The COMMON-GOOD

OF CIVIC AND SOCIAL ROCHESTER

"Know Your City"

SHALL ROCHESTER IMITATE ATHENS?

"ONCE UPON A TIME THE CITIZENS OF A CERTAIN CITY IN GREECE WERE GREATLY INTERESTED IN THE NURTURE AND TRAINING OF CHILDREN. WHEN THE QUESTION AROSE AS TO WHETHER THEY SHOULD BUILD A GREAT PUBLIC SCHOOL OR OPEN A PLAYGROUND—PALAESTRA—IT WAS DECIDED TO OPEN A PLAYGROUND. NOW, IN THE COURSE OF YEARS, IT CAME TO PASS THAT THE CITIZENS OF THAT CITY ADVANCED SO FAR BEYOND THE REST OF THE HUMAN RACE, THAT IN ALL THE CENTURIES SINCE, EVEN TO THIS DAY, THE CITIES THAT HAVE GONE ON BUILDING PUBLIC SCHOOLS AND NEGLECTED TO OPEN PLAYGROUNDS HAVE NOT BEEN ABLE TO CATCH UP WITH THEM."—*G. E. J.*

—See Marion Bromley Newton's article on Page 13

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The Common-Good

of Civic and Social Rochester

VOL. IV. NOVEMBER, 1910. No. 2

WRITTEN UNREQUESTED

"I have just received the first number of your magazine, and wish to compliment you on its attractive appearance and useful contents. Dr. Belcher's article on 'The Dental Dispensary' was called to my attention last night by Prof. Zueblin, who was particularly interested in it."

LEVY S. RICHARD, Editor of "*The Boston Common*."

"This looks good. It ought to quicken the life in its particular field. I believe it will. I congratulate you."

WILLIAM S. CRANDALL, of Buffalo Chamber of Commerce.

"I received the copy of the first issue of the 'Common Good' yesterday. I congratulate you upon the co-operation for which it stands."

EDWARD J. WARD, Dept. of Civic and Social Centre Development, University of Wisconsin.

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Editorial

THE POOR MAN'S BACK AND THE LIVING WAGE

Tolstoy writes somewhere that the position which the well-to-do and educated classes occupy to-day is that of the Old Man of the Sea riding on the poor man's back. He says that we will do almost anything for the poor man, teach him, sing to him and give him charity, anything but get off his back. This may be true, but it certainly is not obvious. Assuming that the rich man is on the poor man's back, who put him on? Who keeps him on? Who will climb into his seat if he dismounts? These are all legitimate questions. We are not blind to the undemocratic and selfish injustice of most modern industrialism, neither do we wink at the arrogant assertion of power which money has placed in the hands of men who without moral fitness are trying to frame our laws, but we make no quibble in answering these questions to the disadvantage of the poor man as well as the rich. We know of poor families where comparatively more money is spent for domestic needs than in homes four times richer. Finery and foolery make a large hole in the poor man's wage. Thousands make their poverty miserable by carelessness, uncleanliness and wastefulness. If they only have one window in their tenement room, they will darken it with heavy dust and germ collecting curtains, and seldom open it. If they are too poor to buy certified milk for their children, they will poison what they do buy by leaving it exposed to the flies. If there is not enough money for warm underclothing, there is always plenty found for tobacco and beer. Without forgetting the rich man's contribution, it must not be forgotten that brewery dividends mean that the poor man is "on his own back." It is truthfully said that poverty and economic inefficiency are tremendous causes of drunkenness, but we recently saw a letter from a saloon keeper which tried to teach the opposite. "We need not ask a liquor-seller," he writes, "to believe that hard times and poverty are favorable to his interests." He said, that when men obtained a rise in wages, his income from liquor increased. The poorer the man, the less he has to spend for beer.

These are hard human facts which no class has a right to use against class. They complicate all our efforts for public good, but they do not cancel the need for such activity. The rich man can be just as foolish and intemperate as the poor man; only with him the economic result is not as disastrous. One thing however they do not warrant, the denial of a living wage.

There are disputes between labor and capital in which all questions of union

recognition and employer's freedom are eclipsed by large civic and humanitarian interests. We do not mean that there are times when practical economics have to be ignored in the interest of sentimentalism. But as with every other problem of really human interest, it is essential that solutions shall be reached in the light of considerations from all quarters. It is usually taken for granted that self-interest will always know what is best for itself; but there is really nothing more blinding. For instance, in the laborers' strike in this city last summer, the uppermost question in the minds of many, was one of the relative value of workmen. Should a bad worker be paid as much as a good worker? This is a perfectly fair question, the trouble is that equally good citizens have not the same answer. One replies, that the inefficient worker should not receive as much as the good worker because he has not earned as much. The other replies, that if the good worker is willing that his inefficient brother should receive as much, he should receive it. The one expresses the just and fixed law of measure for measure; the other expresses the admirable but vague spirit of class solidarity and brotherhood. The large proportion of truth and justice in both positions, always makes their conflict distressing. But apart from the freedom of the employer and the solidarity of the worker, there is the large public question as to what constitutes the common good in such a dispute. Granting, for the sake of emphasis here, that an employer should not be compelled to pay an inefficient worker as much as an efficient one, is there not a minimum below which the wage of even the inefficient worker should not fall? Is it not a public question that the wife of every laborer in the city should have the wherewithal to properly feed and clothe her children, meet the ordinary requirements of decent living and at least be equal to the norm of modern standards? It was decided a little over a year ago after a very thorough and impartial investigation that in the cities of this state no family could meet the absolute necessities of life on less than seven hundred dollars a year. And yet our Rochester laborers were trying to exist on two hundred dollars less than that minimum standard. We say emphatically that far more than a question of employer's freedom or class solidarity this was one of social ethics. We cannot afford to have so many living below the norm of decent living. Indirectly we all are asked to make up the two hundred dollars lacking in each man's wage. We either pay it in taxes for crime or give it in charity for tuberculosis and the remedying of our wastefulness in the conservation of human lives.

