

# Quarterly Magazine

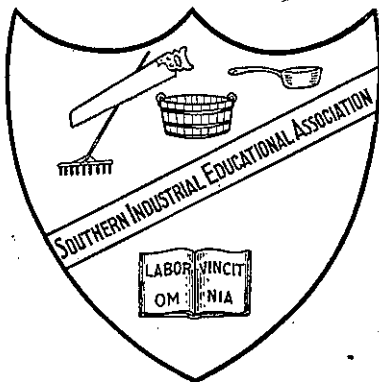
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OF THE

to be Drawn

## Southern Industrial Educational Association



SEPTEMBER, 1910.

VOL. II.

No. 3.

## Southern Industrial Educational Association

(INCORPORATED)

Headquarters: Washington, D. C.

MARTHA S. GIELOW, *Founder*

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### The Problem of Self-Support in the Schools.

The friends of the Association are often asked why more of the students are not self-supporting, why so many scholarships are needed—that is—why the boys and girls can not do some sort of work while in the schools and so pay their own way. Since these inquiries come from persons who are not acquainted with the life-conditions and circumstances of the people we try most to reach, some explanation of them will not be out of place.

At the outset it must be understood that in the heart of the mountains the country is rugged and wild, and the cultivable soil thin, poor and mostly on slopes too steep for the use of ordinary farming machinery. The families are large, and the crops barely enough to supply such coarse and simple fare as only those isolated people for generations, because of necessity, have become accustomed to.

In the most inaccessible districts there is, to the mind of the mountaineer, little incentive to increase his productions; the mountain roads are rough and often impassable, and the railway so far away that the cost of transportation to a market robs the head of the family of the profit in his over-product, even if he is so well off as to own the mules and wagon necessary for transportation. The cost of hauling freight from the nearest railroad, forty miles distant, to one of the settlement schools which this Association has aided is one cent a pound.

On the other hand, the primitive simplicity, or rather the barrenness of the home, usually an old log cabin with two, sometimes but one, room, and often with two doors and no windows, with a corresponding absence of fixtures or other equipment, is such as not to call for outside female help. Thus it happens that while each household usually succeeds in producing enough, such as it is, to keep itself alive, there often is no market, no sale, no money for exchange for a surplus, if it should be produced, and so there is little demand for out-of-door help. Since most of the families are in the same restricted circumstances and since

there is often but an astonishingly small amount of money in circulation there is little opportunity for the child to earn money with which to pay his or her way at school.

Most of the schools that the Association is aiding with industrial teaching are small because of the roughness of the country and thinness of the population. Yet these people must be helped, and that help must be brought to them so that their life conditions will be bettered, their standards raised, their land productivity increased, the people and the natural resources about them developed, the economic strength and wealth of the nation increased. It is of the most vital importance that these things shall be done in their own environments and the latter thus be made progressive, wholesome, enlightened and prosperous. In the present period of most alarming urban concentration which so seriously threatens the economic welfare of the nation, we must exert every means to see that every part of the country is made more productive and more attractive so as not only to keep the boys and girls on the farms but also to provide for increase of population and wealth thereon.

Two of the larger industrial schools, those founded by Miss Berry near Rome, Ga., and by the Misses Pettit and Stone at Hindman, Ky., have work-shops, laundries, and some equipment for wood-working and blacksmithing. Both have farms, the school at Hindman having only recently secured one after a long and hard struggle to raise the funds necessary for its purchase. In the small schools without shops or farms the instruction naturally is most elementary. But under these primitive conditions of life even the most elementary industrial training becomes of the highest value. Girls are taught to cook, wash, clean house, mend, sew, provide more than two or three garments to constitute the *summmum totum* of a child's wardrobe; to perform some of the simplest duties relating to the care of babies and grown people; to make more palatable as well as more economical use of the few foodstuffs available; to give simple first aid to the injured in a community miles away from even a

shockingly incompetent physician; how, in short, to make better wives and mothers, how to make the cabins more homelike and attractive, how to fill an enlarged sphere of usefulness and encouragement to progress in the neighborhood. The boys are taught some elementary use of a few tools, which, though the most common and indispensable in a kit of a half-dozen implements, most of them have never seen before. Some instruction is given in gardening and farming; they learn to raise other vegetables than string beans, corn, potatoes, tobacco (for home consumption only) and watermelons. They also learn that stock must be properly housed, fed, and otherwise cared for in order to increase their productive values. Education in breeding and care of stock is greatly needed.

