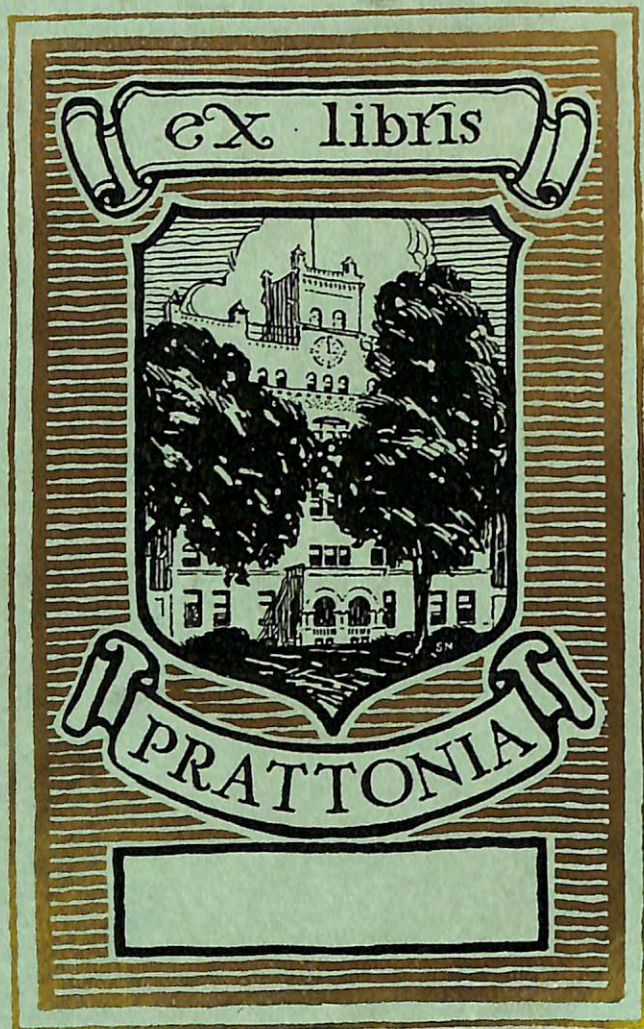
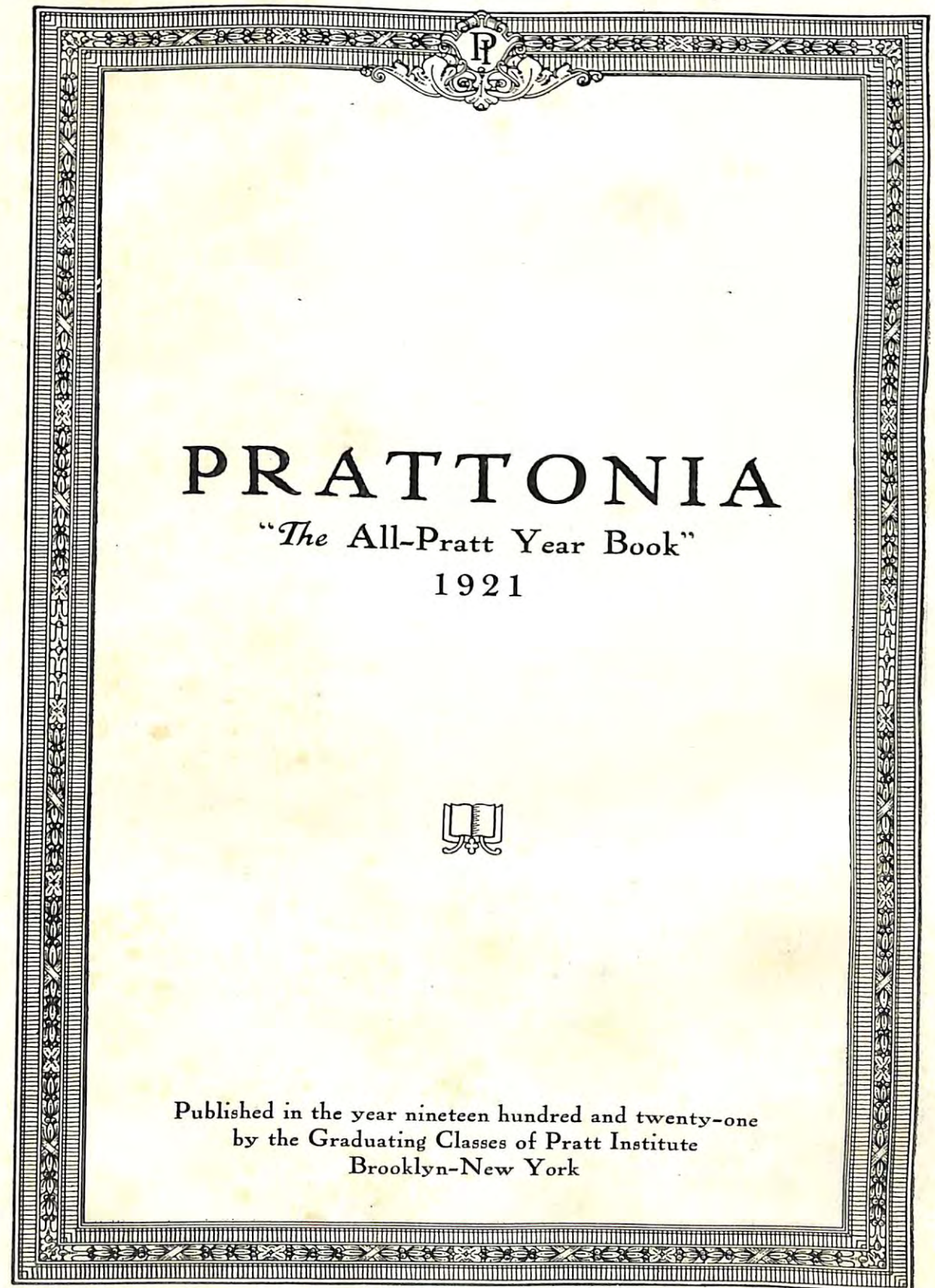


