

ULINE AGASSIZ SHAW

5

631

LIBRARY



1JG .

US 13631.7.10



Harvard College Library

FROM

the Library of

Dr. James J. Putnam

To M. C. Putnam  
a J. J. Putnam  
from J. S. Higginson  
March 1918.







# PAULINE AGASSIZ SHAW

February 8, 1841

February 10, 1917







*Antonia A. Shaw*

HERBERT SHAW

BOSTON  
*FINELY PRINTED*  
1917



*Wm. Lloyd Garrison*

# PAULINE AGASSIZ SHAW

Tributes paid her memory  
at the  
*MEMORIAL SERVICE*  
held on Easter Sunday  
April 8, 1917, at  
FANEUIL HALL  
BOSTON

BOSTON  
*PRIVATELY PRINTED*  
1917

us 13631.7.10  
r

HARVARD COLLEGE LIBRARY  
FROM THE LIBRARY OF  
DR. JAMES J. PUTNAM  
OCTOBER 3 1932

3

McGrath-Sherrill Press, Boston

# FOREWORD



WITH the passing of a great personality, a great spiritual leader, there remains to the world a rare heritage, a vital benefaction. Exceptional natures filled with the spirit of brotherhood,—helpful, courageous, sincere, without prejudice, and above selfish ambition, reveal by their lives to what humanity may attain. Such a one was Pauline Agassiz Shaw.

This little book made from memories of men and women who knew and loved her can give but glimpses of the greatness of her soul, but these glimpses, incomplete as they are, should belong not only to the intimate group of her friends and co-workers but to a wider circle—to all who sympathize with the purposes of her life and work. These impressions, therefore, are put into print. A few words of biography are added for those who may be strangers to the facts of her life though not to the influence of her loving spirit.

Pauline Agassiz was born in Neuchâtel, Switzerland, February 6, 1841, the youngest child of Louis Agassiz and of his first wife, Cécile Braun. Delicate, loving, beautiful, with a mind of unusual insight, Pauline was the idol of her parents and of her brother and sister.

After the death of their mother in 1848, the three children lived with relatives in Switzerland till 1850 when they joined their father in Cambridge, Massachusetts, where their education was completed. On November 30, 1860, Pauline married Quincy Adams Shaw.

Out of the effort to discover the best methods of training her own five children and the children of some of her friends, grew Mrs. Shaw's practical interest in education. Her school, established at 6 Marlborough Street, Boston, made a significant contribution to the science of education. It was a pioneer in demonstrating many of the progressive principles of modern

*pedagogy. From this interest in children and in education in general developed her devotion to the various causes and philanthropies which filled her life with joyous service.*

*She had never been so well, nor more actively absorbed in all the vital forces of modern life than in the last two years of her life. While her personal correspondence, committee work, and other manifold duties filled many happy hours of each day, she found her deepest joy in the companionship of her children and her grandchildren. It was in the midst of such activity and happiness that the summons came—swift, unforeseen, inexorable. After an illness of little more than a week, she died of pneumonia on February 10, 1917.*

Fifteen hundred copies  
of this tribute have been printed by the friends of  
Mrs. Shaw under the direction of a  
committee on publication.

ROSE DABNEY MALCOLM FORBES  
ADELENE MOFFAT  
GEORGE COURTRIGHT GREENER



# CONTENTS

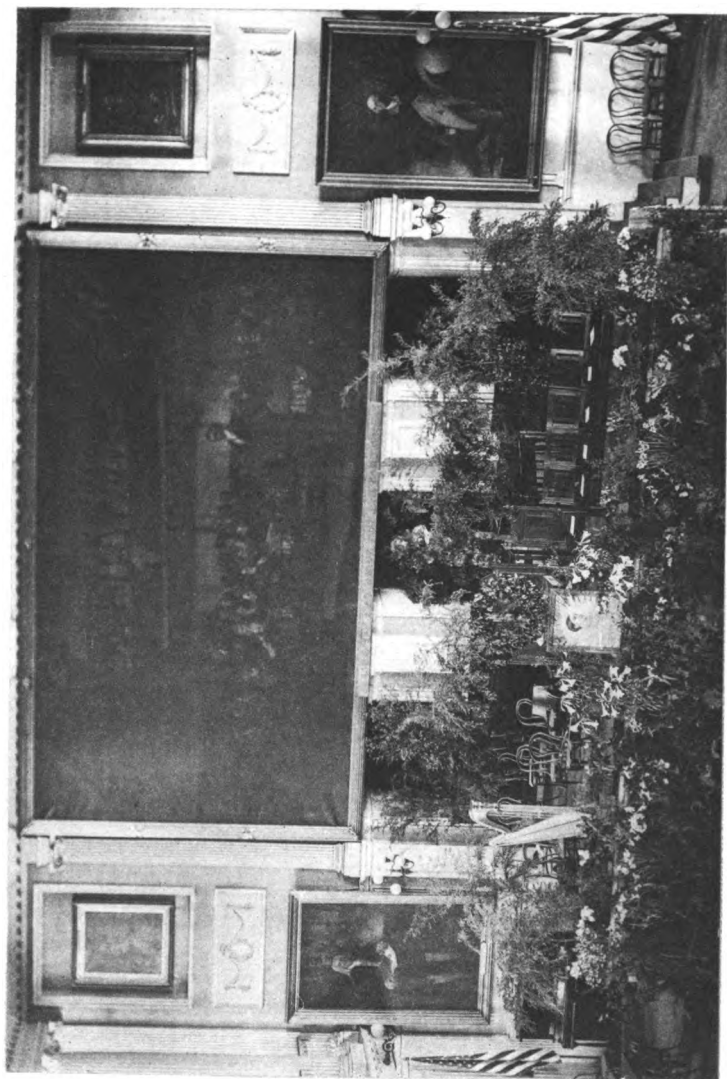
Pauline Agassiz Shaw . . . . .	<i>Frontispiece</i>
Opening of Services <i>Mrs. Norwood Penrose Hallowell.</i>	27
Opening Address <i>Dr. Charles W. Eliot . . .</i>	29
Kindergartens <i>Miss Laura Fisher . . .</i>	32
Day Nurseries <i>Miss Adelene Moffat . . .</i>	37
Sloyd <i>Gustaf Larsson . . .</i>	43
North Bennet Street Industrial School <i>George C. Greener . . .</i>	47
Neighborhood Houses <i>Robert A. Woods . . .</i>	50
Suffrage <i>Mrs. Maud Wood Park . . .</i>	55
Peace <i>Mrs. J. Malcolm Forbes . . .</i>	59
Address <i>Mrs. Maud Ballington Booth . . .</i>	63