All this instruction, the most important and precious that these children of the backward and forgotten mountain people can receive, may, in a way, be given without much outlay for buildings or equipment when the number of pupils is small; but there is little chance for the boy or girl to earn his way before or during the school-period, such is the primitiveness of life. When the boy leaves the school he does not go out a trained carpenter or wagon-maker; but he may be able to make shelves, chairs, cupboards, and windows for his cabin home, or a shed to protect his cow from the winter storms, or a door-step, a cellar, an additional room, perhaps blinds and a veranda. He will raise more kinds of vegetables and fruits and better ones, which his wife will know how to cook properly. His children will be better born, better nourished, better trained.

Even though the training of the child, after leaving school, may be valued in the community there is frequently little or no cash to be given for services rendered. The same lack of money makes it impossible for the people to contribute more than the least amount towards the support of the school. Frequently the school must aid in clothing the pupil.

With the larger schools larger equipment is necessary and the results are accordingly more complete and satis-

factory. But with work-shop and special teaching the question of self-support of the pupil must depend upon the sale of the wares produced. If the original population is too primitive and too poor there can be but a small home market; and if the school is located where it is most needed, back in the most neglected and isolated districts, remoteness from the railway and the necessary market, as the conditions now exist, may practically preclude shipment and cash sale of the products of their labor. If a larger farm is attached to the school, not only is an opportunity of self-support given to a number of the boys but training of the highest value in farming is gained. A farm is pre-eminently important, yet many of its products may scarcely find a market outside the school kitchen. The girls can find but little chance for self-support on the school farm, but the home-spuns and the baskets which they learn to weave are easily transportable and have high value as compared with weight and cost of production.

This Association is striving to extend the market for these products, but the pupils cannot go on with endless weaving while performing the other duties of the school. There are dozens of things more important than weaving which these girls must learn—the more practical and necessary home industries of a better housewife, mother, and enlightened helpful woman of the community.

From the foregoing it will readily be seen how, in general, in communities where simple practical help of a home industrial nature is most greatly needed, where there is greatest backwardness, poverty, primitiveness and lack of sanitation, there is least opportunity for the children, whose ages run from eight to seventeen, to pay their own way through school. The farms are indispensable to the boys, though a small number only can earn their support thereon, while in school.

If all the girls are made to perform all of the indoor work of the schools under careful teaching and supervision, the resultant training itself is what they most need; but the incidental performance of such service does not ob-

viate the need of funds for carrying on the school. For those schools located in towns, near the railway or within reach of commercial markets there is, of course, chance to find employment or sell wares produced. But the regions of such commercial access are not apt to be the regions of greatest need, and it is difficult for the children of the remote districts to get to these schools, of which they have rarely heard and which their parents will never see. On the other hand, the value of conducting the school in the midst of the people to be aided is incalculable. Here the work of the school serves as a model to the homes of the region and the lessons learned are carried at first hand from the kitchen, the laundry, the sewing-room, the dispensary, or the shop to the home. The school is a center of progress. Parents are brought into close touch with its influence and work, and, what is most important the children from such schools stay in the mountains, returning from schools to homes, whereas those who go out of the mountains to the towns or the highways of travel, are apt to fall under the spell of urban glamour and go to the cities, to the absolute loss rather than the uplift of the households whence they come.

D. W.

Theodore Roosevelt in *The Outlook* under date of April 19th says:

"The men and women on the farms stand for what is fundamentally best and most needed in our American life. Upon the development of country life rests ultimately our ability \* \* \* to supply the city with fresh blood, clean bodies and clear brains that can endure the terrible strains of modern life; we need the development of men in the open country, who will be in the future, as in the past, the stay and strength of the nation in time of war, and its guiding and controlling spirit in time of peace."

