

## NEW MEMBERS OF THE CLUB

NAME	OCCUPATION	ADDRESS
Joseph K. Brick	Retired	1707 Race St.
O. H. Burritt	Superintendent Penna. Institution for the Blind, Overbrook	63d and Malvern Ave. 2nd and Dock Sts.
G. W. Butterworth	Produce	
John L. Carver	Secretary, Bartlett Tours Company	200 South 13th St. Merchantville, N. J.
Rev. I. Mench Chambers	Clergyman	Southern High School Bridgeton, N. J.
Wesley N. Clifford	Teacher	407 Walnut Street
Rev. Addison B. Collins	Clergyman	321 Chestnut St.
T. H. Conderman	Banker	Franklin Bank Bldg.
H. Clay Dingee, Jr.	Banker	3230 North Broad St.
Edmund E. R. Daubmann	Lawyer	1519 North American Bldg.
George W. Henson	Clergyman	
Harry S. Higbee	Insurance	
William B. Irvine	President, Knickerbocker Lime Co.	59th and City Ave.
George C. Krusen	Secretary, Josephine LeFevre Co.	329 N. 15th St. 1438 Land Title Bldg.
Shippen Lewis	Lawyer	15th and Wallace Sts.
William Dodge Lewis	Teacher	751 Real Estate Trust Bldg.
A. F. Lindberg	Accountant	1422 North 8th St.
E. J. McAleer	Tinware Manufacturer	Nottingham, N. J.
Rev. W. C. McKnight	Clergyman	
Harry A. May	Proprietor, Empire Foundry Co.	30th and Chestnut Sts. 517 Chestnut St.
Arthur V. Morton	Treasurer, Pennsylvania Co.	
Duke Munyon	President, Munyon Witch Hazel Co.	53d and Jefferson Sts. 1506 Arch St.
D. Paul Musselman	Social Worker	
F. H. Nibecker	Superintendent, Boys' Dept., House of Refuge	Glen Mills, Pa.
Rev. C. M. Niles	Clergyman	Atlantic City, N. J.
Rev. E. J. Perot	Clergyman	Salem, N. J.
B. Franklin Pepper	Lawyer	1438 Land Title Bldg.
Warren T. Rawson	President, Holmesburg Trust Co.	Holmesburg
Henry F. Scheetz	Manager, Mfg. Dept., Presbyterian Board of Publication	1319 Walnut St. 30 S. 6th St.
Howard H. Shoemaker	Salesman	Bryn Mawr
Rev. W. B. Shumway	Clergyman	1600 Arch St.
Joseph M. Steele	Builder	810 Morris Bldg.
Amos C. Sudler	Broker	
Berkeley G. Tobey	Financial Secretary, Society for Organizing Charity	11th and Walnut Sts.
Walter Whetstone	President, Whetstone & Co.	911 Filbert St.

MAR 29 1911  
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## CITY CLUB BULLETIN

ISSUED BY THE CITY CLUB OF PHILADELPHIA  
1418 WALNUT STREET

VOL. IV

MARCH 15, 1911

No. 9

This issue of the BULLETIN contains a symposium on the subject, "What Is Philadelphia Doing Outside of Her Schools to Cultivate the Civic Intelligence of the People?"



## THIS WEEK

SATURDAY, MARCH 18, AT 1.15 P.M.—"THE SCHOOL CODE AS IT AFFECTS PHILADELPHIA" is the subject for the meeting of this date. Mr. George Henderson, President of the Public Education Association, and Dr. James McAlister, President of Drexel Institute, will present the financial and administrative aspects of the new code, and a general discussion will follow.

Luncheon will be served at 1.15 P.M.

The speaking will commence at 2 P.M.

## COMING EVENTS

SATURDAY, MARCH 25, AT 1.15 P.M.—"WHAT IS PHILADELPHIA DOING TO AFFORD HER CITIZENS AN OPPORTUNITY TO EARN A LIVING?" is the subject of the eleventh Philadelphia meeting. Mr. Alba B. Johnson, President of the Baldwin Locomotive Works, will be the principal speaker.

SATURDAY, APRIL 1, AT 1.15 P.M.—JUDGE CHARLES J. BUNDY, Chief Justice of the Municipal Court of Washington, D. C., will speak on the subject, "Are Municipal Courts Desirable?"