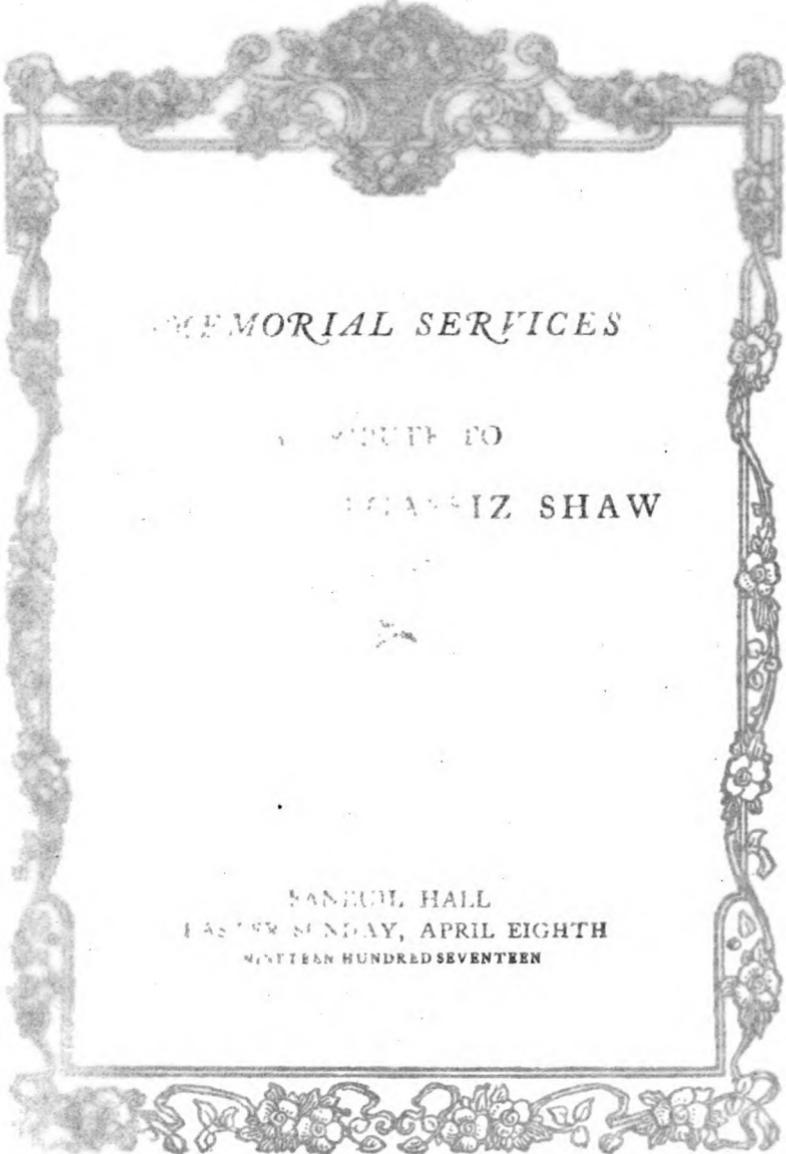
## OTHER ACTIVITIES OF MRS. SHAW

<i>The Roxbury Neighborhood House . . . . .</i>	70
<i>Social Service House . . . . .</i>	70
<i>The Cambridge Neighborhood House . . . . .</i>	71
<i>The Ruggles Street Neighborhood House . . . . .</i>	72
<i>The Cottage Place Neighborhood House and Day Nursery . . . . .</i>	73
<i>The North Bennet Street Day Nursery . . . . .</i>	74
<i>Long-Sought-For Lodge . . . . .</i>	74
<i>The Children's House . . . . .</i>	74
<i>The Cottage Place Library . . . . .</i>	75
<i>The Vocation Bureau . . . . .</i>	75
<i>The Civic Service House . . . . .</i>	78







An ornate, symmetrical floral border surrounds the text. It features a central crest-like motif at the top, with intricate scrollwork and floral patterns extending down the sides and across the bottom.

MEMORIAL SERVICES

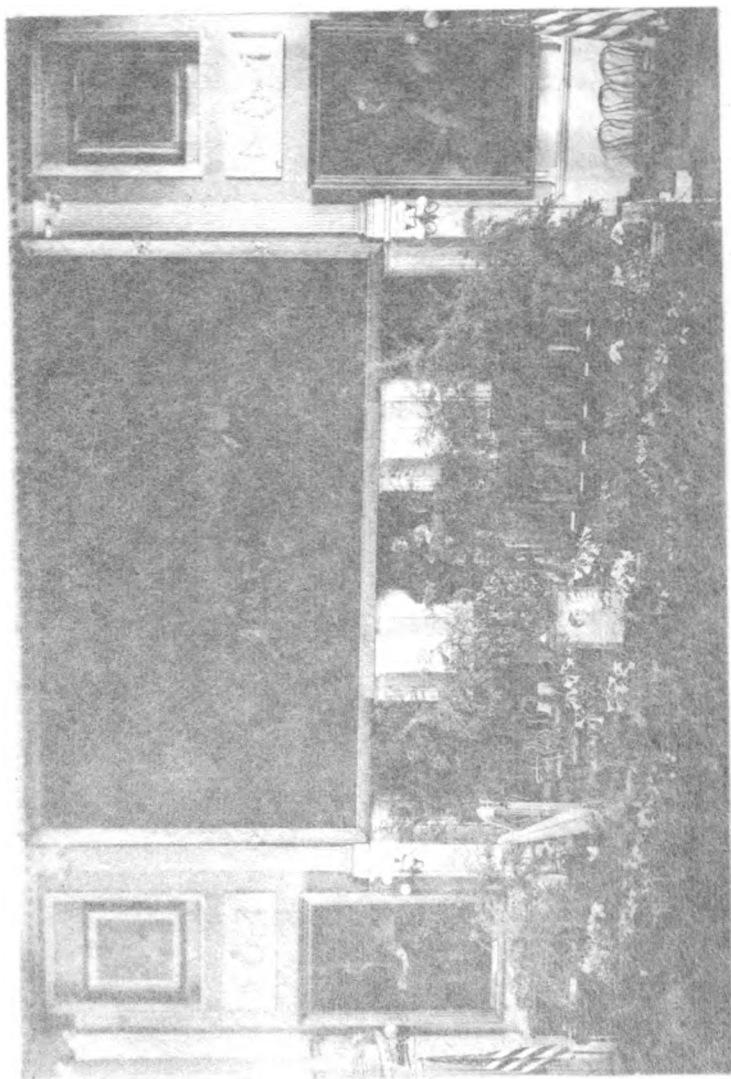
A TRIBUTE TO

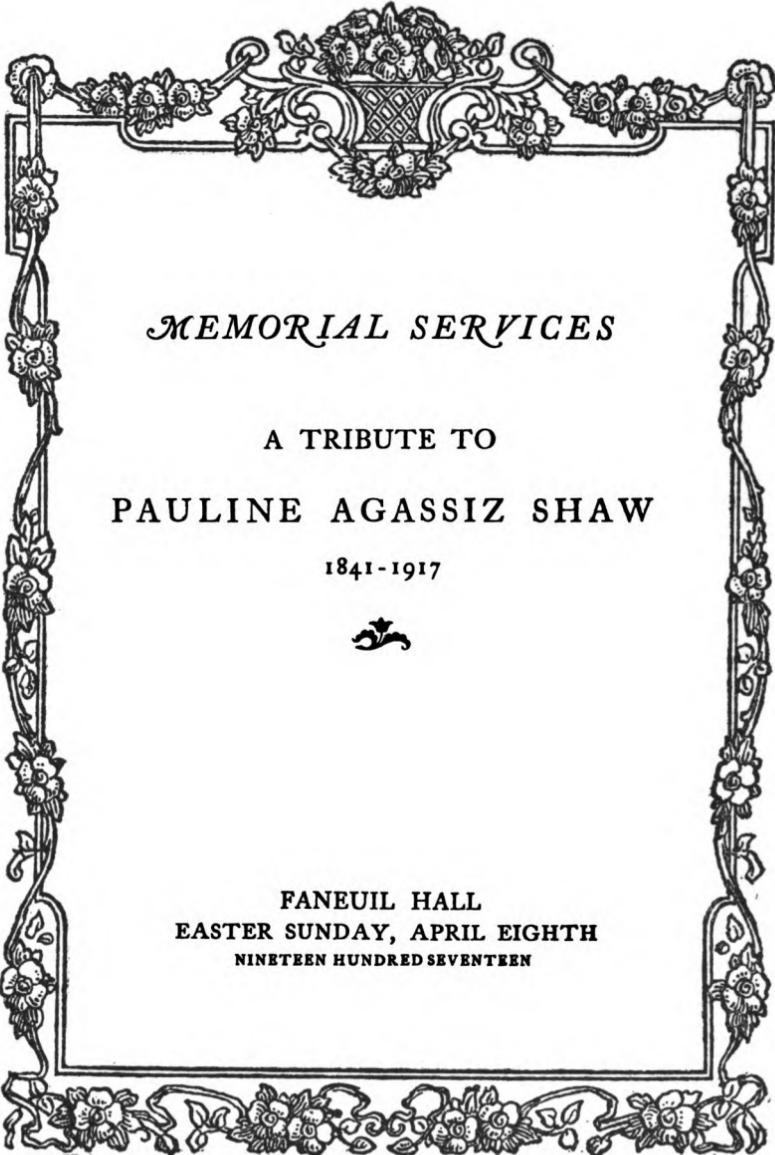
WILLIAM SHAW

MANUEL HALL

EASTER SUNDAY, APRIL EIGHTH

NINETEEN HUNDRED SEVENTEEN



An ornate, symmetrical floral border surrounds the central text. It features a central crest-like element at the top with a diamond pattern, and a wide, decorative base at the bottom. The sides are adorned with vertical floral motifs and leaves.


*MEMORIAL SERVICES*

A TRIBUTE TO  
PAULINE AGASSIZ SHAW

1841-1917



FANEUIL HALL  
EASTER SUNDAY, APRIL EIGHTH  
NINETEEN HUNDRED SEVENTEEN

## *Order of Services*

◆

MUSIC

- "Still, Still with Thee"

BY THE CHOIR

### INTRODUCTION

His Excellency, The Governor of the Commonwealth of Massachusetts, has been invited to introduce the Presiding Officer.