### What the United States Owes to the Ancestors of the Southern Mountaineers.

We hear much, in these days of rapidly increasing patriotic societies, of what we owe to the early colonists of our country. Every intelligent American boy or girl of the secondary schools is familiar with the stories of the early settlers of New England, Virginia, Maryland and New Netherland. He knows about the French and Indian war and the bloody massacres connected therewith. If of colonial ancestry, he knows to his very heart about Bunker Hill and Lexington and Valley Forge. It is not only the descendants of the leaders in these stirring times who have proved their relationship, but the posterity of those less noted, of the rank and file, of those who left "their bloody footprints in the snow," have kept or been able to trace kinship with this boasted ancestry of an earlier day.

The school histories also tell us of the services of the settlers of the Southern Appalachian region. But many of the descendants of those sturdy mountaineers have long been isolated, have kept no family histories and make no boast of the early services rendered by their ancestors, yet to them we as a nation owe more than we can ever pay in help or sympathy. These remote and forgotten native-born Americans have lived for more than a century out of the current of progress and all that makes for twentieth century civilization.

They have the same early history and the same ties of blood as those more enterprising ones of their number who pressed forward from generation to generation, crossing the mountains instead of remaining therein. But those who stayed behind may have performed a duty fully as noble, as perchance coming years may show. "They also serve who only stand and wait," and it seems decreed that the ore-filled mountains shall be peopled as well as the food-producing valleys.

The story of the successive migrations of the Scotch-Irish ancestors of these people is a wonderful one. Ever

they pressed forward in search of freedom and free institutions. Their earlier history is well known—how they fled from religious persecution and unfair state-helped industrial competition to begin life anew across the stormy ocean. Landing in the New World, part of them at Philadelphia, and part at Charleston, the trend of circumstances led both these sets of emigrants to the mountain region; those who landed in Pennsylvania going southwestward along the mountains, those who entered through Charleston journeying inland to the same—it would seem—predestined goal, and both portions, either as a community or through their leaders, making history at every turn.

In 1766 we find the southern contingent of these emigrants again resisting tyranny and oppression in the form of unjust taxation levied under the rule of Governor Tryon, by the formation of the Association of Regulators, and "from their first assembly at Maddock's Mill, October, 1766, to their final defeat on the banks of the Alamance, in May, 1771, the great principle laid down was that they should pay no tax but what was legal and imposed by their representatives in the Assembly." They contended for great principles, for the rights of the many against the exactions of the few, and the right to know for what they were taxed and how the funds should be appropriated. It cost them their property, their homes and many valuable lives; because of this atmosphere of oppression they again turned their backs on their homes and anew took up their search for a place where liberty might rule and justice be dispensed.

We next hear of the more northern representatives of the emigrants from Ulster who had gradually pushed on to Abingdon, Va., and at the outbreak of the Revolutionary War met on January 20, 1775, and through a committee composed of Presbyterians of Scotch-Irish descent resolved "never to surrender, but to live and die for liberty."

Four months later some of the North Carolina representatives of this determined people signed their names to the famous Declaration of Mecklenburg, when on May 20,

1775, they met in convention and declared themselves to be a "free and independent people," and "of right ought to be sovereign and self-governing," resolving to "dissolve the political bands which connected them with the mother country."

In June, 1775, an association was formed in Cumberland County, N. C., which held, among other things, that "wherever our Continental or Provincial Councils shall deem it necessary, we will go forth and be ready to sacrifice our lives and fortunes to secure her (the country's) freedom and safety." This was signed by thirty-nine patriots, many of whom were Scotch or Irish.

But it is not alone as determined seekers for liberty and foes to tyranny that we of these times are indebted to these people. They were equally desirous that, while being self-governed, they should be justly and righteously ruled, with due regard to the rights of each member of the community.

