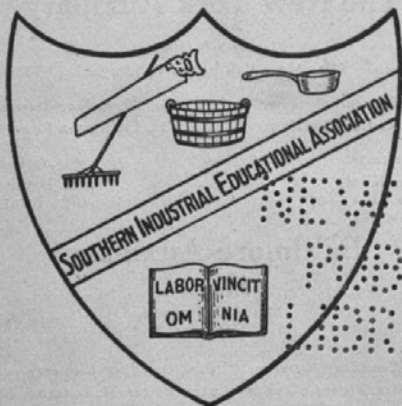


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Quarterly Magazine

OF THE

Southern Industrial Educational  
Association



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JUNE, 1909.

VOL. I.

No. 2.

# Southern Industrial Educational Association

(INCORPORATED)

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MARTHA S. GIELOW, *Founder*

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The Aim of the Southern Industrial Educational Association.

Our object is to promote the industrial education of the white children of the mountain and remote rural districts of the Southern States. Through the inadequacy of public school funds and systems these children have not had the benefit of the ordinary public schools of more favored localities in their several States.

The negro, living chiefly in the towns and populous counties, has been much better provided for through public and private funds. What schools have been maintained have imparted nothing more than a little elementary book knowledge. We do not undervalue book knowledge, but would increase it and, especially, supplement it with industrial training. Labor is the inevitable lot of the majority, and the best system of education is that which will make labor more efficient and productive. It uplifts the individual and promotes the common good. A child's nature runs naturally into the channel prepared for it. Teach it to do one thing well and you create a capability and a taste along with it. The majority will pursue the industrial life, and it is an excellent preparation for the exceptional few that with special qualifications may advance to higher things.

We would teach these children in a way that will tend to keep the majority in their homes and make them potent factors in the development of the communities in which they have been reared.

Our object is to promote such a system of education by the establishment of rural schools in which agriculture, horticulture, handicrafts and domestic sciences may be taught, thereby furnishing practical instruction that will enable these children to become intelligent farmers, mechanics, and housekeepers.

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A few such schools have been established, and aided where already established; but an immense number are needed. We aim, particularly, to aid rural communities in which the people themselves are endeavoring to establish schools of the desired character. With the necessary means we would be enabled to put most of these communities in such a condition that the next generation will be enabled to take care of their own interests.

We appeal to the patriotism and philanthropy of the people of our common country for contributions in aid of our object.

Teachers in the settlement schools in the South are most grateful for articles that can be used in their schools and in the neighborhood. Clothing is most valuable. It is not given to the pupils or their parents. The people like to pay for the things, and when they have no money, they bring some of the produce of their little farms to exchange. Books of one syllable can be loaned to girls and boys who are learning to read. A teacher saw a girl of seventeen sitting in a corner laughing over a story she was reading in a book written in words of one syllable, and she was asked, "Are you enjoying the story?" "Yes Ma'am, this is the way to keep up my learnin'."

The following articles are especially desired:

Maps, globes, blackboards, books and materials for manual work, Bibles, flags, wash-basins, towels, soap, combs, clothing of all kinds, blankets, pieces of silk, and calico for patchwork, sewing materials, pencils, stationery, books, a magnifying glass. A lantern and slides are of the greatest use to the teachers.

For the address of schools to which such articles can be sent, please address

MRS. A. W. GREELY,  
1914 G Street, N. W., Washington, D. C.

### An Account of the Industrial Settlement School at Hindman, Kentucky.

Eight years ago two college graduate girls from the Blue-grass of Kentucky went over to Hazard, in the midst of the mountain region of the State, set up a tent, and conducted elementary settlement and school work under the auspices of the State W. C. T. U. Not many children were drawn into their circle, but many of the cabins were helpfully visited and good progress was made in overcoming the suspicious reserve and illiterate conservatism of the mountain people. Probably the most important results of the enterprise fell to the two teachers, Miss Pettit and Miss Stone, who thereby came to realize the profound needs and great possibilities of the mountaineers, to understand the people, and to know how to reach them.