OPENING ADDRESS by the Presiding Officer,

DR. CHARLES W. ELIOT

### KINDERGARTENS

MISS LAURA FISHER

### DAY NURSERIES

MISS ADELENE MOFFAT

### SLOYD

GUSTAF LARSSON



**NORTH BENNETT STREET  
INDUSTRIAL SCHOOL**

**GEORGE C. GREENER**

**MUSIC - - Handel's "Largo"**

**NEIGHBORHOOD HOUSES**

**ROBERT C. WOODS**

**SUFFRAGE**

**MRS. MAUD WOOD PARK**

**PEACE**

**MRS. J. MALCOLM FORBES**

**ADDRESS**

**MRS. MAUD BALLINGTON BOOTH**

**MUSIC - - "For All Thy Saints"**

**BY THE CHOIR**



*Committee on Arrangements*

JOHN D. ADAMS, *Chairman*



BOSTON SOCIAL UNION

BOSTON CONFERENCES OF DAY NURSERIES

BOSTON KINDERGARTEN ASSOCIATION

BOSTON EQUAL SUFFRAGE ASSOCIATION  
FOR GOOD GOVERNMENT

MASSACHUSETTS WOMAN'S SUFFRAGE ASSOCIATION

MASSACHUSETTS BRANCH OF THE WOMAN'S  
PEACE PARTY

MRS. SHAW'S NEIGHBORHOOD HOUSES

VOCATIONAL GUIDANCE DEPARTMENT OF HARVARD

SLOYD TRAINING SCHOOL

CIVIC SERVICE HOUSE

BOSTON VOCATION BUREAU

NORTH BENNET STREET INDUSTRIAL SCHOOL





**PAULINE AGASSIZ SHAW**



# OPENING OF SERVICES

*MRS. NORWOOD PENROSE HALLOWELL*

We are gathered here to-day to pay our loving tribute to our beloved friend, Pauline Agassiz Shaw:

Blessed are the pure in heart: for they shall see God.  
Blessed are the peacemakers: for they shall be called the children of God.

Lord, thou hast been our dwelling place in all generations. Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting, thou art God.

Whither shall I go from thy Spirit; or whither shall I flee from thy presence?

If I ascend up into Heaven, thou art there.

If I take the wings of the morning and dwell in the uttermost parts of the sea; even there shall thy hand lead me, and thy right hand shall hold me.

If I say, surely the darkness shall cover me; even the night shall be light about me.

Yea, the darkness hideth not from thee; but the night shineth as the day; the darkness and the light are both alike to thee.

## MY AIM

I live for those who love me,  
Whose hearts are kind and true,  
For the Heaven that smiles above me,  
And awaits my spirit too;  
For all human ties that bind me,  
For the task by God assigned me;  
For the bright hopes yet to find me,  
And the good that I can do.

I live to hail the season,  
By gifted ones foretold,  
When man shall live by reason,  
And not alone for gold;  
When man to man united,  
And every wrong thing righted,  
The whole world shall be lighted,  
As Eden was of old.

I live for those who love me,  
For those who know me true;  
For the Heaven that smiles above me,  
And awaits my spirit too;  
For the cause that lacks assistance,  
For the wrong that needs resistance,  
For the future in the distance,  
And the good that I can do.

Let us unite in silent prayer, asking and waiting for  
the strength which can come only from the loving  
Father of us all.

# OPENING ADDRESS

*DR. CHARLES W. ELIOT*

**W**E have come here to celebrate the achievements of Pauline Agassiz Shaw, to rejoice in the good work she did for this community and for the universal improvement of education and philanthropy. Her life had in it many trials and sorrows, but also many heart-felt joys and solid satisfactions.

I first knew Pauline Agassiz as a beautiful and graceful girl, a very serviceable daughter in a house which had few servants but abounded in hospitalities. I shall never lose the impression of her grace and beauty when, at an evening party at her father's house, she brought me a cup of coffee across the room. I remember with the utmost distinction her delightful aspect when she was a pupil in the unique school for girls which was conducted for a few years in her father's Cambridge house.

She was married at nineteen, and then suddenly transferred from a house where means were narrow to a house where means were ample; a house full, too, of beautiful objects of art. There her children were born and brought up. During all her married life she had at her command a large income which she used at her discretion, not for any purpose of private luxury but altogether for purposes of public usefulness and beneficence.

Educational work from the first enlisted Mrs. Shaw's interest and support. I suppose no private person in this country has ever done so much for kindergartens as Mrs. Shaw did. She gave the public demonstrations of the usefulness of kindergartens, and did pioneering work in introducing them into Boston and neighboring cities. After many years of patient work and much expenditure, she had the satisfaction of seeing kindergartens adopted in Boston and some other cities as an accepted, and indeed indispensable part of a good public school system.

She was interested in developing in public and private schools the kind of teaching which she had seen her father give. Professor Agassiz was descended from a stock of ministers and teachers in Switzerland, and was himself an eminent naturalist and fascinating lecturer. Her mother was the daughter of a family famous in Germany for both its scientific and its artistic qualities and achievements. Mrs. Shaw had both these inheritances in her blood. She was always interested in concrete teaching, in training the senses, in imparting the knowledge and the mental training which come in through the eye, the ear, and the hand, and in cultivating through such training the scientific method of thought. Much of her public work for education exhibited this tendency to bring into education, for all sorts of children and adolescents, a larger proportion of concrete teaching and of prac-

tice in observation, and in the inductive mode of reasoning.

Mrs. Shaw had the most ardent faith in the practicability of improving greatly education, and social and political organization, and hence in improving the common lot of humanity and so making mankind happier.

# KINDERGARTENS

MISS LAURA FISHER

*Introduced by Dr. Eliot*

WE are to hear this afternoon several competent testimonies to this hopefulness in Mrs. Shaw which resulted in many forms of beneficent activity. I present to you as our first witness Miss Laura Fisher, who will tell you about the originality, scope, and wide-spread influence of Mrs. Shaw's work for Kindergartens.

**M**OST people speak of Mrs. Shaw as a great-hearted philanthropist—kindergartners like to remember her as a great pioneer in education. For education was her passion and the kindergarten, as she said only recently, was her first love—the one from which all her other loves sprang. No other individual supported the kindergarten so liberally or rendered greater public service by means of it. To realize in some degree the significance of her work we need to recall its history.

As early as 1867 Miss Peabody began her efforts in the interest of the kindergarten and was succeeded by others, notably Miss Garland and Miss Weston in connection with their private school. It was not, however, until 1877 that the kindergartens in Boston really came to stay. In that year Mrs. Shaw opened two kindergartens, one in Jamaica Plain and one in Brookline. Gradually others were established in Boston and Cambridge until in 1883 Mrs. Shaw supported 31 free kindergartens. Many of these were located in public school buildings but all the expense of salaries and maintenance was borne by Mrs. Shaw.

Under the able direction of Miss Laliah Pingree, without whom even Mrs. Shaw could not have accomplished her results, the kindergartens became a power in the educational system of Boston. In 1888 at the invitation of Mrs. Shaw the School Committee made an investigation into the value of the kindergarten, with the result that the 14 kindergartens in Boston supported by her, were taken over by the city.

It was a glad day when the city adopted the kindergartens but it was a sad day when they passed out of Mrs. Shaw's keeping. I wish I might give you some idea of what her personal touch meant to everybody! Who can ever forget those wonderful days when the boxes of flowers arrived, sent by Mrs. Shaw to make the kindergartens beautiful? Or when "the fairy god-mother" herself appeared with her wistful gaiety and made all hearts glad? Which one of us fails to remember her modesty and humility as she sat and listened to young upstarts in education who thought they carried the salvation of the world on their shoulders? Her presence turned everything into poetry and every kindergarten into fairyland.

One great significance of Mrs. Shaw's work was the fact that *she initiated the kindergarten movement in the East*. Isolated attempts to establish public, private and charitable kindergartens had been made in various places, but with Mrs. Shaw's organized system of model kindergarten work under expert supervision

and direction the kindergarten became a part of a great educational movement, and from her success Philadelphia, New York and other cities took heart and the kindergarten was planted in the East for good.

I wonder how many of you know how far-reaching the influence of her kindergarten was. Do you realize that Mrs. Shaw's kindergartens were the first social and educational centers connected with the schools, and that her kindergartners were the first social workers and visitors who went from the school into the home? Are you aware that Mothers' Meetings and Parents' Clubs originated in these kindergartens and that Mrs. Shaw provided instruction in many subjects, besides the care and education of children, to grown people?

Her kindergartens were the first Community Centers where little children were helped to realize their relation to the larger world surrounding home and school. By the kindergartners they were taken on excursions to field and garden, pond and stream, to workshops and public buildings, that they might know something of the great world in which they lived. Great national days and great national heroes were celebrated in song and story, and exercises to kindle in young hearts the first spark of patriotism and thrill them with the first faint sense of citizenship.

We forget now that the schools have adopted so many of the ideas and practices of the kindergarten,—

and imagine that they originated them ;— we forget that here in Boston Mrs. Shaw's work was their beginning and that she had the wisdom and the imagination that enabled her to realize their value and their meaning.

Like Froebel she saw the child in the light of its possibilities and relationships. Seeing, as has been said, "the uncommon quality in the common man" she was ready to bend every effort to abet its development.