PLATO



PLATO







*Walter Scott Perry*  
DIRECTOR  
SCHOOL OF FINE AND APPLIED  
ARTS

FREDERICK J. THOMPSON

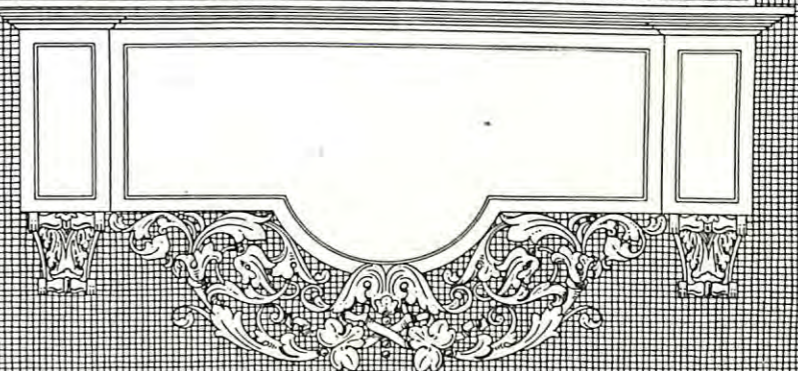
To  
Walter Scott Perry

Director of the School of Fine  
and Applied Arts

Whose worth and constant devotion  
to

Pratt Institute

during its entire history have done  
much to win for our institution high  
repute throughout the country; in  
sincere appreciation of all that his  
work has meant, not only to the  
School of Fine and Applied Arts  
but also in the making of Pratt  
Institute, we gratefully dedicate the  
first All-Institute edition of Prattoxia.



FREDERICK J. THOMPSON



## Alma Mater

On a slope of fair Long Island,  
With her waters near,  
Stands our noble Alma Mater,  
To our hearts so dear:  
Fondest memories cling around  
Her halls wherein we sat,  
Hail, all hail, our Alma Mater,  
Hail to dear old Pratt.

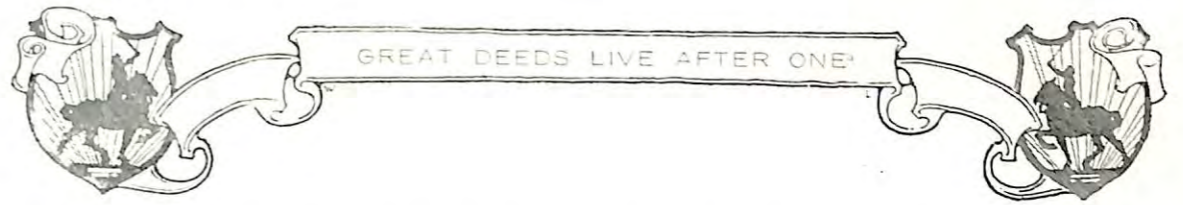
### CHORUS

To your feet and swell the chorus,  
Raise your voices high;  
Hail, our noble Alma Mater,  
Noble old P. I.