At the end of the second summer one Solomon Eldridge, an old man who had never worn shoes nor hat, came over to Hazard, explained that Hindman, county seat of the adjoining (Knott) county, was the most "ornery" and God-forsaken parcel of community in all those parts, and offered to give his lowly domicile for a school if the ladies would but come to Hindman. He urged that 'most all his relatives and friends were in jail and the town growing worse all the time for the crimes of the people. Harkening to this "voice crying in the wilderness," they accepted the humble offer, and thus began the splendid life work of these two young women.

Hindman, as Miss Stone and Miss Pettit saw it, fully lived up to its reputation. Old Solomon's description was hardly overdrawn. A straggling settlement of fifty or seventy-five houses and small country stores strewn along Troublesome Creek, it is hidden among the mountains that cover the eastern fourth of the State. The mountains are not in rows or ranges like most mountains; they are of every shape, and are promiscuously dropped, so thick that they crowd one another, filling the country, often appearing to leave no room for streams, roads, or paths, between them.

That is why the path or road so frequently follows the bed of the stream. Accordingly, the region, whose steep slopes are generally thin of soil and sandy, is relatively inaccessible, and, being forty miles from any railroad, is also isolated. Being smaller and more deeply buried than Jackson, its western port of entry (43 miles distant), Hindman was less known and less notorious.

The little school in old Solomon's house began with five or six children. They were kept through the winter and until they had to go home to "help." The next year the applicants were so many that it was necessary to procure a larger building. Before long, arrangements were made for taking over the public school of the town, and thus the painfully short term and largely impractical, as well as primitive, instruction of the old régime were reformed, while the ridiculously meager State funds were combined with the contributions of friends and various organizations to establish a school which has become a fountain of light and of help, not only to the immediate vicinity, but to the region for miles about. Since the first year the capacity has never equalled the demand; the means, largely derived from philanthropic sources, is far short even of the more appealing needs.

It is not an infrequent occurrence for parents to walk with their children, for forty to fifty miles, begging that they might be taken into the school, and the saddest part of the teachers' work was to refuse these eager ones. Many pathetic stories might be told. One father, who walked forty miles with his two children, expecting they would be taken, went away disappointed for there was no room; the next year he tried again, and again he had to be told that there was no room. And when he realized that it was true, he replied "Pears like hit's easier to get your children in jail than in school."

The teachers realize that the greatest need of the pupils is industrial training, for these children love their homes and go back to them—the boys to a better cultivation of the land, to an enlarged range of vegetables and fruits, to build-

ing houses with more than two rooms, and with real windows, cupboards, etc.; the girls to keep these houses clean and comfortable, to make and care for the clothing, and to properly prepare an enlarged home-grown diet instead of the fried stuff the mountaineers eat. The mountain girl often marries at fifteen or sixteen, and goes to live in a tiny cabin of one or two rooms, usually without windows and destitute of all conveniences. One of the objects of the teachers is to influence these girls to delay marriage until better prepared for it.

The boys are taught how properly to shelter and care for cattle; how to do ordinary simple woodwork, and how to make the soil productive. They have made all the furniture and put up the buildings, under the superintendence of two competent carpenters. The children do all the work of the school and premises. Not only are these teachers training the children, but they are improving the whole community. They go miles into the country, teaching the people to live more hygienically, and also encouraging them in any home industry that can be turned to profit. They have revived the old industries of dyeing, spinning, and weaving, and have found a market for the linsey-woolsey, the coverlids, and the flax.

A trained nurse is visiting the cabins, showing the mothers how to care for the invalids, and giving instruction in the school in the rudiments of nursing.

So effective and far-reaching has been the work of these teachers and their helpers that the Circuit Judge for the district stated that three years after the school was established crime at Hindman had decreased one-half.

Miss Pettit feels that if these people can be taught for one or two generations in their mountain recesses, they will become a strong race with great moral power, added to their patriotism, zeal and courage, that will be a mighty force in the advancement of our country. They are of the same stock as the early patriots and fathers. They have the material for well-balanced citizens who will meet and cooperate in solving the problems of the future.