Again, like Froebel, she believed that in this land of ours with its conscious ideal of freedom the kindergarten would find its true home and its adequate embodiment. She knew that the soul of America must be stirred into life in the souls of little children and that through the child in its midst the grown-up world would be born anew. But she was not content to regenerate the poor alone. She saw that the "poor little rich child and the rich little poor child" had many needs in common. That they all trailed clouds, not always of glory—and that for all alike citizenship in heaven must be won by painful and persistent effort. So her last venture was the opening of a Kindergarten and a Kindergarten training school in connection with her private school at number 6 Marlborough Street. She was anxious that the divine spark in every child should be fed and nursed into living flame ;— upon whom should the task fall? Whose is this greatest of privileges? Mrs. Shaw's

reply could be but one, — the mother's. Her training school was established not only to prepare professional kindergartners. She had in view the education of all girls for the vocation of Motherhood. This to her mind constituted the highest education of women. We ask ourselves, what do all these efforts signify? I think the answer is — Mrs. Shaw dreamed dreams. She had a vision. She, too, saw a new heaven — and a new earth, a holy city, and at its heart she beheld divine childhood nurtured by divinely inspired motherhood.

May consecrated obedience to this vision help to bring forth that redeemed humanity from which shall spring once again the healing of the nations.

# DAY NURSERIES

MISS ADELENE MOFFAT

*Introduced by Dr. Eliot*

WE are to hear next about Mrs. Shaw's day nurseries. Day Nurseries had previously existed in Europe, but I believe Mrs. Shaw's results were better than any that had been previously obtained. They were an important part of her remarkable pioneering in social work. I present to you Miss Adelene Moffat.

AMONG all the things that Mrs. Shaw has loved tenderly, two from the earliest years of her delicate childhood, she has seemed to love more than others: children and flowers. This love was a part of the intimate fibre of her being, she was like a child, and she was like a flower. Once she said to me, "I have always thought that if I had had to earn my living, I should have opened a greenhouse." I replied, "But what a wonderful matron of a day nursery would have been lost!" With that youthful, rippling laugh that all of us who love her will cherish in our memories, she glanced radiant with happiness at the photographs of her children and grandchildren which she loved to keep near her and said, "Isn't a matron of a nursery exactly what I have been!" And this is true in a much larger sense than she intended to convey. Her all-embracing motherliness has for more than thirty years gathered into safe shelter forlorn little ones deprived of their mothers' care through poverty, or illness, or desertion, or death. While she, herself, was only a little girl she used to seek out families of

neglected children and give them such comfort and help as she could compass. No one seems to remember how she found them. Perhaps some of them she discovered on those long walks to a Cambridgeport greenhouse where she used to spend, what was no doubt, a very extravagant proportion of her little allowance to buy seeds and slips from her friend "the greenhouse man." These she would bring home to her sunny window where everything flourished as if at magic touch, and it was her delight to see how many plants she could grow from these small beginnings, gathering her choicest blossoms and taking them to eager half-starved little souls in neglected neighborhoods. In this loving service the child foreshadowed the woman. One can visualize her : slight, ardent, vivid, delicate, very beautiful, with singular radiance of expression, that enthusiasm, that gaiety of spirit which people who knew her as a child remember, and those who are children now will remember of her later years. In these visits she would know no distinction of color, or race, or creed, almost none of good or bad. Selfishness, egotism, cruelty, meanness, untruthfulness, badness of heart, were revolting to her in a measure not easily understood by less delicately tempered natures, but her faith that these qualities were recessive, that good was dominant, gave her a constructive basis for work and the courage to persevere in the face of every difficulty.

In 1877 she started her first day nursery in connection with one of the kindergartens. In 1879 and 1880 seven others followed in and near Boston. From the first, her rare, constructive mind saw beyond the confines of the nursery into the worlds of the little ones when they should leave its hospitable care. Education of the child and of the mother and of the community became at once an integral part of the plan. One of the very earliest reports says "the aim has been not only to provide for the care and training of the children in the kindergarten method but to reach the home through the influence of the work and the visiting of the matron in them. \* \* \* Mrs. Shaw regards these nurseries as elementary kindergartens. \* \* \* In connection with the nursery, mothers' classes have been held where instruction in nursing, hygiene, temperance, has been given. Classes in sewing, cutting, mending, are held for women and girls. Even clubs for boys and girls are also a part of the work." In another place effective cooperation with other organizations is noted. This is a quotation from a report of the nurseries of *thirty years ago!* It would be considered progressive in any nursery to-day. The stand that she took on the age of nursery children, on other than nursery aid for the family, has since been generally accepted as axiomatic. Very justly Mrs. Shaw has been called one of the great pioneers in social work.

With her able, enthusiastic, and devoted assistant and friend, Miss Pingree, she was among those who started the Boston Conference of Day Nurseries. The first meeting was apparently called by them. This conference, composed of the nurseries of greater Boston and other cities of Massachusetts, has been in operation for more than twenty-five years and has been a strong educative force.

One of the interesting features of Mrs. Shaw's nurseries is the attitude of those who spent their childhood in them. They look back upon the nursery with no sense of its having been a charity or an institution but more as if it had been a home or school. Mrs. Shaw felt always that the care of the body and of the mind was but a part. The utmost patience and wisdom must be engaged that sensitive little hearts should not be hurt, that timid spirits should not be oppressed. Three well-mannered, well-dressed, capable looking young women in good business positions, came up to me once in one of the Neighborhood Houses, their arms around each other; health, cheerfulness, intelligence, shone from their smiling faces. One said to me — almost a stranger — “Don't you think we are a good advertisement for Mrs. Shaw's nursery? That is where we first became acquainted with each other and we've been friends ever since.”

To work with Mrs. Shaw was to feel that the world was somehow a roomier, pleasanter, friendlier place

to live in than one had thought it to be. Her sincerity, her directness, her fine democracy, her sweetness cleared up complications as opening the blinds will show the way to a person stumbling through a darkened room cumbered with useless furniture. Her mind compelled awe for its quality, for the extraordinary combination revealed. An exceptional mathematician, she might easily have become distinguished in that field. Inheriting scientific instincts and methods of reasoning from her father, and the vision and creative imagination of the artist from her mother, she had powers seldom found united in one person. She had the ability and the will both to see things in their largest relations and to concentrate on detail, leaving no smallest item unappraised or overlooked. With all these endowments, she was the most modest person I have ever seen.

Her vision of what needed to be done so far outstripped any possibility of attainment that what she did accomplish seemed to her negligible, and even for that she was unwilling to take credit to herself. It distressed her when people spoke of it. She always felt that they were giving her more appreciation than was her due. She could never believe that she had, herself, done anything or taught anything. She was eager that the entire credit should be given to her workers, to her friends, or to her wise and sympathetic husband.

We might be able to measure in bricks and mortar and money what Mrs. Shaw has contributed to the safety and happiness, education and equipment of others, but who can measure what will have been her contribution to the world in the terms of human life? We know only this, that there will go on from generation to generation through her less fortunate neighbors, as by the laying on of hands, something of her spirit, something of her sweet wisdom, of her hope, her faith, her holiness of living,—and her gaiety of heart!

# SLOYD

GUSTAF LARSSON

*Introduced by Dr. Eliot*

Mrs. SHAW took a keen personal interest in all the teaching institutions she established. She founded and supported generously for many years a school in the North End of Boston for teaching sloyd and training teachers of sloyd. She believed warmly in the value of that training, and adhered loyally to the interesting experiment which she launched. She developed the School into a School of craftsmanship and design. Mr. Gustaf Larsson has been for many years her skilful demonstrator and manager of these modes of teaching. I present to you Mr. Larsson.

**I**N the summer of 1888, now nearly twenty-nine years ago, it was my good fortune to meet Mrs. Shaw and to discuss with her the possibilities of arousing in teachers an interest in the Swedish system of manual training known as sloyd.

Mrs. Shaw had already (1887) presented to the City of Boston her established kindergartens with equipment and trained teachers, and it was in two of her summer-vacation schools that I was given an opportunity to demonstrate this work in the teaching of boys. After painstaking and thorough observation Mrs. Shaw became convinced that sloyd was founded on the same principle that underlies the kindergarten system, namely, that the mental and moral growth of the human being must be the first consideration of *every* teacher and that occupations, whether of mind or hands, must serve only as means to that end.

Mrs. Shaw believed that this fundamental principle of human development and education might in time

become incorporated in all forms of teaching, and she therefore decided to offer free instruction in sloyd to teachers engaged in work in kindergartens and graded schools. As teachers could come to us only out of school hours it was in June, 1892, that the first class of twenty-three sloyd teachers was graduated. During these first years of experiments Mrs. Shaw's faith never faltered. I believe we owe it solely to Mrs. Shaw that the late director of manual training in Boston has been able to say "It is certain that they (the sloyd teachers) have been an important factor in determining the high standards which I believe Boston has finally established."