Hearts will ne'er forget her precepts,  
Memories ne'er grow dim:  
Her name alone will wake the echoes  
With a royal vim:  
Every man the other's equal,  
All one glorious Frat.  
Hail, all hail, our Alma Mater,  
Hail to dear old Pratt.

FREDERICK J. THOMPSON





## The Why and Wherefore of Pratt Institute

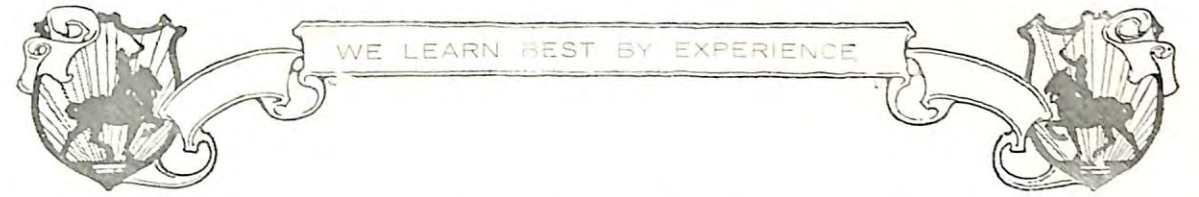
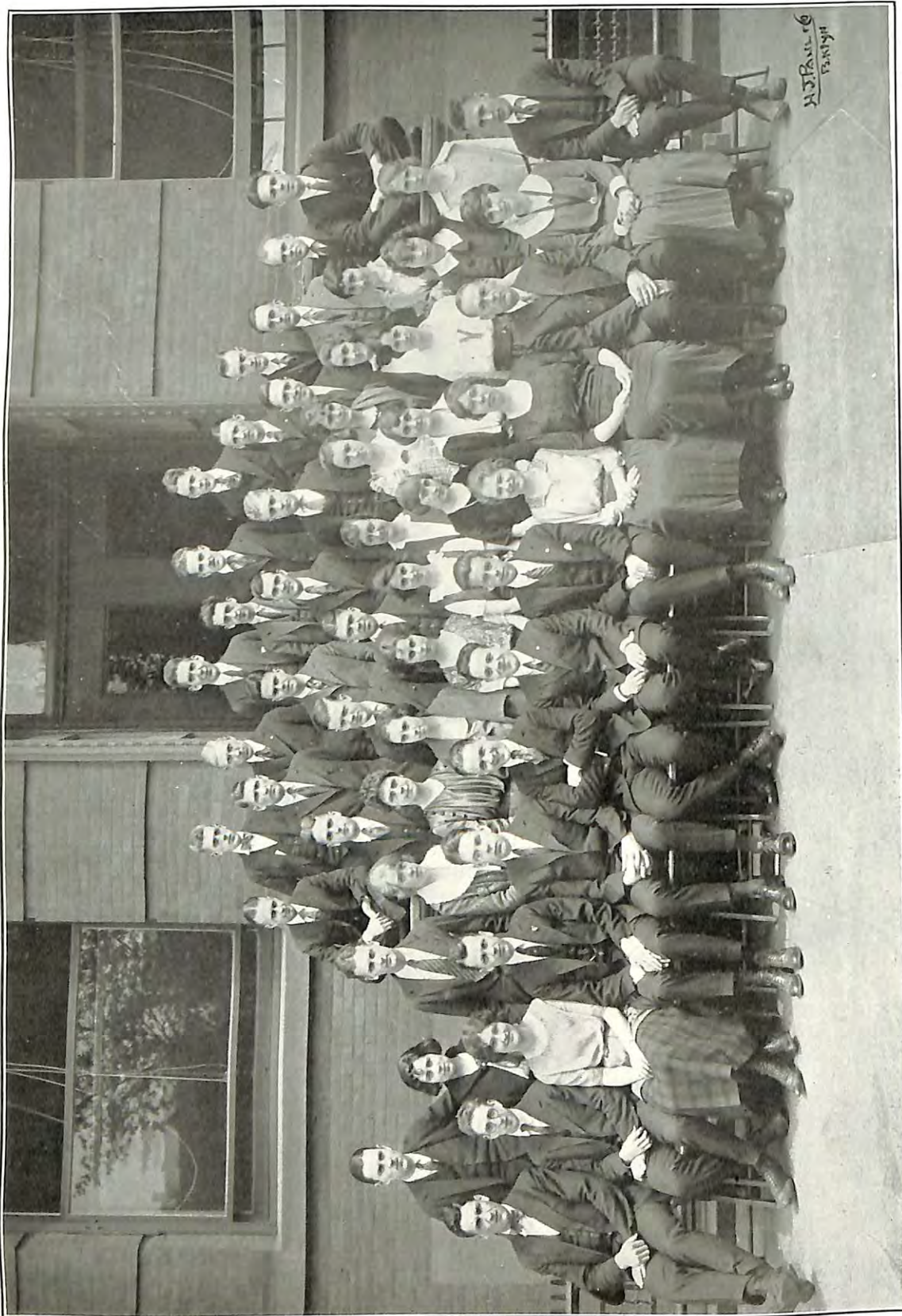
MR. FREDERIC PRATT