# WHAT IS PHILADELPHIA DOING, OUTSIDE OF HER SCHOOLS. TO CULTIVATE THE CIVIC INTELLIGENCE OF THE PEOPLE?

## FUNCTIONS

In order to accomplish this purpose it is necessary for Philadelphia. To stimulate interest in community affairs To disseminate information regarding community affairs To cultivate habits of intelligent participation in community affairs.

The most important agencies for accomplishing this purpose are:

## PUBLIC AGENCIES

Board of Public Education  
Office of the Mayor  
Bureau of Statistics  
Bureau of Public Health  
Free Library of Philadelphia  
Educational Associations  
Home and School Associations  
Local Business and Improvement Associations  
Women's Organizations  
Social Settlements  
Boy's Clubs and Boy Scouts  
The Church  
The Theater  
The Press

## PRIVATE AGENCIES

The good citizen of Philadelphia is the citizen who knows what to do in response to the situations which arise in his relations to the community life, and does it efficiently. Efficient civic action depends upon **civic intelligence** and civic interest. Since the civic welfare of Philadelphia depends on the extent to which her citizens are efficient in the various relations of their community life, it becomes an important function of the city to train her citizens for efficient community service by cultivating both the **civic intelligence** and the civic interest.

## Home and School

The most important influence, for good or for evil, in the training of citizens, is the home. It should never be supplanted as a civic educational factor, but it must be supplemented, aided and strengthened. The school has assumed many of the educational functions that, under simpler conditions, were performed in the home, and is the second most important agency for the cultivation of citizens. The work of the school in training for citizenship is discussed in the BULLETIN, volume IV, numbers 5 and 6.

## Wider Use of School Buildings

In order to increase the efficiency of the home and the school, or to supplement their efforts, or to perform civic educational functions that are wholly beyond their scope, various groups of agencies, both public and private, have arisen. Some of these were represented in the symposium on Saturday. One of them is the group of public agencies, of which Dr. Cornman spoke. The Board of Education has made a beginning in the direction of

wider use of the school buildings, not only for night schools for boys and girls who work during the day, but as social centers for the people at large, by means of which a livelier civic consciousness may be aroused. The Board has also made a small, but important, beginning in providing evening lectures for the people in the school buildings. Some of the other departments of the city government are doing distinctly educational work; notably the Department of Health which, by various means, is developing the **civic intelligence** on the side of the public health; and the Bureau of Statistics of the Mayor's office, by means of the municipal publication PHILADELPHIA, and by providing lantern slides illustrative of municipal activities.

## Private Agencies for Civic Education

Among the private agencies for civic intelligence, are the Public Education Association, whose specific purpose is to work for the greater efficiency of the public schools; and the League of Home and School Associations, of which there are about fifty in Philadelphia, and whose function is to secure closer co-operation between home and school.

The other groups of agencies for the cultivation of **civic intelligence** which were mentioned on Saturday are the seventy or more Local Business Men's and Improvement Associations; the Women's Clubs, Mother's Clubs, and other women's organizations; the unobtrusive Social Settlements, which are doing a civic educational work far out of proportion to their number and resources; the Church; and the Bureau of Municipal Research.

Many important agencies for the civic education of the people exist that were not mentioned in the discussion on Saturday. Some of these are: the press; the theater; the moving picture theater; the universities; the Young Men's and Young Women's Christian Associations; the libraries and museums; the Boy Scouts, whose work is described in volume IV, number 7 of the BULLETIN; the Boys' Clubs.

## Program of Civic Education Needed

It is apparent that Philadelphia is supplied with a large number of agencies whose purpose is, wholly or in part, to cultivate the **civic intelligence** of the people. Nevertheless, there seems to be a wide-spread feeling that the work of civic education in Philadelphia is not being

## A SYMPOSIUM ON THE CIVIC EDUCATION OF THE PEOPLE

Dr. Oliver P. Cornman  
Mrs. Edwin C. Grice  
Mr. E. J. Berlet  
Mrs. E. W. Biddle

### Addresses by

Mr. R. R. Porter Bradford  
Dr. Edwin Heyl Delk  
Dr. Jesse D. Burks  
Dr. Martin G. Brumbaugh.