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NEW CHILD LABOR LAWS FOR ROCHESTER

There went into effect on October 1, a number of fresh regulations affecting child labor in our city. The recent investigation into the work of messenger boys in the tenderlain districts of our large cities, has led to the enactment of this law, that in all first and second class cities, no boy under 21 years of age shall be employed after 10 P. M., or before 5 A. M. as a telegraph messenger. In New York, Buffalo and Rochester this law will be enforced by the Mercantile Bureau of the State Department of Labor.

Another praiseworthy change makes the labor law refer to the boys who set up pins in bowling alleys, and the employment of children as messengers and ushers in places of amusement. All such work is illegal for children under fourteen, and under sixteen, if they have no employment certificate, and then only from 8 A. M. till 7 P. M. When it is recalled that only eight inspectors are appointed for New York, Buffalo and Rochester for the enforcement of such laws as the first mentioned here, it becomes one of our civic obligations that personally and indirectly we shall insure respect for them.

Industries *of* Rochester and the Mechanics Institute

By Carleton B. Gibson
President of the Mechanics Institute.

The Mechanics Institute of Rochester is an important factor in the industrial and domestic life of the people. It also makes no insignificant contribution to the aesthetic wealth of the city.

The Institute has two great co-ordinate aims or ideals: Home-building and Industry-building, with both resting on art. When either of these elements of strength is given to a student, his type of citizenship need not concern the public. He is going to be a good citizen.

The home-building work of the Institute is both direct and indirect. Various courses aim at direct preparation for greater efficiency in the home, and the normal training course of the department of household arts and science aims to train many efficient teachers, who will give instruction to thousands of young home-makers in the schools of this country.

The industry-building departments which are carried on under three heads, —industrial arts, manual training and mechanic arts courses,—have also direct and indirect results upon the industries. The normal classes of the manual training department send out many young men and women to teach in the industrial schools and manual training departments of public schools. The graduates from the industrial arts and mechanic arts classes go into the industries, frequently with considerable earning power and skill.

The department of applied and fine arts is fundamentally related to all other departments in carrying out the aims of the Institute.

The avowed aim of Mechanics Institute is "to furnish to persons engaged in industrial or domestic pursuits or who purpose to enter such pursuits, practical instruction which shall fit them to do their work with greater intelligence and efficiency."

The Institute has its own particular place in the educational scheme. It has no ambition to encroach upon the territory of the American college, nor does it wish to interfere in the least with the work of our excellent high schools or university. Its aim is to give only industrial and domestic training and not advanced scholarship. It must give the essentials of academic training in such subjects as are vitally related to home and the industries, and give such subjects as will enable its graduates to go on indefinitely in increasing earning power.

No branch of education seems to have had more attention in all sections of our country within the past ten years than industrial education. It is a wide-spread movement and has come to affect the public elementary and high schools, the schools of engineering and technology, and to be of some concern to the colleges.

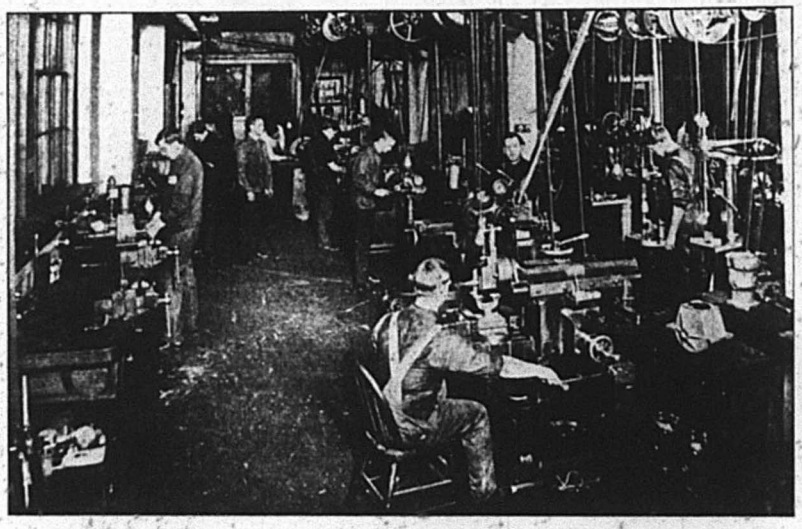
Institutions that approximate the type of the Mechanics Institute have all had remarkable growth and success because of this general interest. The National Educational Association, and National Society for the Promotion of Industrial Education, and the American Federation of Labor have, through committees, made careful study of these subjects and all have gone on record as favoring it. In the last joint discussion between the council of the National Educational Association and labor leaders, it was agreed that labor unions favor public industrial training.

The only limitation that has ever come as a suggestion from the labor unions is that the number of graduates for the several trades be limited to those actually needed in the local trades.

This was not considered a very serious suggestion of limitation, for the reason that American boys are to have equal opportunities in public education and labor is not entirely local and stable, and further, that no one is able to say how many of a class beginning a course of training will gradnate.