To state in a few words the why and wherefore of the Institute is a big task, and touches some history, some psychology, and some dreams. The subject can be treated only in part. In the first place, the Institute has confined itself to definite work expressed by the terms "Fine and Applied Arts," "Household Science and Arts," "Science and Technology," "Library Science." Originally, when the Founder was experimenting in a new and untried field to find our place, we had many other types of courses, such as agriculture, commerce, music, kindergarten, technical high school. In the field of vocational education today there are represented hundreds of subjects not dreamed of when the Institute was organized, and not possible for us to include in our work. We do not want to duplicate public school work and we do not want to enter the college field. The great majority of students in this country—some say as many as 80 per cent—finish school by sixteen years of age. Some leave thus early because they have to support themselves or their families, others because they find no vocational purpose in their schools, and still others because the methods used do not seem to fit their needs. To those who must work and who have ambition and strength, the evening school offers an opportunity for further development, and one of the Institute's best contributions to the public is its varied evening courses.

As time is an element, most of our courses have been confined to two years in length. It is too short a time to give all that is desirable, but long enough to give a sound foundation in content of course and method of work. Specialization becomes necessary in any two-year course, and so-called cultural studies must be omitted. By specialization I mean selecting those subjects that are fundamental and welding them into a whole—a whole that is complete and satisfactory, a whole in which each subject is a part of every other and is taught so that each strengthens the others. Specialization, meaning the selection by students of isolated parts, is not our purpose nor the character of our work. But the selection of subjects for any course means an accurate knowledge of the types of positions which our graduates are to fill. It is as important to know where you are going as to know how you will get there.

As we are not a preparatory school for colleges and engineering schools, we are not limited by external requirements. We are thinking and planning with definite objectives in view. But to do the right thing for a student and for a job means the right kind of student. Our students, therefore, are carefully selected because of qualities we think essential, not because of previous educational training or experience. But courses of study well arranged and the right kind of students are not all. We must apply to the teaching methods that will fit. Practically all our work has developed new methods as compared with those used in the colleges and academic institutions. Concrete work is done first and principles developed afterward. Theory and the historical side of the work are incidental to making the practice sound.

What I have briefly outlined deals with objectives, courses, methods. They are, of course, essential to any satisfactory work, but unless there is back of them character and integrity on the part of the trustees, directors, instructors and students, and unless there is a true spirit of service and a knowledge of human nature, any work, however efficiently done, fails of its greater opportunity. We know that life and right thinking and acting are more important than mere mechanical skill, and so we bring into our Institute right thinking men and women. They are not only teachers but friends, and should be so considered and used. Their interest and inspiration is in the student's development rather than in advancement in their own subject. You and I want our lives to be as successful as we can make them—successful so far as each one of us is filling completely the place in the world to which he is adapted. I cannot fill your place and you possibly could not fill mine. Each must find for himself the place he can fill best, whether high or low, but we cannot fill or even occupy any place unless we believe in character. Can you think of this world of ours existing on subterfuge, deceit or sham? Why does our civilization last? Only because we believe in the fundamental righteousness and character of people. Loss of belief in the ultimate right thinking and doing of human



nature would spell destruction. But hand in hand with character goes inspiration. Our ideals are seldom realized, but we must have them. Without them, without something to live up to and to strive for, this world would be a barren place.