The settlement of the Watauga country began in 1771, just after the defeat of the Regulators at the battle of Alamance, the settlers being largely, it would seem, members of that organization who left their homes after their defeat. Among the settlers in this new community, however, were evildoers, and from the determination to free the settlement from these, who were beyond the pale of the law, there being no courts, and to prevent the new station from becoming a refuge for such, arose the noted Watauga Articles of Association which were drawn up by the settlers for their own government.

They continued to advance westward, these Scotch-Irish people, and seem to have been particularly gifted with the ability to evolve systems of democratic government, for in 1780 we again find two hundred and seventy-six pioneers of Cumberland in their turn signing "Articles of Agreement" which bound them to observe a government "of the people, by the people, and for the people"; one of the most striking clauses of which kept within their own power the right of immediate recall by election, as "often as the people were dissatisfied with the doings of the judges or triers."

But as has been seen from the example of the Regulators, they were not only makers and signers of stirring declarations and notable systems of self-government, nor were their warlike deeds confined to the days of the Regulation and those preceding the Revolution. During the latter war, because of their remoteness from the actual scenes of conflict, the mountaineers were to a certain extent protected from the British advances, but on account of this very remoteness they were exposed to the attacks of the Indian allies of the British, who twice during the war planned simultaneous attacks on the coast and Indian frontier.

In 1776, Sevier and Shelby, with their two hundred and ten backwoodsmen, repulsed the Cherokees under Oconostota and Dragging Canoe, an engagement followed by the rising of the frontiersmen from Georgia to Virginia and the dealing of such a blow to the Tory-led Indians that a temporary peace was extorted from them.

Later, in 1779, the frontier invasion by the British was forestalled by the capture of all the ammunition stored for the coming camp of the British and their allies at what is now Chattanooga, by seven hundred and fifty mountaineers under Shelby and Sevier. A year later the famous battle of King's Mountain was fought. This was in reality one of the decisive battles of the Revolution and not without reason have the men who fought and won the battle of King's Mountain been called the "Rear-Guard of the Revolution."

Valiant service was rendered by the mountain men both in the war of 1812 and in that with Mexico, and in 1817, the only volunteers taken by Jackson to the Seminole war were eleven hundred Tennesseans. In the war with Mexico the enthusiastic desire of the individual mountaineer to offer his services was only exceeded by that evidenced by their overwhelming number. And to come down to modern days, in our late war with Spain, it was said that the soldiers from the Southern mountains "were the best soldiers we had in the war."

Above all, the Nation surely can never forget the build-



ing of the great Wilderness Road and the story of those who first crossed the mountains, who in so doing opened the way for our expansion even to the Pacific. It needs only to be reminded—our generous Nation—in its rushing twentieth century struggle as nation and as individual (not altogether for mercenary gain, but to secure financial independence), of the long years of struggle with bloodthirsty and cruel savages on the “dark and bloody ground,”—that paradise which is now called the “Blue Grass Region.”

In the year 1783 peace with Great Britain was declared, the whites were left in undisturbed possession of the Cumberland Valley, and the people of the West had begun in earnest to hold the glorious region won by the valor of the settlers of Watauga, Kentucky and Cumberland.

A. WILLIAMS.

In his recent volume entitled “Daniel Boone and the Wilderness Road,” Professor H. Addington Bruce writes thus: “Though its glory has long since vanished, the important part once played by the Wilderness Road in the development of the United States can never be forgotten. As one writer, Professor A. B. Hulbert, has well said: “The footsteps of the tens of thousands who have passed over it, exhausted though each pilgrim may have been, have left a trace that a thousand years can not eradicate. And so long as the print of these many feet can be seen in dark Powell’s Valley, on Cumberland Gap, and beside Yellow and Rockcastle creeks, so long will there be a memorial left to perpetuate the heroism of the first Kentuckians—and the memory of what the Middle West owes to Virginia and her neighbors. For when all is said, this track from tide-water through Cumberland Gap must remain a monument to the courage and patriotism of old Virginia and North Carolina.”

At a meeting of the California Auxiliary, held in San Francisco September 1st, the following officers were elected: President, Mrs. Alfred Voorhies; First Vice-President, Mrs. C. C. Clay; Second Vice-President, Mrs. John Garber; Treasurer, Mrs. N. D. Rideout; Secretary, Miss Nora Queen.