While the aim of industrial education is not primarily to increase dividends, it is concerned with the more satisfactory working of industries. Its chief aim is to fit young persons to take at once their places in life under our social ideals which, it must be conceded, are largely industrial and commercial.

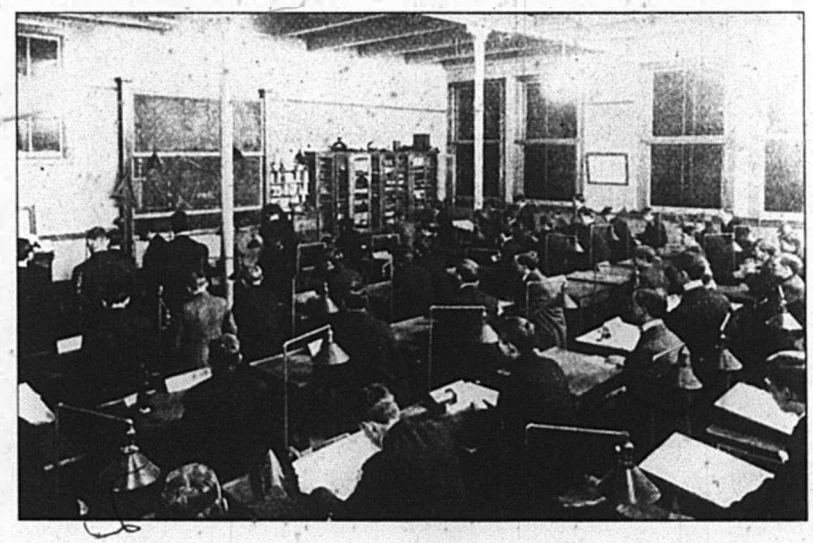
The social ideals of the American people are not simply becoming industrial. As Prof. John Dewey said ten years ago, they are already industrial; and this is



Machine Shop (Looking North)

Mechanics Institute

Wood Turning and Pattern Making at the Mechanics Institute



5000 Young Men have been instructed here in Mechanical Drawing

true in no part of America in so high a sense as in Rochester. The industries of the finer and higher craft type are abundant and contribute largely to the welfare and happiness of the people. The 1,300 industries have doubtless had much to do with making Rochester. Rochester has entirely made the Mechanics Institute. It would be a fitting return if the Mechanics Institute could contribute in large measure one of the essential factors in industrial prosperity. Intelligent skilled labor is as necessary in industry as capital or managerial brains. The Mechanics Institute should bear so vital a relationship to the welfare of Rochester that it would contribute in large measure this annual supply of intelligent skilled labor.

For a long time the supply of such labor has been to large manufacturers a matter of serious consideration. It is no less serious to-day than a year or five years ago.

There are two sources of supply, the apprenticeship system and industrial education. The apprenticeship system of training has been found to be expensive, inadequate and unsatisfactory; and while it still exists in modified form, there is a feeling that something better should be substituted.

The late Carroll D. Wright in a report to the Bureau of Education on the apprenticeship system says:—

"It is recognized that the apprenticeship system on the whole, especially as it was conducted formerly, possesses many features that are unjust and uneconomic, and some features that may be called immoral. That is, the ethical side of the apprenticeship system of the olden times, is not a satisfactory one. Under it, the apprentice found that he was doing quite as good work after a while as the journeyman ahead of him, but must be tied to an apprentice's wages a term of years. This was an immoral situation in itself and helped to demoralize the apprentice. He became, when he graduated, a man who would slight his work, because he had been unjustly treated economically. At least this was the case in many instances, and this tended to make a bad workman as well as a man given to loafing. Now, the modern idea is to perfect him in theory, and, to a large extent, the practice of his trade in the shortest possible time commensurate with efficiency and adequate skill.

The apprenticeship system, pure and simple, would not teach the apprentice, as would the industrial school properly equipped, all the science and art of the trade in which they were enlisted. In order to become a thoroughly skilled mechanic, a young man ought to understand not only the science and mathematics of the work, but something of the art itself. This knowledge of the art he would gain as an apprentice in one of our great modern manufacturing establishments, so that he would secure from his apprenticeship system and from the industrial school, or from the two combined, the very best possible equipment that would lead to the greatest efficiency. This is the need of the day and the work that is progressing."

Most manufacturers who retain a modified apprenticeship system acknowledge that they do it as a dire necessity, due to scarcity of skilled labor, and they would as a rule be very glad to dispense with it.

In this city one establishment maintains an apprenticeship school at enormous expense, but finds it necessary to get the kind of labor needed. The boys are paid $5.50 per week throughout the course of training extending over three years and their teacher is a skilled mechanic who is paid good wages for no other purpose than to teach these boys. The product of their work has no commercial value in the first year and very little in subsequent years.

It can easily be seen that 25 such boys would cost that industry about $31,000, with no legal right to this costly product. Because of the weekly pay, they are able to get and keep the boys during their term of apprenticeship, but it must also be remembered that there are many enthusiastic boys who are going to school and paying their way, with more or less definite determination to go into the industries. If the industrial schools could give these boys training satisfactory to the industries in addition to academic training, they would be turning out boys with immediate good earning power.

There are 200 varieties of the 1,300 industrial establishments of Rochester employing about 50,000 workers and aggregating nearly $100,000,000 of capital. What a field for employment and service! The six leading lines of industry—clothing, shoes, photographic apparatus, optical apparatus, printing, furniture and electrical machinery—employ about 20,000 people. Of these at least 1,000 must be yearly additions. One thousand opportunities for effective service with living rewards from fifty to one hundred and fifty dollars per month!

