instruction. Nine of them are taking special instruction in sewing and dressmaking. Five are learning to do fine laundry work. Two are taking stenography and bookkeeping. One is seeking proficiency in cooking and housekeeping. Others will be given preparation for life-work as teachers, musicians, engravers, etc., as soon as they are old enough to receive the training.

13. **Instruction in morals and religion:** Protestant services are held at the School, but Jews and Catholics are taken to services in their own places of worship.