In order to make the principles and methods of sloyd widely known Mrs. Shaw sent examples of work together with leaflets to several exhibitions. She had a "Life Exhibit of Children at Work" at the World's Fair, Chicago; exhibits at Paris, and at St. Louis. Here her exhibit received the award of Grand Prize.

The first course offered by the School was confined to wood-work, but in response to the more recent demand for wider activities, Mrs. Shaw again gave to the School the means of offering courses in forging, machine work, metal work, bookbinding, printing, cement work, furniture making; and in connection with this technical work, courses in design, and in psychology as applied to teaching.

All these changes necessitated accommodations that differed materially from those where, in four different quarters, the School had done its first twenty years of work; and in 1909 Mrs. Shaw erected the building on Harcourt Street, where, in furtherance of her aims, we are endeavoring to uphold high standards in craftsmanship and design; to test and to systematize such arts and crafts as are useful in schools; and to select and prepare suitable persons for efficient leadership in manual training.

For more than twenty years Mrs. Shaw gave free instruction in her school, but in 1910 she granted our request that a yearly tuition fee of \$100 might be asked and that scholarships might be established for the benefit of worthy and needy students.

It is not easy to estimate the abundance of good that has gone forth from Mrs. Shaw's school nor its far-reaching influence. Over four hundred students, representing almost every state in the Union, have been graduated from there. Fifty-seven graduates are teaching in the public schools of Boston, and several are at work in foreign countries; moreover, it is due to the influence of Mrs. Shaw's school that three of the largest states in India are to-day training sloyd teachers under the authority of their respective governments.

The debt of gratitude is heavy on us. We owe the existence of the Sloyd Training School, its progress and its achievements to the energy, the patience, the

constructive imagination of one woman. We of this school cannot repay the debt. It remains to us to be faithful guardians of the ideals she illumined for us, to embody these ideals in the conduct of her school, and everywhere to hold in unforgetting honor the name of Pauline Agassiz Shaw.

# NORTH BENNET STREET INDUSTRIAL SCHOOL

GEORGE C. GREENER

*Introduced by Dr. Eliot.*

IN this country most of the pioneering work in education and philanthropy is done by private persons and societies who spend their own money on public needs. That is especially true in the field of education, from kindergartens through universities. This is one of the great hopes of the American Republic,—the readiness of well-to-do American men and women to devote their time, thought, labor, and money to the advancement of religion, education, and charity.

Mrs. Shaw had a strong expectation of good from new experiments in education; and she had the means of trying costly experiments. One of her most judicious and fruitful experiments was the North Bennet Street Industrial School. We are to hear next from the Director of that School, Mr. George C. Greener.

AS a daughter of a scientist, Mrs. Shaw rightfully possessed an inquiring mind. If she had devoted herself to art or literature some museum or library might have been enriched by her work; but since she gave herself largely to the great human problem, not with a vague altruism, but with a perfect sincerity of having an engagement with human life, she has left us an eternal memorial — living and multiplying.

She chose, perhaps, the most discouraging field for creative or experimental work — education.

Traditional methods and outworn moulds of thought blocked the path for new educational projects. If it were not for people like Mrs. Shaw with clear vision

— the faith of the miracle worker — and comprehending patience, the current systems of education would give us little pride.

That educational experiments require a large expenditure of money and that Mrs. Shaw could meet that requisite was true, but she gave a rarer and more lasting gift — an unswerving faith.

It is interesting to note the reason why Mrs. Shaw's mind turned in this direction. Her own carefully supervised education differed widely from the accepted schooling. In deciding the education of her own children Mrs. Shaw moved in almost untrodden and pioneer paths of teaching.

With her broad mind and wide outlook the next step was to consider thoughtfully how the facilities at their command met the needs of the less fortunate children. She found their curriculum inadequate, and ill fitted to prepare them for the highest citizenship. Education to them was a meaningless drill, bearing no relation to real life. All this Mrs. Shaw saw in what Matthew Arnold called "a dry light."

With full comprehension of and with no criticisms for the existing systems, she understood that educational experiments are the function of private enterprise, rather than of public institution. Some day there will be a public school experimental bureau and a special school for testing out new possibilities — passing on the fruit of its success, considering its

failures as a legitimate part of its machinery, and having a place in its policy for illuminating failures.

This experimental work appealed strongly to Mrs. Shaw and for thirty-five years she was the mainspring of this work at North Bennet Street. Because of the children who came to us from the public school, new projects have been examined and tested out and could be suitably added to the public school courses.

In this way, through Mrs. Shaw's expectation of good from the untried, social work, kindergartens, day nurseries, manual training, prevocational and industrial classes now enrich and broaden the lives of our young people. Life to her was large and broad and her ideas have spread across the country.

While she had the joy of achievement and saw the success of her effort in terms of human life, she never regarded her work as completed. When one idea passed from the laboratory of the North Bennet School to its practical application in the public schools, a way was cleared for another experiment; therefore the potential, spiritual loss to the school is inestimable — irreplaceable. But the memory of her personal devotion that governed the policy and inspired her board members and workers is a priceless heritage.

# NEIGHBORHOOD HOUSES

ROBERT A. WOODS

*Introduced by Dr. Eliot.*

ONE of Mrs. Shaw's most striking characteristics was her ardent faith in intelligent experimentation, a faith inherited from both sides of her family. It is delightful to see throughout this remarkable life the ample fruits of this devotion to intelligent research in difficult fields.

The next subject is neighborhood houses and settlement work, and Mr. Robert A. Woods is to speak to us on that subject. He is an authority on the history of the development of these good works in this community; and he has been familiar with Mrs. Shaw's participation in that valuable movement. I present to you Mr. Woods.

MRS. SHAW was the former rather than the reformer. She was one of the very first of the constructors in community terms. The kindergarten once off her hands, she took up the problem of child and mother education for the years of infancy. The day nursery was exalted by Mrs. Shaw into an educational institution, and not a mere agency of material relief. As such, it prepared the way for the settlement work that was to follow.

When sloyd instruction was assumed by the public schools, Mrs. Shaw was not content with building up a school for the training of sloyd teachers; she proceeded to carry out the varied logic of her experiment through trade classes, instruction in artistic handicrafts, and a prevocational school.

It was my good fortune to see Mrs. Shaw from time to time when she was transforming her day nurseries into settlement houses. There was not a single fine,

broad, free, downright principle in this new-formed democratic enterprise to which she did not instantly and instinctively respond,—that a high average of capacity and training must be drawn upon, that the members of the local staff must wholly involve themselves in the scene, that the largest freedom and incentive to personal expression should be taken for granted, that the program should be read out of the protean book of local life, and that the neighbors should be drawn in as participants and partners.

She had already gone eagerly into the work of social clubs for working girls and boys at a time when this, now everywhere recognized, educational agency was in its earliest beginnings. Besides developing her already established neighborhood centers, she, as one of the greatest Americans who was also an immigrant, created a new type of settlement house which has successfully specialized upon the training of our new citizens. From out of it has come a new educational function, that of vocational guidance.

No racial distinctions were ever registered in connection with any of her enterprises. Her insistence upon this principle has been the means of preserving neighborhood unity and loyalty even across the color line.

Throughout the country there have been not a few instances in which settlement houses have been sustained wholly or chiefly by individual large donors.

In nearly all cases, such association brings repression, not stimulus. Mrs. Shaw has always been the inspiring, vitalizing leader. She has been one of a group of colleagues, first among equals, a true sister superior. Her mind was always imbued with great motives and principles. She was in the fullest sense the daughter of one of the greatest disciples of nature. She was always ready to learn from the humblest member of any of her working forces. She had those two conclusive marks of the highest personal power, — the insight of the seer to discern surprisingly the meaning of apparently unfamiliar situations, and an unlimited capacity for detail and for the remembrance of facts. She had a thorough system by which each house and staff had all its functions clearly set off, and through which she minutely followed up the efficient prosecution of their work. All her houses were always in the fullest fellowship with every similar and related endeavor in the city, for the sake of every value that might come from mutual re-enforcement. True to the principle of which she was one of the first exponents, that the municipality should be adding new educational functions to its broad scheme of service, of recent years she took the lead in the extensive application of some of the motives of the settlement by means of the school center.

None understood better than she that the most radical of all reforms is the emancipation of the

human spirit from within, and the direct development of its co-operative powers. Yet she was prepared to do her thoughtful part in support of any measure of legislation or public administration which gave promise of sapping the sources of misery, or of expanding the opportunities of life. She was awake to the need of profound economic readjustments, and we are told that she was giving some of the last days of her life to the great problem of the equitable distribution of the national income. It was such a combination of faculties, of interests, of pursuits, that made one always feel in conversation with Mrs. Shaw the impress of a statesmanlike mind, and realize that she might easily have fulfilled the duties of any higher post, if there were such.