If the industries could feel that such labor as they need will be trained in the school, they will be glad to give their support to such training.

Exhibition Day at Industry

By Florence Beckwith

It so happened that one week I was at the old location of the State Industrial School in this city, viewing Dr. Crapsey's vacant-lot gardens and incidentally taking a look at the high stone walls which surround the old institution, and the next week I was at Industry, enjoying the exhibition of the products of the new school and learning something of the various industries taught the boys, having a glimpse of the homes afforded them, the pets allowed them, and many other things pertaining to their welfare and happiness which I had not known before.

The State owns over 1,400 acres of land at Industry. At present there are nearly 600 boys who are inmates of the school. These are divided into colonies of 25 each and assigned to cottages which are located in different parts of the farm. There are more than 30 of these cottages, or colonies, each of which is known by an Indian name, such as Seneca, Huron, Irondequoit, etc., and each in charge of a man and his wife.

A bakery on the grounds supplies the whole school with bread and a dairy furnishes the butter; there is a laundry, a printing office, a shop where tools and implements are made, etc., etc. Under supervision the boys perform the labor in the various departments, as well as do the farm work, the carpenter work, the painting, the grading of the grounds, the laying of concrete walks, and other things too numerous to mention. They also help about the work done in the cottages, polishing the floors, caring for the dormitories, etc.

The cottages are models of neatness and order and supplied with all necessary appliances for the comfort and convenience of the occupants. The large, well lighted and well-ventilated dormitories were particularly noticeable.

Two neat chapels, one for the Protestants and the other for the Catholics adorn the grounds, and the Jewish boys are gathered in the assembly hall for religious instruction.

Each boy is given one square rod of land and on it he can plant whatever he pleases. He can devote it all to one crop, or he can raise as many different flowers and vegetables as he wishes, and it was astonishing what a variety and what a quantity some of the boys had succeeded in growing.

Flowers and vegetables made up a large part of the exhibition of the products of the school, and in both of these the display was fine. Among the flowers, the asters were particularly noticeable for size and beauty. All the garden vegetables were represented by specimens which would have done credit even to a State Fair.

The melons exhibited were particular fine. Everybody knows how fond boys are of melons, and one could but think of the self denial that had been necessary to keep them for the exhibition, for the temptation to sample them must have been strong.

In the cottages the boys learn to bake cakes, pies, etc., and the show of baked goods covering several tables looked very tempting. Jellies, canned fruits and pickles also made an attractive display.

All the clothing for the inmates, including their uniforms for summer and winter, caps and shoes, is made by the boys. They do their own mending, too, and the neatness with which stockings were darned and garments patched would be creditable to a graduate of the Mechanics Institute.

One would hardly expect that the boys would care for fancy work, but the teachers said that they like to do it and are greatly pleased when any one offers to show them how, and specimens of drawn work, embroidery, crocheting, patchwork and various other things were just as pretty as a girl could make. Like all boys, they are fond of kites, and a number of artistic ones decorated the walls.

Each colony had a display of its school work, and the specimens showed an accuracy and a painstaking neatness of which the teachers might well be proud.

Out on the grounds the pets of the boys were on exhibition. Cats and kittens, dogs, rabbits, squirrels, chipmunks, guinea pigs and guinea hens, doves and chickens made up a lively assortment, and the pride of the boys who had won prizes for their pets and the tenderness with which they hugged them up showed at least one avenue to their hearts.

One of the keepers sometimes takes his charges out at night coon hunting. So much do his boys enjoy this, it goes without saying that none of them ever is guilty of running away, and very proud are they of their live coon pets.

The boys take charge of the domestic animals on the farm and the horses and colts, cows and calves, sheep, ducks, geese, turkeys and chickens made a display equal to a country fair. At the close of the afternoon there was a parade of the prize-winning animals and the boys had a chance to proudly display their special charges. The dexterity shown in managing their ox-teams would have done credit to a yeoman of pioneer days.

The question has several times been asked me: "Do the boys look hardened, are they a bad-looking lot?" Not by any means. They are as good-looking boys as you would see in any school, with nothing in their countenances to indicate depravity. One teacher in speaking of her particular colony said her boys were not bad at all; some were full of mischief, but among them were as nice boys as she ever knew, and she liked her work there far better than teaching in the public schools. Another spoke of how little it took to please her charges, and said that the money which she formerly devoted to charity she now spent for her pupils in ways which she knew would afford them pleasure, even when the expense was trifling.

One building, or colony, was pointed out as being a place of detention for very refractory cases, and one teacher said that so much did her boys hate to be deprived of their liberty, that it was only necessary to refer in a casual manner to this place to bring the most obdurate to terms.

A little thing showed the kindness of heart of one keeper. In his cottage was a case of whooping cough, so the colony was quarantined, but, in order that his charges need not be deprived of all the pleasures of the exhibition, and especially of the parade, he had filled one of the farm wagons with the boys and, stationed at a safe distance, they had a chance to at least see the fun.

If you have never attended the annual exhibition of the products of the school at Industry, dont' fail to do so next year. The display will surprise you, and when you look round on the glad faces of the boys, note their pride in their achievements, their happiness when they win a prize, their affection for their pets, and, more than all, when you see the measure of freedom accorded them and the various kinds of work they are taught to perform, and realize how the out-door life and work will be likely to influence them to want to live in the country rather than in the crowded cities, you will surely rejoice that there has been a change in reform methods and that the boys are having a chance for their lives.