The program at the regular Club meeting on Saturday, March 4, was a symposium on the subject, "What is Philadelphia doing outside of her schools to cultivate the **civic intelligence** of the people?" The principal speakers were Dr. Oliver P. Cornman, Associate Superintendent of Schools, who spoke for the School Board and other public agencies; Mrs. Edwin C. Grice, for the Public Education Association and the Home and School League; Mr. E. J. Berlet, for the Local Business Men's Associations; Mrs. E. W. Biddle, for the Women's Organizations; Mr. R. R. Porter Bradford, for the Social Settlements; Dr. Edwin Heyl Delk, for the Church; Dr. Jesse D. Burks, for the Bureau of Municipal Research; and Dr. Martin G. Brumbaugh, Superintendent of Public Instruction, who summarized the situation and made some pertinent remarks as to the thing that should be done. Mr. George W. Norris, Vice-President of the Club, presided.

Mr. NORRIS: *Ladies and Gentlemen:* An hour ago in casting about in my mind for one of those happy little phrases with which a toastmaster is expected to open proceedings, I thought I might be able to draw your attention to the contrast between the dull skies and gloomy weather outside, and the brightness inside; but in the last hour it has happily become as bright outside as inside.

This afternoon we have the rather unusual pleasure of having a number of ladies with us, who are naturally deeply interested in the subject which we are to discuss, and I want to acknowledge on behalf of the Club the indebtedness, which we cannot adequately express, which we owe to them for doing us the honor of being here in such numbers.

The subject this afternoon, as it is ex-

carried on in any adequate sense. Several things seem to be necessary. One is a determination of the kind of thing the people should be taught. A second is a determination of the methods by which interest and intelligence may be cultivated. A third is organized co-operation among the agencies that now exist for this purpose. Superintendent Brumbaugh, in closing the symposium on Saturday, made it clear that he is ready to co-operate, to the extent of his ability, in working out an effective plan. He called upon the City Club and upon the other educational agencies of the city to work with him. The time seems to be propitious for following up the discussion of Saturday with a well-devised program for civic education in Philadelphia.

pressed on the program, is rather a long one and the list of speakers is long. As you already know, no doubt, instead of having but a single address we are going to have a symposium, and we shall have short addresses from eight interesting speakers. That change in the usual arrangement makes it necessary, of course, that each address should be brief. Not at all, I want you to understand, with a view of stopping the interesting remarks of any of the speakers, but purely for the purpose of saving them the necessity of following the time, I am going to watch the time for them, and at the end of ten minutes, I am going to give them an idea of the lapse of time by ringing this little bell.

The subject, as you have noticed, is "What is Philadelphia doing outside of



her schools to cultivate **civic intelligence**?" With each of the speakers limited to ten minutes, it would be manifestly improper for the Chairman to take more than one or two minutes in the introduction, and I shall therefore say nothing more than that all of us realize, of course, that in a republican form of government any community gets as good a government as it deserves and wants, and no better; and that therefore if we are to have good government, either national, state or municipal, we must have among the people two things, a knowledge of what good government is, and a desire to have it. Now these two things, the knowledge and the desire, are what I understand to be generally referred to under this phrase, the **civic intelligence**, and it is along those lines that we shall have the discussion this afternoon. It will be opened by the gentleman whom I will first have the pleasure of introducing to you, Dr. Oliver P. Cornman, Associate Superintendent of the Public Schools, who will speak of the work of the public agencies.

#### Dr. Oliver P. Cornman

DR. CORNMAN: Mr. Chairman, ladies and gentlemen: In the recent celebration of the anniversary of the birthday of our first President, there was a revival of some of the old stories, and it has occurred to me that one of them might perhaps not be out of place at this meeting. The story was to illustrate his athletic prowess as a boy. It was related that he had thrown a stone across the Potomac River. That story was amended, as is the case generally when we find it difficult to learn the exact truth, so that we hear that it was not a stone that George Washington threw across the river, but a large silver dollar of the coinage of those days. Some irreverent joker ventured the suggestion that this did not prove anything, except to show how very much easier it was to make a dollar go farther in those days than at the present time.

#### EVENING USE OF SCHOOL BUILDINGS

Those of us who feel the high cost of living appreciate the difficulties of the educational authorities in trying to make their dollars go far enough with the regular work of the schools, so that they may have something over for the extra activities that come under discussion at this meeting. They have so little over, the dollar has to be spread out so thin, that my account of the activities of the Board of Education in this connection need not be very long.