Exceptional achievement in these diversified human relations is never possible to the person who is not to the depths of subconsciousness a friendly person. Mrs. Shaw always and under all circumstances was spontaneously so. She actually embodied the essence of the true ideal of national culture — worlds apart from another much vaunted sort — which is expressed in the watchwords, "sweetness and light." She was simple in a way which this age can hardly understand; yet wise as a spirit that had come from afar. She had that inextinguishable gaiety of heart which sometimes seems predestined as the foil to great sorrows. Carrying that authority which comes of large

bounty and a soul sincere, and unconsciously intimating in her presence something almost august, she was always ready in full degree for the interplay of minds in whatever group she was.

She was so unfailingly young in affairs most of which were thought to be particularly the property of youth itself, she was so full of vitality, that it is impossible to imagine her life as ended. On this Easter Day, the bright hope of immortality, let us think of her as forever young; as one who has gone from among us to the fulfillment, in some vaster sphere, of service here begun. And so we, her fellow-workers, proudly salute her as we say farewell. When another great citizen, Phillips Brooks, passed beyond the earthly scenes, it was said of him, and we now repeat it of her :

“Never to the mansions where the mighty rest,  
Since their foundation, came a nobler guest.”

# SUFFRAGE

MRS. MAUD WOOD PARK

*Introduced by Dr. Eliot.*

DURING the last twenty years of her life Mrs. Shaw took a strong interest in suffrage for women and participated generously with personal service and money in the various organized efforts to advance this cause throughout the country. Mrs. Maud Wood Park can tell us something of what she did for this great movement. I present to you Mrs. Park.

OUR tribute to a woman who was noble and kind in a rare degree is to record her loyalty to her own sex. Her interest in suffrage began twenty years ago when a meeting of representative women was called by Mrs. Mary Hutcheson Page, and Mrs. Shaw listened with grave attention to the proposal that that group of women should do active work in Massachusetts and contribute money to the campaigns throughout the country.

From that time on Mrs. Shaw dedicated a constantly increasing part of her time and means to the fundamental work of raising the quality of humanity by raising the political and social status of women. She became convinced that the equality of women before the law was indispensable to social progress that should be permanent. Thereafter she shared with her accustomed generosity in every one of the campaigns in Western states, so many of which resulted in victories.

In the local work in Boston she gave her time, and particularly gave her courage, to every effort and

every step in the movement. For sixteen years she served as president of the Boston Equal Suffrage Association for Good Government, which she founded, and that office meant a real and constant leadership in every detail of the work except presiding at meetings, a public prominence that she shrank from with characteristic modesty.

As an evidence of the quality of her leadership I will read her last message to our association, a letter which breathes her spirit.

Dear Members, Co-workers and Friends :

Yes, dear "friends" for we are united by ties of the most sacred character in the undertaking of a work which is vital and which binds us to co-operate and strive to the utmost of our ability.

We are together again after a short and temporary lull, during which a taste of rest and an opportunity to look within have tended only to ensure new consecration and a new determination to give ourselves wholly to this great work.

Our National President has made known her plan of work for us. Let us unite again with redoubled zeal and pray for the strength, inspiration and insight to come up to her standards, and pledge our faith to her and to each other to give our all: hand, mind, and heart, to accomplish more this year than ever before.

Let us enter this new year of work united and happy in the coming together again for the fulfillment of our pledges of the past, united in the sure hope of realizing the form of government which Lincoln has immortal-

ized by the words, "Government of the people, for the people, by the people," and which at last is really to be by the *whole* people.

With this in view we are indeed bound to be brave, active, and joyful\* in doing, each one to the very utmost, what we can, with all our might and with all our heart and with all our soul.

Read the enclosed list of work and decide what you will do, and then do not fail to do even more.

Yours with love always,

PAULINE AGASSIZ SHAW.

In our work, as in her other activities, she had a far-seeing vision combined with an extraordinary attention to details. She eagerly shared in every feature of our work, never excusing herself from the smaller services because they were small, nor because of the heavier burden that she was carrying. While she had the power to see forward to the thing that was going to develop into something useful, she had the other power of communicating her spirit to others and making us all wish to follow and be like her. We always felt, as Miss Blackwell has said, "the comfort of her kindness." There was about her a selflessness, a habit of thinking of others and never of herself, the beauty of holiness that shone in her face and beckoned us on to better things.

---

\* How like her those words are : "brave, active, and joyful." — M. W. P.

I will close by reading a sonnet which seems to me to have caught the essence of a beautiful life beautifully lived.

TO PAULINE AGASSIZ SHAW

To help and soothe and hearten and to love  
The more despised to cherish all the more,  
In sacred trust she kept her chanced-on store,  
Giving herself, not casting from above ;  
As if her generous hand she would unglove,  
Or would, unthanked, need's own to need restore.  
What love to envy is, what peace to war,  
Her nature was to them that snatch and shove.

The brooklike laugh of youth unforfeited,  
The face where shone the light her spirit fed,  
The veil of manners woven by the soul,  
The ready will to make her part the whole ;  
Gone, gone with all our gratitude unsaid,  
So leaving us to follow where she led.

# PEACE

MRS. J. MALCOLM FORBES

*Introduced by Dr. Eliot.*

ALL her life Pauline Agassiz Shaw was trying to eliminate evil from human lives by introducing and fostering good. She thought that was the way to improve human society and government. Hence she took constant interest in all efforts to prevent war and assure peace; and from the time it was formed she took an active part in the Massachusetts Branch of the Woman's Peace Party. Mrs. J. Malcolm Forbes knows all about her connection with the Peace Movement. I present to you Mrs. Forbes.

WERE it not for our great love for Pauline Agassiz Shaw, there are some of us who feel we could not accede to the request to speak of her to-day, for it seems impossible to give more than a suggestion of her wonderful personality. But for her sake we must try, because a tribute, however inadequate, may carry forward some of the inspiration which we, who have had the joy of working by her side, have received in full measure.

Others have spoken of her achievement in bringing to Boston new ideas, and seeing that these were made concrete.

At the beginning of some of these undertakings she encountered indifference, skepticism, and even hostility, but she succeeded in demonstrating so completely the value of the causes she espoused, that the public finally perceived their worth and gave sympathetic support.

Thousands of men, women, and children are leading happier and better lives because she had the foresight, the courage, and the persistence to introduce or to amplify measures for their health and uplift.

It is my privilege to speak of her interest in the international relations movement. Pauline Agassiz Shaw was a *seer*, combining with vision unusual discrimination. These qualities made her realize the peace movement as fundamental and inevitable.

More than once she said to me, "The two great causes in the world to-day are the peace movement and equal suffrage!" "They are independent," she once continued, "but suffrage will help to establish more quickly the overthrow of the war system."

She belonged to the Massachusetts Peace Society from its foundation, she enthusiastically believed in the American School Peace League, and she joined the League to Enforce Peace and the World's Court League. But of all the international relations organizations in which she was interested, the Massachusetts Branch of the Woman's Peace Party was nearest her heart. Soon after the Branch was formed two years ago, I was given the delightful commission of asking her to be its first vice president. I found her at her home in Jamaica Plain, and I recall how radiantly beautiful she looked as she sat surrounded by the pictures and flowers she loved. She delightedly said "yes" to the proposal of our executive committee.

“But,” she insisted, “you must promise never to ask me to preside.” In her modesty she imagined that she could not do this, and, while not accepting her self appraisal, we respected her wish.

She attended regularly and enthusiastically our Executive Board sessions, and tried never to miss any of the weekly lectures at Pilgrim Hall nor any of the meetings of the Study Class.

Three years ago she went for the first time to the Conference on International Arbitration at Lake Mohonk, and her eagerness and interest had all the fullness and freshness of that of a girl.

At Lake Mohonk, as elsewhere, she became the center of whatever group she was in; and of course, many of the men and women—students, professors, and statesmen—there gathered, asked to be presented to this distinguished looking woman, of whom most of them had heard. But Mrs. Shaw herself never dreamed she was this center of attraction.

I cannot express the loss she is to each one of us who is working for the movement to substitute the system of law for the system of war.

Her immovable convictions made her a pillar of strength.

Her firm judgment, coupled with wide sympathy, and her greatness of spirit combined with loveliness of manner, made her seem a gift sent straight from Heaven to each one of us.

Her loss is irreparable, but her influence remains. Her example will continue to strengthen all who are working for public welfare — especially the upholders of unpopular movements.

A great Massachusetts woman and a great world-citizen has passed on to the Eternal Home. But this earth is a better place because her luminous spirit for a time has dwelt among us.