Trees in Rochester Parks

By Calvin C. Laney
Superintendent of Parks

In the large parks of Rochester there are belts of trees planted along the boundary line to prevent any unsightly objects, that may be outside of the park, from being seen from any point on the level of the ground inside of the park.

In Genesee Valley Park there is a belt of planting on the east side of the river extending from the dam on the north along the east side of the park property to the north side of the Westfall Road, a distance of about a mile, and along the north side of the Westfall Road about four thousand feet to the river, and on the west side of the river two miles to the dam. The width of the planting on the east side varies considerably, for from Elmwood Avenue to the river it was the design of the landscape architect to utilize a good portion of the land along the Erie Railroad for a forest of native trees and a narrow lane was made through a part of this forest for a forest drive. The land which is occupied as a forest or a timber belt was thoroughly trench plowed and cultivated be-

fore the trees were planted. In trench plowing for trees the land is plowed by two ordinary farm plows one following the other, thus plowing to an extra depth, followed by a subsoil plow which stirs the land to a depth of about twenty inches. After the trench plowing the land was thoroughly cultivated with disc-harrow and smoothing harrow and then manured with well rotted cow dung at the rate of fifteen cords per acre. After the manure was spread and harrowed in, the land was marked with a corn marker in rows four feet apart for the trees. The trees in the forest planting were seedlings about two feet high and consisted of the native forest trees pin, red, scarlet, white, swamp-white, chestnut and burr oaks, shagbark, and mockernut hickories, beech, sugar and red maples, white ash, black cherry, tulip, cucumber, yellow, black and canoe birch, shad, hornbean, ironwood, dogwoods, Kentucky Coffee, thorn trees for permanent trees, and for nurse trees, the silver maple, box elder, shining leaf willow, Carolina and Aspen poplars, catalpa and black locust. Trees planted thickly grow much faster than when standing alone. Native shrubs were also planted among the trees to help shade the ground as quickly as possible. "Plant thick and thin quick" is an adage among foresters. About eighty thousand seedlings were planted in the forest planting in Genesee Valley Park. The seedlings were bought of men who make a specialty of raising seedlings for forest planting and the price is low. After the ground was marked, several men with armsful of mixed trees hastily distributed them four feet apart on the marked lines, and other men followed with spades and hastily planted the trees. No great care was taken in planting them, as seedlings are so cheap, it is more economical to lose a few by quick planting than to spend too much time in the operation of planting. The trees were planted in the fall of the year, and the next summer were cultivated with horse cultivators to keep down the weeds and conserve the moisture in the soil. For about three years the trees were cultivated until they grew tall enough to shade the ground, so the weeds could not grow. As soon as the nurse trees began to crowd the permanent trees they were gradually cut down. Every year it is necessary to take out some of the nurse trees and it will probably be necessary to cut out a few trees each year for many years to come. For the large trees that were planted in groups or as single specimens on the meadows, care was taken to dig large and deep holes removing all poor soil and replacing it with good friable garden soil. It is common to dig holes eight feet in diameter and three feet deep, letting the soil settle before planting the tree. It is a good practice to prepare holes for planting specimen trees in the fall and let the earth settle until spring when the tree can be planted. Trees are selected for their beauty or picturesqueness in winter as well as summer and their gorgeous colors in the fall and for their showy fruit. Elms and basswoods were not used in the forest planting, but they were used as specimen trees on the meadows and along the paths and roads in the parks. Norway maples and a few sycamore maples and the Oriental plane trees, among foreign trees were recommended by the landscape architect to plant on the meadows, but not in the forests. It has been found that as a rule the native trees are best for Northern United States at least and are the only trees that we can depend upon to thrive when from fifty to two hundred years old.

At Highland Park there is a collection of hardy coniferous evergreen trees in the pinetum.

The long experience of Ellwanger & Barry in the cultivation of trees in Rochester, and Dr. Charles S. Sargent, Director of Arnold Arboretum, and Mr. Hunnewell of Wellesly, Mass., the late Henry Winthrop Sargent, who owned the celebrated Wodenethe on the Hudson opposite Newburgh, and the late Charles A. Dana who owned Dosoris at Glen Cove, L. I., all celebrated cultivators of conifers enabled the Park Commissioners to select only the hardiest conifers, and to avoid wasting time and money in experimenting on useless trees. Trees that proved failures in those establishments were not planted.

The trees growing in groups and as single specimens on the meadows and along walks and drives were mulched every fall with sheep manure and dug around every summer. They were generally pruned to prevent the branches overlaping and to aid in their symmetrical growth. No serious insect pests have attacked the trees that cannot be controlled by spraying or by destroying the nests and egg masses.

Living Conditions Among the Italian Laborers

By Florence L. Cross

Head of the Bureau of Information and Protection of Foreigners.

"How can we live as the Board of Health wants us to?" said an Italian laborer last summer, in explaining the necessity of the strike of the Street, Sewer, and Excavating Laborers' Union. "We must live crowded or we couldn't pay the rent."