Several new names were added to the membership list, and several memorial scholarships were renewed by members of the Board.

The California Auxiliary is in earnest and hopes to be a telling factor in the great work of the Association.

Mrs. Gielow, who was called to California by the illness of her son, was present at the meeting, and made an inspiring address, and aroused much enthusiasm by giving a personal account of the schools she had visited since organizing the Auxiliary two years ago.

#### Extracts From Address by Mrs. Gielow.

“*The Southern Industrial Educational Association*, might perhaps be likened to an *Educational Life-boat* gathering up the wrecked and those drifting beyond the reach of the deeper drafted vessels, and going to the rescue of thousands who are stranded on the rocks of ignorance and chained to them by their poverty and *inaccessibility*.”

“Philanthropy has not yet turned to the *foundation work* for which we stand; but the time is at hand when the cause of those who cannot hope to reach a College or enjoy a Library will appeal as deeply to the great dispensers of such blessings as the cause of the more fortunate.”

“The principle of the Southern Industrial Educational Association is to build from the *bottom*, to give a solid practical primary foundation, with best training in industrial arts.”

## Quarterly Magazine

OF THE  
SOUTHERN INDUSTRIAL EDUCATIONAL ASSOCIATION.

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All communications relating to the QUARTERLY MAGAZINE should be addressed to the Editor, Mrs. J. Lowrie Bell, 1459 Girard Street, Washington, D. C.

### Extracts from a Letter of Judge Shepard.

A trip to the North Carolina mountains in August enabled me to visit several of the schools that have been aided by our Association. The first visited was the Lees-McRae Institute at Banner Elk—the girls' school. The boys' school and farm are at Plum Tree, seventeen miles away across a mountain range.

Banner Elk is a small settlement in a beautiful valley on the headwaters of the Elk river in the shadow of the majestic Grandfather peak. The school buildings consist of a commodious school, a large dormitory of about forty-five rooms, an industrial school building, and a house occupied by a physician and arranged as an infirmary. The buildings are on a hill overlooking the Elk, which runs through the forty-seven acre tract belonging to the Institute. This little farm produces all the vegetables for the boarding school, besides furnishing feed and pasturage for the cows that supply the milk. The school is open from May 1st to December 15th, and I had the satisfaction to see and talk with many of the pupils. I was impressed by their fine, intelligent faces, neat dress and good manners. The school is not a pretentious one, but well adapted to the needs of the people. The property is vested in a corporation, the trustees of which are named by the Presbyterian Church. The principal and manager is the Rev. Edgar Tufts, an alumnus

of Washington and Lee University, and of a theological seminary. He is an earnest Christian gentleman who has spent fifteen years in this service, and the conditions of the property and the appearance of the school attest his fitness for the position. The buildings are substantial and well constructed and show that every dollar has been wisely expended so as to make the greatest return. Water is supplied from a mountain spring, and the sanitary arrangements are excellent. The industrial building has rooms for classes in sewing, modelling, drawing, basket making and weaving. The baskets are well made and tasty in appearance. The weaving is confined to rugs which are used in the rooms; others are carried home by the weavers and used there. Some hammocks are made also. The work of the house and in the laundry is done by the pupils who alternate in the assignments. Mr. Tufts thinks that it is better to carry on the school from spring to midwinter, and the reasons therefor are convincing. There is a saving of fuel, of the farm supplies and of the vegetables and milk, thus reducing expenses. Besides, the girls are kept from the excessively hard work on the farms at home. The Institute has been of great benefit to the surrounding community, and the people appreciate its advantages. The charge for a pupil is \$56 for the school year. Additional accommodations are needed to supply the demands for admission. The falls of the Elk on the property furnish a fine water power that with the expenditure of a little money would supply electric light and power to the entire village. In addition to providing for the needs of the school some revenue could be derived from it. There is a fine farm adjoining the property, across the river, that is for sale at a bargain. If the money could be raised for its purchase it would prove of the greatest benefit. I had the pleasure to meet three of the pupils who are descendants of Rev. John Witherspoon, a signer of the Declaration of Independence, and early President of Princeton, whose monument stands in front of the Church of the Covenant in the city of Washington. I recommend these fine young girls to the con-



sideration of Chapters of the D. A. R. desiring to create scholarships.

