

ARISTOCRATIC BRYN MAWR COLLEGE WILL UNLOCK "DREAM PALACE" FOR WORKING GIRLS WITH IDEALS

Toilers From Sweat Shops, Mills and Offices to Get Glimpses of Higher Education During Summer Months in Plan to Understand Industry

LONG SMOLDERING HOPES OF BETTER THINGS WILL HAVE HAPPY REALIZATION

Lucky Philadelphians Tell of Desire to Garner Knowledge to Help Less Fortunate Comrades When They Return to Their Workday Tasks



Where the School for Women Workers in Industry will be held at Bryn Mawr

GIRLHOOD dreams! All the world over and all the world through girlhood dreams of love and romance and achievement woven in the bright fabric of youthful imaginings!

Always there will be blue skies, vine-covered bowers and idle hours for the rosy-hued fancies of the world's sweethearts.

But there are dreams which crystallize in the hot steam of a laundry; dreams which are spun to the din and crash of factory engines; dreams which are woven through hours and hours, years after years, of sewing on machines and by hand—and these are girlhood dreams, just the same.

In Philadelphia's industries, as throughout the country, thousands of girls work and dream; and in their hearts smolders the desire for education and leisure.

One hundred of these girl workers are to have the opportunity soon for the realization of these dreams in the course of study at the School for Women Workers in Industry, which was established last summer by Dr. M. Carey Thomas, president of Bryn Mawr College.

The course is the first step of education for adult workers at a college in this country. It was declared a tremendous success last summer, and has been much more thoroughly worked out for this season which commences June 14.

Among the girls awarded the scholarships, which are maintained by industrial groups and individuals at \$200 each, are nine Philadelphia girls.

These girls in their different places of work are aquiver at the thought of coming in contact with college people and books and of being at the lovely Bryn Mawr of which they have heard. But the tremendous thing about them is that not in one instance do they seek this opportunity for self-aggrandizement.

Not one wishes to ape the manners of luxury and pleasure. Back, back to the sweat and toil they intend to go. But—and here is their dream—they want to go so that they can return equipped to be useful in solving the problems which they know all too well exist in their branches of labor.

Their staunchness is inspiring.

Girl's Dreams Form As Machine Whirrs

At a sewing machine in a dress factory sits Minnie Rubinstein, whose home is at 3905 Brown street.

As her swift fingers passed a luxurious satin fabric from the lap of her meager cotton frock through the machine, she spoke of her scholarship to Bryn Mawr.

School? Not since she was fourteen years old in Russia—since then she always has worked in a factory. She is now twenty-six.

"When you sit at a machine all day," she said, "there isn't much chance to learn about life."

"Every one should know about life so that she can live it better."

Minnie reads much. Oscar Wilde and Bernard Shaw are her favorite authors. Three sessions in English literature at night school introduced her to them.

"I can't wait until I get there," she flashed forth as her black eyes lighted with the fire of kindled dreams, and her black bobbed hair shook with an emotional toss of her head.

She was fervid on the subject of education. She urges that all classes should have the opportunity to receive an education.

Machines stopped whirring, and some of Minnie's fellow-workers revealed her official title. She is "chairlady" at her factory; that is, she represents the union of the employees to the employer.

Both sides say she is always fair-minded. But Minnie Rubinstein says that she not only wants to represent the worker; she wants to learn of industry as a whole and of the psychology of individuals, so that she can advise and help her fellow-workers.

Dreams of Poetry in Hot Confines of Mill

At a yarn mill in Manayunk is fair-haired, blue-eyed Stephanie Fronczak, of 584 Roxboro avenue.

In years she is twenty, but in her pink frock, sleeveless and turned in at her throat—it is always hot in the mill—she looked a mere wide-eyed school child. Her father and mother do not speak English. She has learned it since she came from Poland fifteen years ago.

Stephanie pronounced English with a voice. "You are aware there is a rise in your spirits as you hear her speak that, there is a musical rise in her voice."

"You are aware there is a rise in your spirits as you hear her speak that, there is a musical rise in her voice." Now she talked her glowing eyes out through the window out over rough hills, and she said: "I wish it were wonderful!"