The average Italian family may be said to consist of a man, his wife, and four to six children, and the boarders, anywhere from two to twelve, according to the size of the house or rooms they occupy and the pressure of their economic necessities. The boarders help to pay the rent, and in some cases are the only source of income when the father of a family is injured, or is out of work, or dies. For example, a few years ago Mr. B. died of tuberculosis; he had been a sewer excavator. His widow maintained herself and her three children by renting two of her four rooms to eight boarders and sending her eleven-year-old daughter to work. Mr. P has a wife and six children, and, as is customary among the Italians, is trying to buy the seven-room house in which he lives; therefore they keep twelve boarders. The standard payment received for one boarder is $3.00 a month. For this he is given his lodging, his weekly washing, and his cooking, largely confined to the evening meal. The boarder buys his own food.

To explain this necessary crowding, this inability to "live as the Board of Health wants us to," let us take the wages of the Italian laborer and see how he spends them. Before the strike last summer, the street and sewer laborers were receiving, and had been receiving for eight years, 21 cents an hour. This amount was a peacefully won increase of 1 cent an hour over the 20 cents won the year before by a strike. In these nine years the cost of living has increased rapidly. Last July, at the end of the four weeks' strike, the street and sewer laborers gained the point of a raise to 22 cents an hour, nearly half a dollar a week. Their work is seasonal, and from the first of November to the first of May they must stand idle or depend on odd jobs, or low grade factory work at $5.00 a week. Even during the season bad weather interferes with work and wages.

But, laying claim to poetic license, let us suppose the sun always shines eight hours every day from Monday to Saturday, and the earnings of the father of the family are now a full $10.56 every week for six months. The following statistics were compiled from estimates furnished by fifty Italian men:

Wages, 22 cents an hour, 8 hours a day, 6 days a week, $10.56.

Family, father, mother and three children under working age.

Expenses per week.

Rent, four rooms	$ 3.10
Food, 21 cents a day each	7.38
Fuel and light	2.04
Clothes and shoes, 50 cents a week each	2.50
Soap	.10
	$15.12
	$10.56
	$ 4.56

Therefore the workman's living not only costs $4.56 a week more than he earns, but no provision is made for saving for the other six months of the year, and there is no fund for school-books for his children, for doctor and dentist bills, for car-fare, insurance, moving-picture shows, gifts to friends, or any other necessary luxury.

Certain explanations of these statistics are important. Several elements complicate the Italians' living conditions, and they arise in the ignorance and lack of training of the mother of the household—a condition that obtains also in too many American families. A few years ago in "The Independent" appeared an article by an educated woman showing how she and her college-bred husband, who was starting out in legal practice, lived for several months on $12.00 a week. It took their combined intelligence and ingenuity to live, as the Board of Health and divine law wanted them to live on that amount. But the Italian mother is not college-bred; if she was married in the old country, it may have been at the age of fourteen or sixteen. Her children are as numerous as the dolls of an American girl, more devotedly loved and constantly cherished, but

often cared for in the same hap-hazard way. A thrifty, strong, middle-aged woman with one little bambina of a girl, was asked if she had had other children. "O, yes," she said, "eight other children, all dead." "And what did they die of?" "O, nothing," she answered, "they just had fever and died." The doctor's and the undertaker's bills, faithfully paid in the great majority of cases, make heavy inroads on the family income. The Italian mother, under strain of strictest economy, is often extravagant in feeding and clothing her family. Because of tiny closets or entire lack of pantries, she must buy her groceries in small quantities, a most expensive way. Because of the lack of pantries and ice-boxes, she knows nothing about using left-over food, and large portions are thrown out that we re-cook and use. Sour milk with its beneficent properties is only waste to her. Our stove is an innovation; she does not know how to use it wisely and very often she has a bad one that consumes without returning a due amount of heat. Her coal, also is bought expensively in small quantities. For clothes she buys cheap cloth, or because of her many children, indulges in ready-made garments. Because of constant washing —her children have no clean places to play—and because of lack of closet room, these clothes are quickly worn out. The fifteen-year-old daughter of the family, earning her own $4 or $5 a week, more than so young a girl should handle, easily is tempted into buying gaudy and flimsy articles in the shops so that her wardrobe constantly must be replenished.

The poor of all nationalities are extravagant because they have not the capital on which to be economical.

Under the circumstances how do our Italian neighbors do as well as they do—especially with their standards rising in conformity to American ones? Because as a race they are industrious, thrifty and saving, imitative and quick to learn. The day laborer, the tailor, the shoe factory operative each is trying to buy instead of rent the tumble-down American house he lives in, which by his own hands he is mending and repairing inch by inch. Although not as a race, for Neapolitans and Sicilians do not yet all call themselves *Italians*, but as families and clans, groups from the same villages, they are mutually co-operative and helpful. There is our neighbor Mrs. S., a widow with five tiny children. People in Rochester from her Sicilian village collected and gave her $100.00 with which to start a little store. The back of the room is partitioned off by curtains and there she and the children sleep, and she irons their clean clothes on the counter over which she sells you cheese, ice-cream, and maccaroni. There is our neighbor Mr. L., 28 years old, blinded for life last winter in a dynamite explosion through his employer's negligence. On his sick-bed he was induced to sign a quit-claim, so that beyond several hundred dollars then given, all paid out in subsequent sickness, he can claim no more money in damages. He has a wife and two children. There is no school in New York State to teach a blind man of his age a trade. His neighbors also have set him up in a little store, giving him $100.00 outright, and loaning him $150.00 more in merchandise.

It is this spirit of perseverance, cheer under direct distress, and co-operation among those who are akin that enable the Italian workers to bear in patience, and often to prosper under, their economic load.

Four little Italian boys sitting in a row,
Now little Rochester boys in this land to grow.
They believe in Rochester and hope to be its men,
They only ask our patience and that we believe in them.