Two years ago Miss Pettit had two girls who had been in her school from the beginning who she felt could be trusted with outside schools. They applied for positions in schools ten to fifteen miles from Hindman, and secured them in spite of the usual political influence which the men applicants had. These schools are under the general supervision of the Hindman teachers and are doing most beneficial work. Some of the children live four and five miles from the schools, yet come regularly. Other teachers are being placed in schools in the adjoining counties. The influence of this settlement school is becoming more deeply impressed on a wide community. There is a better standard of living, an awakening of interest to the importance of a higher and more useful education, a kinder courtesy, and a striving for a true Christian life. These mountain people are rising to their opportunities.

Doctor Hagerty, President of the Ohio State University, wrote of the Hindman School: "I have reflected again and again how strange it is I should find the ideal modern twentieth century school (a settlement school) in the recesses of the mountains and forty miles from a railroad, in a community not rich in resources. A school that is realizing such splendid ideals should not be allowed to fail for lack of funds."

EXTRACT FROM A LETTER FROM A WOMAN WHO SPENT  
SEVERAL MONTHS AT HINDMAN.

The teachers and settlement workers living at the school have accomplished and are accomplishing a wonderful work, but trips further out into the mountains show how much is yet to be done. More than three hundred children have been refused in the last four months! Having been here so long, I have gone below the surface, and the difficulties and perplexities and anxieties of every day are known to me.

It seems to me a pity—a profound pity—that these women must labor under the tension of such anxiety as to the

money with which to work. If things could go on as they are now, with the assured means every month, it would, indeed, be well, but this is not the case. This is not an endowed school—not an accomplished fact—it is a struggle and an uncertainty every month.

Setting aside such vital matters as endowment for the present, one must present the two immediate needs. One is to dig a good well and have better sanitary conditions, and the other is to have a small farm. Health, in fact, absolute living, requires these things. Typhoid fever is rife in this country, owing to lack of all sanitary conditions, to ignorance and to the filthy way many of the people live. The school cisterns are not adequate to supply the water; they have to send out every day to neighboring wells and get water, not only for household purposes but for drinking. The children are in great danger, and the men and women who are giving the best years of their lives to so great a work must run great risk, and the inconvenience to a large household is only to be appreciated when one sees the bucket processions going in all directions, for even the neighbors' wells are exhausted.

The water question is bad enough; but when you add to this the buying of milk and butter in a typhoid country in small quantities from different people, it is even worse, for we all know the absorbent qualities of milk; and yet it is absolutely the only thing the school can do at present. A larger farm near the school would solve many problems, besides teaching an amazingly backward community how to run a farm properly, and, above all, how to lead a provident, thought-out-beforehand life as to provisions.

First of all, there would be cows, and the milk and butter danger would be over. All corn and wheat for grinding could be raised, and all winter and summer vegetables could be produced and hogs raised. The people could have an object lesson in curing their pork, which is something they know nothing about—they kill a pig and eat it; no ham and no bacon cured for the winter. And with all this

good accomplished along the lines of pedagogy, there would be the tremendous gain of something to eat and drink assured the school.

#### POINT OF VIEW OF A HINDMAN RESIDENT.

As representing the impression of the Hindman school on the community the following extract from a communication from Mr. Kelly Day, one of the best citizens of the town, is added. Unfortunately lack of space prevents the presentation of the complete statement. It may interest the readers to know that Mr. Day was 16 years old before he learned to read and write.

When Miss Katherine Pettit of Lexington, and Miss May Stone of Louisville, Kentucky, came to Hindman, most of the public schools of this entire mountain section of Kentucky were taught by incompetent, unqualified, immoral young men, whose ideal of an education was to be able to get a common school county certificate of the first class. When that was done their education was completed, though many of them could not read or write correctly. They had not been taught to think, but to repeat parrot-like what they had learned expressly for examination purposes. There was but one young man in the county who had ever taken a college course, and he had never taught.

The social conditions were equally bad. The amusements of the evening parties and other social gatherings were not of the highest type. It was no uncommon thing to see a young man with a bottle of "moonshine" whisky under his belt, a cigarette in his mouth and a thirty-eight caliber pistol in his pocket, paying his attentions to our very best young ladies.

Since this Settlement School has been here with its devout Christian workers and teachers, there has been a general awakening among the people, until they are beginning to see their great need. It takes time, patience, perseverance, and tact to overcome all these conditions and attain the results we hope for.