# ADDRESS

MRS. MAUD BALLINGTON BOOTH

*Introduced by Dr. Eliot.*

MRS MAUD BALLINGTON BOOTH, whose work for prisoners is known all over the world, was intimate with Mrs. Shaw for many years. I think she will tell you what Mrs. Shaw's interest and help meant to the work, and what Mrs. Shaw's friendship meant to herself. I present to you Mrs. Booth.

I N rising to speak this afternoon, to add a few words to the many that have already been spoken, I feel that it would be easier, perhaps, if I had not been so near to the beloved one whose memory we honor to-day. My sense of personal loss is still so keen that I feel that it is hard through the mist of tears to let others see what I have seen and feel, that which my heart would love to make them feel of this wonderful, beautiful, God-honoring personality. Long years ago when I first met her there came to my heart a sudden thrill. When I was sixteen years of age God took from me my own sweet mother. When I met Mrs. Shaw I saw her face again, and a wonderful feeling was mine that I never lost in the long years of our close, precious friendship. She seemed to step into that empty place. And when far out in the Western prisons where I was working, there came to me the news that she was gone, there came that same deep agony of loss that I had felt in my early childhood.

I was in the far West at the hour that she passed on, and when I heard the news I wrote to those dear daughters who stood by her side. When their letters came back to me my heart was thrilled. They were not letters filled with mourning and repining and anguish and grief. They were letters filled with the beauty and glory of the message she left, and they said to me, "Oh, if you could have been there, you would feel as we do; we wouldn't call her back." And then they told me that just at the end her face was brightened by the glory that made it beautiful even in death, and she said, "Oh, isn't it beautiful, isn't it beautiful!" I recalled how she had sat with me in the sunset hour, and looking at the golden, crimson glory of the dying sun, she turned to me and said, "Oh, isn't it beautiful; almost like the opening of the gates of Heaven!" So in the sunset hour of her dear life God gave her to see the beauty, and on her face those who wondered caught its reflection. Let us forget the dirge as we hear only the music from that other world. Can we not truly rise on this Easter day to say, "O death, where is thy sting? O grave, where is thy victory?" When we place our lilies in the ground in the fall, when we plant our seeds in the spring, do we turn away and mourn them dead? Oh, no, we have our vision. As we turn away we see already the blooming glories of the white flowers. So can we feel this dear one lives,

and the work of which you have heard from all these witnesses this afternoon lives on. Back from the silence comes her own dear sweet message.

There is so much I would like to say. Would that I could give a eulogy fitting her work, her power. Someone has said she was the greatest woman our country has produced. There are many of us who say truly that is so. We have heard of her work ; we have heard of her charity ; we have heard of her words. We know what she has accomplished, and yet her greatest force and power was not in what she did, but what she was. She brought that wonderful touch of sincerity, of a soul that breathed out its sweetness, and it is what she was that will last with us forever. Some people must have their names written in letters of gold on marble, that future generations may know them as great, but the name of Pauline Agassiz Shaw has been written with the tender touch of a loving hand, with the beautiful painting of the ideals for which she stood in the hearts of countless thousands. Her work has been spoken of truly as a work of construction. She brought education to the ignorant, training to the home, care for little children, wonderful development in the schools. Mr. and Mrs. Shaw probably more than any other two persons, have done more for the prisoners of this country, and for the broken, the hopeless, the abandoned. In my work within dark, gray

walls, Pauline Agassiz Shaw has been my greatest help and inspiration, and it is through her generosity and that of Mr. Shaw, that comfort and help, and a new start and a new home have been brought to tens of thousands of men whom the callous world looked upon as outcasts. Her face that you have seen in your homes, that you have loved to welcome, has been loved and watched by the boys in Charlestown prison, as in sympathetic tenderness she has looked down by my side at their faces. I have hardly been inside those walls, or rarely spoken at any public gathering in and around Boston, that she has not been with me or in my audience, an inspiration to us all. The sweet self-effacement, the blessed influence of her life will live on with us forever, and her sacred message to you to-day will be a call to fill the place that she has left.

You have heard of her love for the cause of womanhood. Are there any women here in Massachusetts who will forget their ease, and sacrifice themselves to take up her work?

You have heard of her vision of international peace, that vision which all must work for though "It must be born through the agony of war; but the day will come when every nation will have laid aside its sword and when hands in fraternity, in the great wondrous peace that is coming, will be clasped as brothers and sisters in one bond of love." Are there any here who,

with their love for country, will rise up and hasten that glad day?

I saw a flag one day, a beautiful standard, but its gold fringe was torn, its stars and stripes were stained an ugly brown, its silk was bullet riven; but it was beautiful because of its story. It had been gallantly carried by seven men who loved their country more than their life. As each standard bearer fell another one sprang into the breach and carried on the flag. She has dropped the standard. Will you take it up? She who carried it so bravely has gone out into the fuller, brighter life. Will you let your admiration and your eulogy for this great and noble woman, this citizen who had the vision for her country, — will you let your love and praise be only in words, or will you here and now consecrate your life to the purer, better service, taking up the standard that she passes on to you?



OTHER ACTIVITIES OF  
MRS. SHAW

### *The Roxbury Neighborhood House*

The Roxbury Neighborhood House began its history as one of Mrs. Shaw's kindergartens and day nurseries in 1878. In 1906 it was merged with other neighborhood ventures and took its present name and organization.

To-day the Roxbury Neighborhood House carries on twenty-five clubs for girls, boys, and women; classes in carpentry, cobbling, cooking, clay modeling, dressmaking, dancing, gymnastics, housekeeping, children's gardens; stamp savings in the House and in the nearby factories and laundries; music department giving lessons in piano, violin, and singing; a lunch room for working girls; a kindergarten (run by the Wheelock School), a summer playground and baths, a summer camp in New Hampshire; a co-operative buying department for the neighborhood mothers; and a library, game-room, and pool-room, open afternoon and evening. The Baby Hygiene Association has a station at the House and a weekly clinic. Besides these various activities the House provides from its staff a grammar and high school visitor and a visiting housekeeper.

About sixteen hundred people use the House weekly.

### *Social Service House*

Social Service House was established in 1901 by Pauline Agassiz Shaw. The aim was to advance the

civic and social betterment among those in the neighborhood of the North Bennet Street Industrial School. For eight years it was operated by Mrs. Shaw as an experiment in social work. It was her plan that Social Service House be conducted as a model home in the neighborhood and serve as a connecting link between the community and the Industrial School. At the present time many of the usual settlements activities are maintained, such as classes in knitting, sewing, cooking, weaving, embroidery, toy-making, and various forms of recreational activities; with strong emphasis laid upon developing civic responsibilities. During the summer the House maintains a vacation school for young children in the city, a large farm in the country for mothers, children, and young people, and a Caddy Camp in the mountains for boys. In 1908, at Mrs. Shaw's request, the management of Social Service House was taken over by the Board of Managers of the North Bennet Street Industrial School.

### *The Cambridge Neighborhood House*

The Cambridge Neighborhood House, 79 Moore Street, Cambridge, was opened as a day nursery and kindergarten in 1878. It is situated in Cambridgeport about half way between the State House and Harvard Square, in the center of a district given over to manufactures and to the homes of working people. The

plant comprises four buildings : the central house on Moore and Harvard Streets, a three-story tenement house, and two one-family houses operated as a housing experiment.

The work was at first exclusively concerned with little children and their mothers ; and has developed according to the needs of the neighborhood and the times. One of the earliest Mothers' Clubs was started here. An experimental trade school for girls was operated for three years and then taken over by the city. As the community has outgrown the need of its service in one direction, the House has met other needs as they arose. Perhaps its most distinct contribution to social work has been the demonstration of the practicability of conducting work in a community of mixed colored and white with entire disregard of the color line.

The activities of the House during the past year have been as follows :

Domestic Science	Garden and Playground
Music	Year-Round Camp
Clubs and Classes	Summer Outings
Montessori School	Supervised Recreation
Library and Reading Room	Health Station
Lunch Room for Working Girls	Housing Experiment
Animal Rescue League Branch	Study of Civic Conditions
Neighborhood Studies	

### *The Ruggles Street Neighborhood House*

The Ruggles Street Neighborhood House situated at the corner of Ruggles and Cabot Streets in Roxbury,

is a settlement house of the type for which Mrs. Shaw cared especially,— small, and in close neighborly relations with the people around it.

It was opened in 1878 as a day nursery and kindergarten. It has developed the usual functions of a settlement. The emphasis has been laid on work with children, handicraft, and gardening. It was one of the first settlements to develop a community interest in gardening. The activities for the past year have been :

Domestic Science, Class Work	Visiting Housekeeping
Classes in Drawing, Dancing, Sewing	
Printing, Dressmaking, Gymnasium work	
Embroidery, Cobbling	
Lunch Room for Working Girls	Music Dramatics
Library Gardening	Playground Health Station
Caddy Camp	All-year-round Camp Summer Outings
Co-operation with City in Elmwood Gymnasium	
Co-operation with Hospitals, Schools, Educational Institutions and Civic Organizations	

### *The Cottage Place Neighborhood House & Day Nursery*

The Cottage Place Neighborhood House and Day Nursery is an interesting piece of co-operation between the city and private philanthropy, the city furnishing part of an outgrown school building and part of the expense of upkeep, while Mrs. Shaw furnishes the staff of workers and the organization.