Do the Children of the Well-To-Do Need Playgrounds?

By Marion Bromley Newton
Supervisor of Physical Training and Playgrounds

One of the strongest and most recent activities in the interest of social welfare has been the development of the playground movement. Gradually nearly all people are becoming interested in it, in one way or another, and the serious thought of earnest men and women cannot help bringing about far more satisfactory results in the future.

The work of the playground in these more recent days is becoming so broad and comprehensive that some of us may question whether or not the name conveys a true idea of the work for which it stands. It would be difficult to select a term that precisely meets the requirements, for "children's park," "athletic field," "ball grounds," "play school," "recreation grounds," "school yard," "vacation school," and so on, each indicate in a measure the varied uses to which playgrounds are and can be adapted.

Philosophers from ancient times declare,—educators in earlier days as well as contemporary leaders tell us,—and any average person who comes in touch with the lives of children will concede, that it is a child's prerogative to play. The play instinct, so-called, follows us in various disguises through life, and, absorbed in our own more mature work or vocations, we have forgotten, in these great cities of ours, what childhood and youth normally demand, namely:—safe channels for the expression of the motor life, opportunity for wholesome recreation, and occupation of leisure hours. Miss Jane Addams in her inspired book "The Spirit of Youth and the City Streets" proves conclusively that if these proper channels are not provided, young people will seek their own, and not always display the kind of judgment that parents and friends could wish.

This applies to the children of the more well-to-do as well as to those of the less well-to-do, although, the former are more carefully guarded, without a doubt, but they stand in the way of becoming over-indulged, or of being starved for the joy of congenial companionship, and of missing the unselfish development which comes from working and playing with others. Froebel writes, "It is impossible to give a sound, intellectual education to a child who has not a true moral development; and a child cannot have that who is separated from others and led to imagine himself as having a superior nature."

Children are children the world over, and what is good for any one is good for all.

The nature of a community determines definitely the kind of playground that might well be established in its center. In Chicago, space enough has been acquired, wherever a playground has been opened, to admit of a great variety of interests being developed in the one plan, such as:—swimming pools with dressing rooms and shower baths, wading pools, field houses with gymnasia, club rooms, and lunch facilities all at hand.

To many the thought of a playground means only an ugly, open space, with a few pieces of timber upon it, where boys of all ages congregate to play baseball, shout, disturb the neighborhood, break windows, trample down flowers, and work havoc generally. This, however, is not the ideal of genuine workers, and every effort is being made throughout the country to improve the great work that has been begun.

Let us remember that playgrounds have come to us as a people within a very few years. We find the problem here, and see in it wonderful possibilities for good, and we must be patient with ourselves if we have not always solved it satisfactorily, and be ready to advance and improve in the work of caring for and meeting the needs of youth both large and small.

In reality, the properly conducted playground is the most educational of schools. It is the one place where pure democracy can be lived and learned, where the principle of "each for all and all for each" can be proved. Here there is greater freedom than in the school; for the playground is not bound by tradition, it has not the problem of so much

knowledge to be acquired in a given time, it pays no respects to mere brains, money, boys, nor girls, nor is it startled by dirt and rags. The playground opens wide its gates to youth and all of youth's relations, to come in, enjoy, co-operate, share, sacrifice, work and play.

From another view we may consider the playground as a necessary adjunct of every well ordered school, for play has been found to have the greatest significance in the regular education of children, and proper space must be provided for this, just as for room in the school building where book-learning may be acquired.

One may present the argument that children of the well-to-do are provided with so much at home that they have no need of playground, and would not be interested in the activities in such a place. It has been my experience that these children do love the simplest kind of plays and games with other children, that they do need the little lessons which only such relationships can bring, in the way of fair play, acceptance of defeat, appreciation of worth or merit in others and so forth. It is only in his relation to his fellow-men that man is moral or immoral.

I have known children of the particular type in question who were the despair of their parents in the matter of moral discipline, and such parents have rejoiced to see the results of a few weeks training in their children, during which time they had become obedient, helpful, and unselfishly happy.

One of the reasons for the falling short of the ideal in playground work has been the lack of funds. Occasionally a 'well-to-do person' has directed his philanthropic endeavors to playground development, and we have, as a result, beautiful little oases in which the children may play, and which may well teach municipalities, imbued with the spirit of this mission for the benefit of childhood and youth, something of the work they have before them.

We are united in one city life. Together we can have wide, clean streets, parks and gardens, convenience of living and travel, all of which no one person or family of persons alone could have. Co-operative work is the way in which all this is brought about. A playground for children of the well-to-do, with its abundance of means, and the right spirit to direct it all, might be truly ideal. It might be as beautiful as a tiny park, with facilities for play which the children could not possibly have at home; a place where nurse might take the littlest ones

for a happy hour in the morning, without the inconvenience of the long journey to a park or into the country,—a custom and a plan of living which one so often sees abroad. Furthermore, the playground has lessons and experiences for the children which neither money nor social position can buy.

The poor in worldly goods are not the only ones in need, as the popular idea of human welfare would have us believe, and our little brothers and sisters of the "big houses and beautiful yards" may profit greatly by being encouraged to play on a ground where proprietorship is absent, and they must share and share alike.

Small parks, many of them, with facilities for children's play might be dotted here and there throughout the city, and be made telling factors in the development of our useful city beautiful.

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The Care *of* Our Feeble-Minded School Children

By Dr. Lucius L. Burton,
Medical Examiner in the Rochester Schools.