Many of our boys and girls go out from the School to teach in the country schools, and all have been successful notwithstanding the meager equipment of their schoolrooms. They have had cooking and sewing classes in these country district schools, in addition to the regular work, which have proved so helpful to the people in these communities.

Not only has the educational standard of this entire section been raised to a higher plane, but the social life and social conditions are very different. You can see reflecting from the lives of the capable young people of this community the light, beauty, and godliness, which symbolize the influence of the School.

The log Settlement Home, located on the school grounds, has about sixty boys and girls who live far in the country and come and work their way through school. They are taught to do practical work such as will prepare them for the duties of active life. The girls are taught cooking, sewing, mending, housekeeping, basket-making and weaving cloth by hand, such as blankets, coverlets, linsey; all this under the direction of experienced workers and teachers. The boys are taught to use the plane, the saw, the chisel, and other tools, in making furniture in the workshop under the direction of the manual training teacher.

The School is now hoping to secure a farm nearby, which it will equip and run as a model farm so as to teach the boys practical, scientific farming. One of the greatest needs of the mountain people is to be able to properly cultivate the soil. The people of this section of the mountains are dependent largely upon the products of the farm for their support. A model farm run in connection with this School, on a scientific basis, would not only give employment to boys who must work their way through school by helping to raise the farm products for the Settlement Home, while at the same time giving them the needed training for farm life, but would also be an impetus to the farmers of this community to do better farming. Thus the School stands for a better people and a better country, which its influence and work will bring about.

# Quarterly Magazine.

OF THE

SOUTHERN INDUSTRIAL EDUCATIONAL ASSOCIATION.

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WASHINGTON, D. C.

JUNE, 1909.

All communications relating to the QUARTERLY MAGAZINE should be addressed to the Editors, Mrs. A. W. Greely, or Mrs. J. Lowrie Bell, 1914 G Street, Washington, D. C.

The article on Child Labor versus Industrial Education, by Mr. A. J. McKelway, of the National Child Labor Committee, which was promised for this number of the Quarterly, is in the hands of the Secretaries, but, unfortunately, must be deferred to the next number since it is too interesting and important either to reduce to the available space or to publish in two instalments.

## A Word to the Southern Industrial Educational Association from Mrs. Gielow.

Again I must send a greeting from the far away West, where I am still lingering near the orange trees and flowers—hoping to get well. I am not inactive, however, for though sadly handicapped by my injured knee, I am "up and doing" as far as possible, with a heart full of interest in the cause so vital and dear to us all. After many interviews and much writing in March, I was enabled to give the following addresses:

April 1st—The Robert E. Lee Chapter, U. D. C., Los Angeles; April 6th—Los Angeles Chapter, D. A. R., each of which gave scholarships. On the evening of the 6th I addressed an audience of literary and distinguished people at the residence of Dr. and Mrs. Robert J. Burdette of Pasadena. Much interest was manifested.

On the 15th of April I addressed the Missionary Society of the M. E. Church of Pasadena, and distributed circulars. There was great interest and I was told that our Association would hear from there.

On April 20th I addressed the Los Angeles Chapter, U. D. C. A scholarship was pledged and sixteen memberships were collected and sent by Mrs. Mary L. Koyer, treasurer, our good member and friend.

On May 3d I addressed the John Regan Chapter, U. D. C., of Los Angeles, and though but a small chapter of 17 members, a scholarship was pledged and will be sent.

On May 5th I addressed the Woman's Parliament of Southern California. Many promised to send donations and to bring the work before their clubs in the cities.

On May 6th I gave a talk in the Hollywood Hotel, results \$120.00.

On May 10th I addressed the Woman's Contemporary Club of Redlands. There was much interest, and but for a debt of twenty thousand dollars on their club house, there would have been a splendid response. Fifty dollars was donated by members, and I believe the club will stand for a yearly scholarship.

On May 12th I addressed the Aurantia Chapter, D. A. R., of Riverside—only twenty-seven members—but fifty dollars is pledged, and a scholarship was given by Mrs. Lillie M. Rumsey, who was present.

On May 19th I addressed the Marlborough School for Girls in Los Angeles. I was earnestly thanked by Mrs. Caswell, the President, who led the subscriptions with \$10.00. There are one hundred and fifty girls, and I hope each girl will give \$1.00.