The two varieties of activity that come

most prominently to my mind as evidence of the desire and the will of the Board to cultivate the **civic intelligence** of the people outside of the regular school activities, are the work of the social centers instituted a few years ago, and the work of public lecturers, instituted still more recently. The so-called social centers are carried on in about a dozen of our public school buildings. The Board of Education merely supplies the building and the heat and light, and obligates itself to pay the janitor for his services. The rest of the expense is borne by philanthropic bodies, organizations interested in the city, such as the City Club, the Civic Club, the Public Education Association, the Juvenile Protective Association, the social settlement workers, and even the active interest of private individuals, as in the case of the extraordinary work of Miss Cornelia Hancock, a lady of advanced years, who has all the activity of youth, and who is giving the best of her life to this kind of social service at the Point Breeze Social Center.

#### COMPARISON WITH OTHER CITIES

To get some comparative estimate as to the extent of the work, you may compare it with what is being done in the recreation centers in New York, which resembles the work we are doing in the social centers. The New York recreation centers are conducted on a scale of about twenty or twenty-five times as large as the scale upon which the social centers are conducted in this city. They keep their schoolhouses open, those that are used for this purpose, five or six evenings in the week, whereas ours are kept open two evenings in the week for a limited period during the year. They not only supply the building and the janitor's service, as we do in Philadelphia, but on the pay rolls of the Board of Education of New York is a considerable list of employees,—gymnastic directors, lecturers, and so on, that direct the activities of the recreation centers, and put that work on a par with the organized educational work in general.

The city of Rochester, which has developed the social center work along more original and progressive lines, probably, than any other city, has appropriated as much as \$20,000 a year, and more, for the conduct of the work. But while Philadelphia seems to be lagging behind the two cities I have mentioned, the fact that she is doing anything at all should be noted, because throughout our broad country there are less than a dozen cities engaged in this kind of school activity, or this kind of extra-school activity, for the

cultivation of the **civic intelligence** of the people.

#### PUBLIC LECTURES

The public lectures have been but recently instituted here under the auspices of the Board of Education. The faculties of the higher schools have for years been doing most valuable volunteer service along this line. About a year ago the Philadelphia Teachers' Association, under the leadership of Miss Corinne Arnold, the very efficient chairman of one of their committees, gave what might be called demonstration lessons as to the possibilities of public lectures in the foreign quarters of the city, and this current school year the Superintendent obtained from the Board of Education the meagre appropriation of \$500 to make some experimentation along this line. Up to date there have been conducted somewhat more than one hundred lectures, given in about thirty centers, to an average audience of more than 200, and to an aggregate audience of 30,000 or more. Comparing that again, to get some perspective, with our great neighbor, New York, where they have been conducting that work for some fifteen years, they have opened for public lectures some five thousand schools, with an aggregate audience of a million people a year. They have a somewhat smaller individual audience than we have in Philadelphia, averaging less than 200 per lecture. The only point where Philadelphia stands well by way of comparison is in the cost under which the work is administered. Here it is administered at a cost of something less than two cents per auditor. The cost in New York is something more than twelve cents per auditor.

#### CO-OPERATION OF STATISTICIAN

Philadelphia is able to do the work at that slight expense because of the active assistance and sympathetic co-operation of so many organizations that are civically interested in Philadelphia. The organizations that I named originally as interested in the social center work have contributed their interest likewise to this work of the public lectures. The great national organization, the Civic League of North America for Immigrants, has come nobly to the rescue, and has given us practically at cost lecturers in Italian, Yiddish, Polish and German, in various schools of the city. I get some very enthusiastic reports from the principals of the schools where these evening lectures are conducted, the most recent coming from the Italian quarter. Miss Kelly reports to me that, as the result of the last lecture, four classes in naturaliza-

tion have been established in their social centers.

I find the time is running on, and I still have much of the subject before me. I may say that one of the factors which have been of considerable assistance to us has been the office of the Statistician to the Mayor. They have been most cordial and sympathetic in furnishing us with all the data at their disposal, and in furnishing the lecturers with the slides they that are rapidly accumulating in their energetic photographing of the important points of interest in our great city.