The problem of proper care for the laggards in our public schools is one that is now exciting considerable attention in the entire school world. Most cities, while recognizing the fact that ordinary school methods are unsatisfactory, are, nevertheless, evading the issue and are making little or no special effort to solve this interesting but very intricate question. On the other hand, a few of the more advanced cities in this country are making an earnest attempt at betterment. Of these cities Rochester is one.

Of course each pupil proves himself automatically by his rate of progress in school to be, either a child who is up to the average of other children of his own age, or a child who is backward. Special examiners have been appointed to make a physical and psychological study of each backward child. An attempt is made by their study to discover why the child is backward.

In a general way these backward children may be classified into two groups. In the first group may be placed those children who have poten-

tially good brains, but who are retarded in their mental growth by some cause other than actual incapacity of the mind. There are many factors acting as causes in these cases, among which may be named the following: Lateness in entering school, lack of familiarity with the English language, improper or insufficient food, too little sleep, and many other similar environmental causes. Besides these extrinsic causes there are many physical handicaps, for example, deprivation of vision or hearing ability, adenoids, enlarged tonsils, bad teeth, tuberculosis, and many other pathological conditions which greatly detract from the child's energy and ability to do things.

Our psychological examination enables us to differentiate this simply backward child from the more unfortunate child whose brain is truly deficient. Having made this differential diagnosis, our purpose then is, by the physical examination, to determine what each particular child's handicap is and to direct him to a means of relief, so far as possible, from these retarding influences, and also by special teaching to restore him to his normal grade. Obviously the possibility of bringing about this desired result depends upon the duration and degree of retardation, and upon the amount of special teaching that can be given to him. The earlier the condition is recognized and treated the more satisfactory the degree of restoration.

In contrast to these hopeful cases are those poor, forlorn unfortunates who are mentally deficient, the feeble-minded children. It is a deplorable fact that, in the opinion of the best authorities on mental deficiency, these children, even with the best of care, cannot be made whole intellectually. Each child has his limit, which limit may be far removed from the normal, or it may so closely approach the normal that diagnosis is often very difficult.

For three reasons, at least, these children should be and are segregated into special classes under the care of teachers who are particularly well adapted for this work both by training and temperament.

The first and most important of these reasons is the relief that is afforded to the entire grade by taking away the drag of trying to carry along these children who, while willing and anxious to learn, are unable to go as fast or as far in the school work as do the others. As a result of this unburdening the whole grade advances more easily and rapidly.

Another reason is the benefit that the teacher receives. It is tremendously discouraging to her to find that, because of her faithful effort to help the one or two in her grade who lag, she has been obliged to devote so much time to this work that her grade as a whole is behind where it should be, and besides this the laggards are as hopelessly behind as ever.

A third very important reason is the great blessing these special classes become to the deficient child himself. Just think of the disheartening effect of always struggling with a hopeless task! That is what he faces in the regular grade. Just think of the distress of continuous competition with one's superiors, the hopelessness of it all! Do you wonder at his apathy and lack of effort?

Do you not see then the boon this special class is to this hopelessly handicapped child? He finds himself working with his peers, no longer the conspicuously dull member of his class who is the object of jeers and taunts and those many cruelties that children know how to inflict upon him. There his work is adapted to his abilities, and he succeeds at last in doing the task imposed upon him, and he knows and benefits by that greatest stimulous to further effort, namely, the successful accomplishment of a labor undertaken. As one of our little boys said one day in class, "Gee, I didn't know I could do anything." The poor little fellow had learned his greatest lesson.

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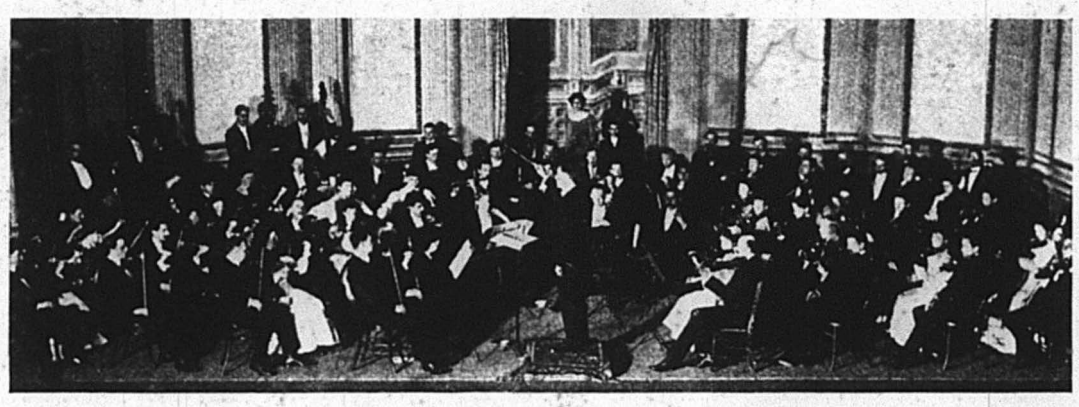
Do You Know What This Means?



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The Athenian Vow of Citizenship

(TAKEN BY THE GREEK YOUTH ENTERING THE DUTIES OF CITIZENSHIP.)

WE will never bring disgrace to this our city by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws, and do our best to incite a like respect and reverence in those above us who are prone to annul and set them at naught; we will strive unceasingly to quicken the public's sense of civic duty; that thus, in all these ways, we will transmit this city not only not less, but greater, better, and more beautiful than it was transmitted to us.