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Workers to Be Taught Literature's Beauties

THE aim and purpose of the course for working girls are: To show literature not only as a stimulus to imagination, an appeal to the emotions, a thing of beauty, but as a vehicle for the ideas and ideals which men live by—in short, when the thinking it codifies is sound and fine, as a guide to life.

To show literature as a reflection of the steady march of man, the medium which bears witness to improvement in social conditions, a yearning for reforms, and an increasing recognition of the rights of the working man. With this point of view, literature becomes, instead of something dead and buried in books, a living sentient thing, keenly sensitive to changing opinions, itself the voice of men who have struggled themselves, or barring that, have a sympathetic eye to the struggle.

Poetry she adores, especially that of Rudyard Kipling and Alfred Noyes.

"I have always wanted to study, but of course I couldn't," she said.

Stephanie's father has not been able to work for the last three years because of an accident.

"Oh, I am so delighted that I can go," she said. "I didn't think I would pass the examination."

The English language is a great and wonderful thing to her. She knows a girl who went to the Industrial School last summer and who speaks English beautifully now, but who, she says, "didn't know how to talk before except as a null girl."

Stephanie holds this friend in much awe and hopes to be able to "talk well" too.

She is a dreamer—but her dream is to come true!

For nine years Kathryn Hill, 3759 Cresson street, has been a telephone operator.

Miss Hill, who is twenty-seven, left school to work when she was in the sixth grade.

Large, well-poised, she immediately impresses you as an intelligent, thinking person. She represents the girls in her office in meetings with the office managers. Thirty-three girls refer their suggestions or grievances to her. Many matters which are purely local she suggests and adjusts herself. She was released from her work at the "bell," to talk about her school studies.

"Many times," she began, "one knows what she wants to say, but can't express herself. People think she is shifting ground, when she may be merely sifting for words. Self expression enables one to hold ground better."

"The composition work and the public-speaking course at Bryn Mawr, I thought would help me in expression," she continued, "and then I could help the girls in telling of their needs in a clearer way."

"Thoughts are power—they are hidden here, but when they are developed they are power. I have no desire to use the training to get into any other line of work. I want to come back here."

She went back to her work, and as the wires clicked and whirled, evidence of a force directed in proper channels, she nodded and said,

"Power."

Ideals From Abroad To Be Realized Here

The ideal of Berta Kippnis, 3988 West Clifford street, in obtaining her education, is to learn of the proper relations between capital and labor.

From Russia, Berta came eight years ago, and has since been striving to learn the English language and to read English fiction and poetry.

Cleaning and sorting clothes is the work of agile Christine Doyle, 5927 North Uber street, in a laundry in Bryn Mawr. And that is exactly what she does with ideas too.

Wall-ordering signs are her beliefs. To be sure, Christine is one of the

mer. And the influence of that is marked. She is a dynamic little person. She gives the impression of being here, there and back again all in the wink of an eye. Her movements are quick as a flash. In her white middie, white skirt and rubber-soled sneakers, she skinned into the office of the laundry. Thirty-four years old, this small person has ideas of tremendous development and yet the eagerness and now and then the selfishness of a child. She believes that the industrial course is an introduction to the liberal arts, a move to link the liberal arts to industry. She hopes through it to adjust herself in labor problems and to help others adjust themselves.

Wants Capital to Meet Labor on Equal Terms

The course last summer contained girls from all over the country. Miss Doyle says they found their problems were identical and that they differed only in detail. She said the instructors simply gave the facts at large and left the students to work out their solutions of the problems. She believes intensely that laborers should be educated to meet the problems which confront them. Her efforts in

brown eyes and radiant smile were absorbing enough to obliterate all other thoughts. Asked about the course, she said she wanted to learn to express herself. Questioned as to her favorite amusement she answered that she had to help her mother. "Did she read much?" "Again, the answer 'Have to help my mother.'"

Elmira Williams has thirteen younger brothers and sisters and she wants to help educate

Later it was learned that Elmira has thirteen younger brothers and sisters, nine sisters and four brothers and that she hasn't any time after her day's work of slipping printed sheets from a machine, to give to her own entertainment. Those in her family who can go to primary school, the rest work, she said.



Minnie Rubinstein, who has not attended school since she was fourteen



Stephanie Fronczak, whose dreams of writing poetry have been thwarted by the treadmill of factory grind



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believes that the movement of education for industrial workers is to be a widespread movement of the immediate future. Other colleges, it believes, will follow the example and give their buildings and grounds and equipment for the work.