#### EDUCATIONAL WORK OF HEALTH DEPARTMENT

Then I believe I was to say a word in regard to the work of the Bureau of Health along extra-official lines of educating the people civically. That is a point with which I hardly feel competent to deal. I may say, however, that the Bureau has an inadequate corps of visiting nurses—inadequate only in numbers—and that Dr. Neff has been of great assistance in dealing with questions which affect the poorer sections of this city through his weekly bulletins on topics of health and sanitation which he furnishes to the newspapers for release on Monday. He from time to time gives the most valuable advice to the citizens on the cultivation of **civic intelligence** as regards personal and civic hygiene. By means of a self-sacrificing personal campaign of lectures and addresses on his own part and on the part of the members of his staff, he is endeavoring as well as it is possible with his limited resources to do this extra-official work. The cry that comes from all these departments—and the significant thing, it seems to me, is that this cry is coming from all the departments of the city—is a cry for more money that these various fields of work may be extended and expanded, that the work may be done more and more efficiently. It reminds me, if I may take a minute more, Mr. Chairman, of the story of the small boy who was reproved by his father for spreading his bread not only with butter, but with jam. The father said, "Don't you think, son, it is a bit extravagant to use the jam as well as the butter on this bread?" The boy replied, "Oh! no, sir; I make one piece of bread do for both."

Now, perhaps the time will come when these extra-official, these extra-routine, methods of educating the people, may be put in the category of the fundamentals, and get their appropriations along with the more regular, conventional, traditional, ways of dealing with the subject.

## WORK OF EDUCATIONAL ORGANIZATIONS

MR. NORRIS: Dr. Cornman has referred to the assistance that the public authorities get from the various organizations and individuals who take an interest in schools and in the scholars. As many of you know, and as those of us who don't know will be glad to hear more about, one of these is the Home and School League. The President of that League, Mrs. Grice, is with us, and I have now the pleasure of introducing her, to speak upon the work of the educational organizations.

## Mrs. Edwin C. Grice

MRS. GRICE: I was asked to speak for two organizations, one of which is thirty years old and the other but three. But then it does not make much difference about age, for there is not any question of age in things of the spirit. Both of these organizations have exactly the same spirit, the desire to further the very best interests in our educational system here in Philadelphia.

## PUBLIC EDUCATION ASSOCIATION

Perhaps the older has priority and should be mentioned first—the Public Education Association. This is made up of a different personnel from the Home and School League. I always think of Charles Dudley Warner's expression, in "Back Log Studies," when I think about the Public Education Association and the work it has done in Philadelphia: "If you want a good fire, light it on top." That is what the Public Education Association has been doing for the last thirty years, not only lighting, but attending to the fire. Its aim is to discover the very best methods and the very best teachers for the children of this city, who will soon be our citizens; and having discovered these methods, its purpose then is to advocate them by various means, to secure them through legislation and in other ways. I am sure that any of you who are interested in educational progress in this city within the last twenty years will know that the Public Education Association has stood back of every onward movement with regard to the progress of education.

Now, what I do want to say to every one here (because this is lighting the fire on top, you know) is that while you may not feel like carrying on a social center such as Dr. Cornman referred to, it does seem to me a very rare privilege for every man and woman of this city who cares for the system of public education, to become a member of the Public Education Association.

## HOME AND SCHOOL LEAGUE

As to the Home and School League, how can you tell in five minutes about what is keeping us busy all the time, day and night, and growing so in its activities that we do not know where we are? It started with a desire to get a sympathetic intelligence on the part of the home toward the school, which did not use to be. I remember the day when the people in the homes were very indifferent toward the schools. You could not find one person in a hundred who seemed to have any interest in the subject. It always reminds me of the story of the young man and the girl who went out riding. They rode and rode and rode. He was very indifferent. By and by she said, very pensively, "I am terribly lonely." He did not make any response. Then she said, a little more pensively, "Nobody loves me." Still he made no response. By and by she said, "My hands are awfully cold." Then he said, "Now, you are not telling the truth at all. Your mother loves you, and you can't be lonely for you have so many girl friends; and if your hands are cold, just sit on them."