Even so, I would feel discouraged at such seemingly small results for so much effort if I did not know that the sowing comes first. And, indeed, I find I am obliged to enlighten the people before interest can be expected.

I have responded to the request of the Educational Re-

view for an article on our work, and it has been printed. I have completed a story for our cause, called "Old Andy, the Moonshiner," which has been most favorably criticised, and I hope to have it published as campaign literature.

Hoping for the time when small returns will give place to the generous aid of wealthy philanthropists; when thousands, instead of hundreds, of our uneducated, impoverished mountain children will be receiving enlightenment, I am, faithfully yours.

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#### Report of the Corresponding Secretary of the New York Auxiliary.

MRS. ROBERT LOSSING NILES.

The regular meetings of the New York Auxiliary are held monthly from October to June. Through the courtesy of our President, Mrs. Algernon Sydney Sullivan, all meetings have been held at her home.

The annual meeting took place March 8th, with a large attendance. The officers were re-elected.

During the past year four Honorary Presidents have been added, and four members to the Board of Managers.

On April 7, 1908, a large public meeting was given by the Auxiliary at the Plaza Hotel. The speakers were Bishop Horner of Asheville, Mrs. J. Lowrie Bell, Vice-President of the Association, Miss Martha Berry of Georgia, and Rev. Mr. Hall of North Carolina.

Later in April a most successful entertainment was held at the Plaza through the efforts of the Misses Burkham.

About the same time a play was given by Mrs. Spencer Aldrich. The proceeds were sent to Miss Berry's school.

On January 29th of this year an interesting entertainment was given at the Waldorf for the benefit of this work. Tableaux vivants were posed, illustrative of quatrains from the Rubaiyat of Omar Khayyam, read by Mr. George Riddle. Mrs. Lee Hall very kindly arranged the tableaux, thirty-five young society people taking part, many more act-

ing as ushers during the afternoon. Signor Guetare of the Covent Garden Opera Co., London, generously gave his services, singing Persian songs.

Credit is especially due to Mrs. Eliot Langstaff, chairman of the entertainment committee, and to many others, whose kind interest helped to make the occasion a great success.

The recording secretary, Mrs. Livingston Rowe-Schuyler, recently spoke before the City Federation with the gratifying result of securing funds for a scholarship.

Through the generous gift of Mr. Geo. Walker Jenkins a much needed hospital is being established at Banner's Elk, N. C.

From January, 1908, to the present (May, 1909) the disbursements of this Auxiliary have amounted to \$6,650. These have been distributed among various schools in which the association is interested.

The last Honorary President whose name we have the pleasure of adding to our list is the Hon. John Temple Graves, who has shown great interest in this work, designating it as "the broadest and most appealing charity which appears upon the horizon of the times."

Reports throughout the North and South show a widening interest in our Southern Highlanders and an increased realization of the need of continued effort in this important field.

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Rev. Mr. S. T. Wilson writes of the Appalachians: "God has stored in this great mountain reservoir of humanity four millions of a sturdy race which will be a source of refreshment and strength to the nation in trying days, the days of struggle, to preserve our civil and religious institutions, which the hordes of foreign immigrants are threatening. If we can give these true Americans their inheritance—the right to be educated—the day will come when the philosopher and historian will no longer talk of the 'Appalachian Problem' but of the Appalachian Providence."



### What Small Amounts Will Do.

Five hundred dollars will build a rural or settlement school that will accommodate fifty pupils.

Three hundred dollars will pay the salary of a missionary teacher.

Two hundred dollars will fit out the school with the necessary apparatus.

Fifty dollars will send a boarding pupil to any of the large industrial schools for nine months.

Ten dollars will support a day scholar in such a school for the same length of time.

All funds are deposited with our Treasurer.

All subscriptions and donations may be sent to the Recording Secretary,

MRS. C. DAVID WHITE,  
1459 Girard St., Washington, D. C.,  
who will acknowledge and receipt for them.

*I wish to become a subscriber to the Southern Industrial Educational Association.*

Please find enclosed \$.....

Name .....

Address .....

Date .....