The emphasis is laid on the care of young children and the leadership of the older women in their civic

responsibilities. Clubs and classes similar in character to those of the preceding two houses are conducted here during the winter. A flourishing summer school is carried on during the long vacation of the city schools. The nursery co-operates with the Milk and Baby Hygiene Association in conducting a weekly clinic.

#### *The North Bennet Street Day Nursery*

The North Bennet Street Day Nursery, in the heart of the Italian district, serves chiefly the working mothers of that race. In addition to the usual functions of the day nursery, it gives special attention to careful investigation, follow-up work on rejected cases, and to the problem of the family as a whole, of which the nursery child is but a part.

#### *Long-Sought-For Lodge*

Long-Sought-For Lodge on Long-Sought-For Pond, in Westford, is the vacation house serving the four neighborhood houses and day nurseries.

The plant includes a farm of about twenty acres with woodland and water front, a farmhouse, a large barn, and a bungalow. It is open all the year round, for week-end parties in winter, and the larger groups in summer.

#### *The Children's House*

The Children's House, recently built on the same property as Long-Sought-For Lodge, accommodates

between forty and fifty children from the nurseries. The children go up as soon as the schools close and remain until they re-open in September. The parents go up for week-ends. The improvement of the children in appearance, habits, and health at the end of the season is marked.

### *The Cottage Place Library*

The Cottage Place Library, housed in the same building as the Cottage Place Neighborhood House and Day Nursery, is a neighborhood "socialized library" working in co-operation with the city library and the Neighborhood House.

### *The Vocation Bureau*

In 1907, when the classes for wage earners, grouped under what was called the Breadwinners' Institute, were about to be organized for the year at the Civic Service House, it was thought that the help of a wise counselor, alive to the daily economic problems of the workers, at the disposal of the men and women who came to the classes, would be of benefit and make the class-work more fruitful.

Most fortunately, the late Prof. Frank Parsons was one of the volunteer members of the House staff and the suggestion enlisted his warm support. He submitted plans for a Vocation Bureau which would be open not only to the members but to all who wished to come for help in their life-work problems.

Mrs. Shaw was consulted about the plan, and she saw at once the far-reaching character of such an undertaking. The first Vocation Bureau in the country was opened in the fall of 1907. Professor Parsons lived but a year to see the start of what has become to-day a recognized function of public education.

That children should not go out into employments without guidance, expert information about occupations, and supervision during employment has long been a tenet among social workers. The Vocational Guidance Movement is attempting to give a practical solution to this problem. In scores of cities and towns throughout the country there are public school or privately supported bureaus for vocational guidance. In a score of universities there are courses for training workers in this new field. Mrs. Shaw has made possible the course given in the Department of Education at Harvard University. The Vocation Bureau has been conducting the vocational guidance courses at Boston University and Teachers College, Columbia University. Ten years ago there was no literature on the subject of vocational guidance. A recent bibliography published by the Harvard University Press lists references on this subject, all of recent date, in more than eighty pages.

Among the books issued by the Vocation Bureau are *Choosing a Vocation*; *The Vocational Guidance of Youth*; *Youth, School, and Vocation*; *Readings in Voca-*

*tional Guidance; The School and the Start in Life; The Shoe Industry; The Law as a Vocation; Advertising as a Vocation; Opportunities in the Department Store,* and many other occupational books and pamphlets.

Five years ago the Vocation Bureau organized the first association of employing executives connected with the principal stores, factories, and public service corporations in and near Boston. The Bureau announced what has since been called the New Profession of Handling Men, and formulated the plans of a modern employment or personnel department. It proposed a training course for those who hire and supervise employees in industrial establishments. The Tuck School of Finance and Administration at Dartmouth College was first among the colleges to undertake such a course. To-day there are ten associations of employment executives, organized in a National Conference, and a new literature dealing with socialized phases of employment is in process of development.

From the beginning of this work Mrs. Shaw gave unstintedly and continuously of her thought, time, counsel, and help. It was her vision of what vocational guidance and right employment methods would do for education and industry, which made possible the growth of these enterprises.

The Vocation Bureau, and the movements which it has made possible, were only one expression of Mrs. Shaw's love for humankind, one trail of the many she blazed for the socializing of school, work and life itself.

*The Civic Service House.* A Social Settlement and a School for  
Citizenship. . . . Founded 1901

The Civic Service House was founded in 1901 when immigration reached its half-million mark. The following ten years the new immigration poured in at the phenomenal rate of a million a year. Boston was then the second largest port, and the North End, where the old immigration station is still located, was the great gateway, second only to Ellis Island.

Mrs. Shaw saw the opportunities for civic service in this field and dedicated the House at the very outset to the constructive citizenship of adult immigrant wage earners, men and women seeking a foothold on new soil. Someone said that "the cause of good government and patriotism is halting because the rear detachments of our citizenship are not brought forward into the contest." This is especially true of our new citizenship groups, the great inarticulate minorities who often hold, in many a local, state and national campaign, the balance of power on election day. The Civic Service House, during the sixteen years of intensive field work, therefore addressed itself particularly to the task of articulating these powerful minorities to our body politic.

Since 1901, practically three waves of immigration swept over the North End and out into the great beyond of the American continent — the Jewish, the Italian, the Polish. To each movement the House

contributed its quota of leadership, — men and women schooled in democracy. In the early days, when the night school was but a way station for young boys who had prematurely left the day school, the Civic Service House Night School was a pioneer in this field of Americanization. Later, when the public night schools began to function in the neighborhood, we were able to contribute not only interpreters and teachers specially trained for the new task, but new text books designed to meet the particular needs of adult immigrants.\*

Out of our New American clubs graduated also many of the splendid group of young men now conducting the large and active North End School Center. Through the pioneer efforts in vocational guidance by Professor Frank Parsons with an immigrant group on the roof garden, one summer evening, came forth the first two volumes of the new literature on this subject: "Choosing a Vocation," and "Vocational Guidance of Youth."

Out of our social service groups also developed the volume on "The Field of Social Service," especially intended for volunteers and widely used by members of women's clubs."

"Street-Land," the product of an educational experiment under the auspices of the Boston Public Schools, in the guidance and supervision of the vast

---

\* Bibliography: "Civic Reader" and "Civics for New Americans."

army of immigrant children trading in the city streets represents another phase of Mrs. Shaw's interest in the complex problems of the immigrant family. As a result of a prolonged co-operative campaign a new park was established in the North End. Our share in the nation-wide study of the "Boy Problem," under the auspices of the National Federation of Settlements, shortly to be published in book form, again would have been impossible without Mrs. Shaw's generous interest and support.

This world struggle is forcing on us daily new problems, yes, a new terminology. Such words as "foreigner" and "alien," so repugnant to Mrs. Shaw's democratic instincts, have been forced back on the American public with ominous meaning. We are now talking of "alien friends" and "alien enemies." Many of us who have fought these tendencies are now obliged to reinterpret these terms in the light of new and unprecedented conditions. The World War, therefore, clearly emphasizes the need of not only an international but a domestic immigration policy. We are therefore glad to record our share in the successful consummation of a protracted movement in this Commonwealth for the establishment of a State Immigration Commission which will henceforth co-operate with all social agencies in the effort to develop a distinctively American program, all the more urgent to-day when democracy is being challenged.





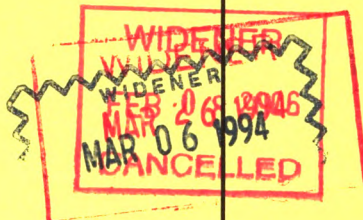
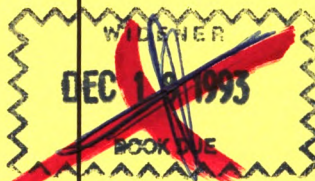
This book should be returned to  
the Library on or before the last date  
stamped below.

A fine of five cents a day is incurred  
by retaining it beyond the specified  
time.

Please return promptly.

**THE BORROWER WILL BE CHARGED  
AN OVERDUE FEE IF THIS BOOK IS  
NOT RETURNED TO THE LIBRARY ON  
OR BEFORE THE LAST DATE STAMPED  
BELOW. NON-RECEIPT OF OVERDUE  
NOTICES DOES NOT EXEMPT THE  
BORROWER FROM OVERDUE FEES.**

**Harvard College Widener Library  
Cambridge, MA 02138 (617) 495-2413**



3 2044 020 302 030