Now, that was about as much interest as the home used to have for the school, but it is really very, very different now. The home is awakened all over the city to an interest in what is being done in our schoolhouses. It is throwing our schoolhouses open everywhere for the larger uses to which they are to be put. They are to be buildings for appealing to the people, and they should be used by the people for purposes of the public good. I was delighted when Dr. Cornman made so much of the social center idea, because every bit of that work is done through the League. When the Civic Club carries on its social center work it does it through the League.

## NEW SPIRIT BETWEEN HOME AND SCHOOL

I noticed that Dr. Cornman said the City Club was carrying on a social center, and I was delighted, because I hoped it would be a suggestion that the Club would take up. That was a slip up, wasn't it, Doctor?

Let me tell you of these simple Home and School meetings. I wish you could have been out in West Philadelphia at a school the other night. You would not have thought you were at a school at all; you would have said, "This is an old time county fair." Did you ever go to a county fair, where the mother sent her very best bread, her very best cakes, her finest patchwork, and all the rest of it? Great long boards were put, the other night, over

the tops of the desks, and each division had its proper setting, with a whole line of all sorts of things, breadstuffs, cakes, and so on. There was a line of salads too. They were to be judged by men, and the things were so good that the judges ate most of them up, but they passed around little bits for the rest of us, and it was certainly good. The recipes for every one of the articles were put in a little book and sold in that community, the money going for the purpose of putting pictures on the school walls. This gives you an idea of what the new spirit is accomplishing. I have not time to tell you of the other two meetings that I had it in mind to mention.

## WORK OF BUSINESS MEN'S ORGANIZATIONS

MR. NORRIS: Necessarily, the business men of a community must have a large share in shaping the governmental policy of the community. Of late years, both locally and by trades, the business men of this city have been coming together in a number of close, useful associations. One of the very best of these associations, and one whose work many of us, perhaps, have seen more of the results of than any other, is the Walnut Street Business Men's Association, of which Mr. Berlet is the President. We also have him with us, and will ask him, as the next speaker, to deal with the work of the business men's associations.

## Mr. E. J. Berlet

MR. BERLET: Mrs. Grice had only two organizations to speak of, Dr. Cornman only one, and I am asked to speak of about seventy-three, in ten minutes. Fortunately, their work is all somewhat similar. While business organizations have been known in this city for the last twenty years, I think there are only three now in existence that are twenty years old. Of the others, very few are more than five years old, so that the work of the business associations may be said to be still in its infancy. I fear that so far as civic education is concerned the business association of to-day is just a bit selfish, and has not given this particular branch of activity due attention. These bodies were organized primarily for the physical development and improvement of their various trades or localities, taking up such matters as improved paving, better transit facilities, and so on, but the question of broad, active, municipal duty, or the question of development along lines of civic education, has been somewhat in the background.

## SECTIONAL VERSUS GENERAL INTERESTS

What is true of the associations individually is true of the combined effort, if I may term it that, of the United Business Men's Association, which consists of thirty-three associations, in that we are greatly hampered in our civic educational work by the fact that no individual association will refer to the united body matters which are of general civic interest. In other words, matters which should be broad in scope are brought down to a sectional proposition, because the association which fathers the particular resolution or improvement appreciates the publicity which it gets in the newspapers, and wants the credit for it; whereas, if it were treated broadly by the one hundred and fifty-five delegates who represent the thirty-three associations in the united body, it would be much better. Furthermore, as all of our active workers in civic improvement know, this requires money. With their selfish and narrow points of view, the business organizations, unfortunately, do not yet see the value of spending money on something which has not a direct and immediate bearing on their section, and they do not become interested in general civic development. Yet we know that general civic development means business improvement for every member of these individual associations. If we could impress this fact upon them, I think that condition would materially change.

## NEIGHBORHOOD LEAGUES

I am asked to discuss the situation as it exists, and I am rather sorry that I have to take the organization to task in this manner. I must do so, however, as we have not done our share of the work. We cannot in our work prepare a budget, and I think with civic development work it is very well to know what it is going to cost before you go into it. In consequence of not being able to prepare a budget of probable expense, the expense falls on a few, and the work falls on a few.

I see a great change coming over these business associations, brought about on account of the influence of the purely improvement, or betterment, leagues which operate in a neighborhood center rather than in a business center. These neighborhood leagues are taking an active interest in the development of educational activities, because they have a direct interest through their children who attend the schools of that particular vicinity, and I feel that the effect of these improvement leagues on the business associations will be such that within a few years the business