I did not have the time to visit the boys' branch at Plum Tree, but having met Mr. Hall, who is in charge, and knowing that it is under the supervision of Mr. Tufts, I am satisfied that it is doing good work.

Valle Crucis is eight miles from Banner Elk on the road to Blowing Rock, and is in a lovely valley traversed by a mountain stream that runs into the Wautaga River. The valley is broad and has been converted into a fine farm. The school is one of those maintained by the Episcopal Church under the supervision of Bishop Horner. The buildings are handsome, and beautifully situated on an eminence overlooking the valley. Sanitary arrangements are excellent. The school is not carried on during the summer, and the buildings are utilized for summer boarders. The industrial work consists chiefly in house, laundry, and dairy work; but some attention is paid to sewing and weaving. The school is superintended by Miss Marsh, an efficient teacher and principal, while the general management of the fine farm and orchard is in the hands of Rev. H. A. Dobbin, who, having been born and bred in the county, is fully alive to all the needs of the people.

The Southern Industrial Educational Association will be represented at the Appalachian Exposition to be held at Knoxville, Tennessee, September 12th to October 12th, by Mrs. Gielow, who will speak October 5th on the "Conservation of the Human Resources of the Appalachians."

The Association will hold a public meeting in Washington, November 18th, at which Thomas Nelson Page, Mrs. Ida V. Woodbury, of Boston, and others will speak on the work for the Mountaineers. On the afternoon of the same date a sale will be held of baskets, weavings and other specimens of the handiwork from the mountain schools.

Some years ago Dr. D. Hayes Agnew, the eminent surgeon, while waiting in the parlor of a Philadelphia residence for another physician, noticing how substantial and attractive the house was, said to the owner: "You have a delightful and well built home," to which the gentlemen replied, "I am glad you are pleased with it especially as I built it myself." He further explained that his father was a bricklayer who had two sons, and feeling that his life had been somewhat hampered by lack of early educational advantages, he determined to give his boys a college training. The elder finished his course at Princeton with credit and became a lawyer. The younger (the owner of the house) also had an honorable career at the same university, and when he returned home after graduation his father said, "My son, I have made it possible for you to obtain an excellent education, but that is all I can give you, and you must now decide what occupation to follow." The reply was, "Father, let me have two days to think the matter over." At the end of the time he said, "Father, bricklaying sent me to Princeton and I will be a bricklayer." Continuing, he remarked, "I began at the foot of the ladder as an apprentice, finished my time, became a journeyman, then a foreman, and afterward a contractor. I built this home and other houses, and now my rents from the latter have made me independent financially, and I can work or not as I please." Doctor Agnew said that this interview with a cultured gentleman engaged in an occupation which before had seemed to him common, vastly increased his appreciation of the dignity of labor.

We must have funds to extend the work of the Association, and we ask your co-operation.

We need:

1. A Foundation Fund to build settlement industrial schools.
2. Scholarships to place children in industrial schools that are aided or approved by the Association.
3. Salaries for Industrial Teachers; also teachers of elementary domestic science, simple nursing, and hygiene.

Subscriptions are:

\$1.00 a year for a Member.

5.00 for a Sustaining Member.

10.00 for a Life Member.

25.00 for a Patron.

100.00 or more for a Benefactor.

\$100.00 will place a child for eight months in one of the better-equipped, remote settlement schools.

\$50.00 will place a child for eight months in one of the smaller schools where industrial training is given.

\$10.00 will give industrial training for eight months to a day pupil who does not live in the school.

\$600.00 will pay the salary of an industrial teacher or nurse.

Official receipt and the QUARTERLY MAGAZINE will be sent to all subscribers.

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**Southern Industrial Educational Association**

WASHINGTON, D. C.

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