Miss Smith was chairman of the Directing Committee of the school last season. She will give her time in the winter to plan and develop the work and to execute it in the summer. During the fall she will travel in order to tell of the work to other schools and to workers all over the country. The present enrollment includes representatives of these nationalities: American, Canadian, Danish, Dutch, English, French, German, Hungarian, Irish, Italian, Lithuanian, Polish, Hungarian, Russian, Scotch, Spanish, Swedish and Swiss. Sixty-seven of the

These girls are given from the very first the right conception of taking the thoughts of others.

Time for Athletics Included in Courses Other courses which are offered are "Modern Industrial Society," "Factors in the Modern Labor Movement," composition, elementary, intermediate, advanced; "Public Speaking," "Hygiene," personal and community; "History"; "Psychology of Human Behavior"; "Government, the Citizen and the State"; "History of the Labor Movement"; "Science"; "Music"; "Physical Education."

Eleven hours of class work a week are required from the students. After consultation with her instructors, each girl chooses what courses and tutoring will best suit her needs. In leisure time the girls will have a variety of activities to choose from. Among the most important are nature-study groups, dramatics, athletics.



Etty Thorpe, who teaches girls to be switchboard operators, wants to know more about psychology to increase her efficiency

students are native Americans, thirty-three are foreign born. Facts of history which are usually a non-understandable bore to most students, Dean Smith says, are living, vital things to many of these girls who have lived and suffered under conditions in some of the foreign lands. The purpose of study as outlined to the applicants to the school shows edu-

A self-government organization will take part in the management of the school through representatives elected to all committees.

Miss Ernestine Friedman, who is again serving as executive secretary, says that at first the girls are very shy, but that they very quickly adjust themselves to conditions and then assert themselves, for they soon are shown that they have something to give.

"The instructors in the last year's session," Miss Friedman says, "declare themselves absolutely spoiled for ordinary teaching. In the work with the industrial girls there is a give-and-take which there is not in other groups. These girls have seen, have suffered and have dreamed of the alleviation of distress."

Of the ten instructors and sixteen tutors, four are returning to the work. Dr. Amy Hewes, of Holyoke College, who served on the War Labor Board, taught economics.

Miss Helen Lockwood, of Baldwin School, returns to teach English composition and public speaking.

Dr. Lawrence J. Saunders, of Amherst College, an English exchange professor, teaches history. Dr. Saunders taught in industrial summer schools in England, where the movement is at least twenty-five years old and is maintained by Government grants.

Miss Lila Houghtling will have charge of the social and health activities. An innovation will be the assistant directorship which will be filled by an industrial worker. Miss Agnes Nestor, a worker in the glove industry. It is believed that she will be able to perceive the worker's problems in their group life.

The school and the instructors give no special viewpoint to the girls. They merely make accessible to them facts. They give facts of the past to interpret the present. They show the present is not fixed, but growing and improving, and that each one should make a contribution so that it will grow in the right direction. The girls are given facts and tools to work out their own salvation.



Elizabeth Rudolf and Sarah Fridgent, workers in shirt factories since they came from Russia four years ago, aspire to a course on the History of the Labor Movement

metal, telephone, printing, electric, advertising specialties, watches, paper boxes, bleaching, chemicals, laundry, candy, soap, tobacco and cigarettes. They will live in the stately ivy-colored college halls, Denbigh and Marltons. The Bryn Mawr grounds and buildings, open but as the vehicle for the girls' ideas which men live by—in short, when the thinking it codifies is sound and fine, as a guide to life.

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How many persons in their hours and hours of reading, do you suppose, look back upon their own lives in that

Power of Thoughts Is One Girl's Ideal

"POWER," Thoughts are power" is the philosophy of one of the girls who will take the summer course at Bryn Mawr.

"Until thoughts are developed by proper training or use, they are not power," she says, and therefore she intends to fit herself to think along proper lines. She is Miss Kathryn Hill, 3759 Cresson street, who left a school in the sixth grade and is now a telephone operator.

With true insight, she perceives how much an improved power to think and express herself will aid her in her work of representing the girls in her office in their dealings with the office managers.

When she has learned that which she desires she intends to return to the telephone office to place her new-found knowledge in practice.