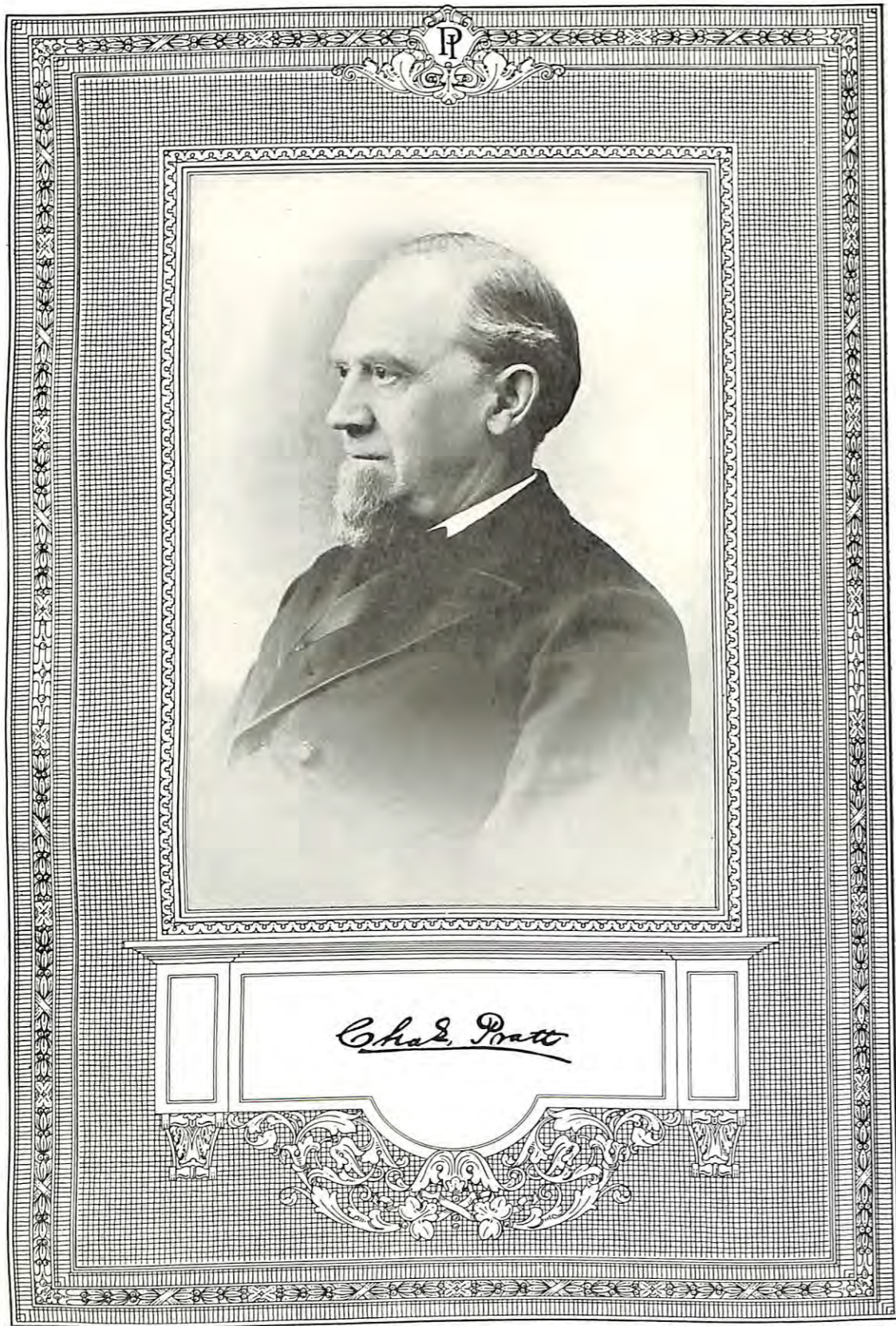
How does the Institute educate in character and in giving ideals? Mostly by indirection. These qualities can never be concretely taught, like mathematics, chemistry, or drawing, but they can always be expressed in the design or construction of any material thing. They can always be given in any school, in any subject, in any place, by any teacher who himself possesses them. They can always be lived and transmitted to others by any teacher, any student, any secretary, any janitor, who is true to his better self.

## Prattonia Board and Staff

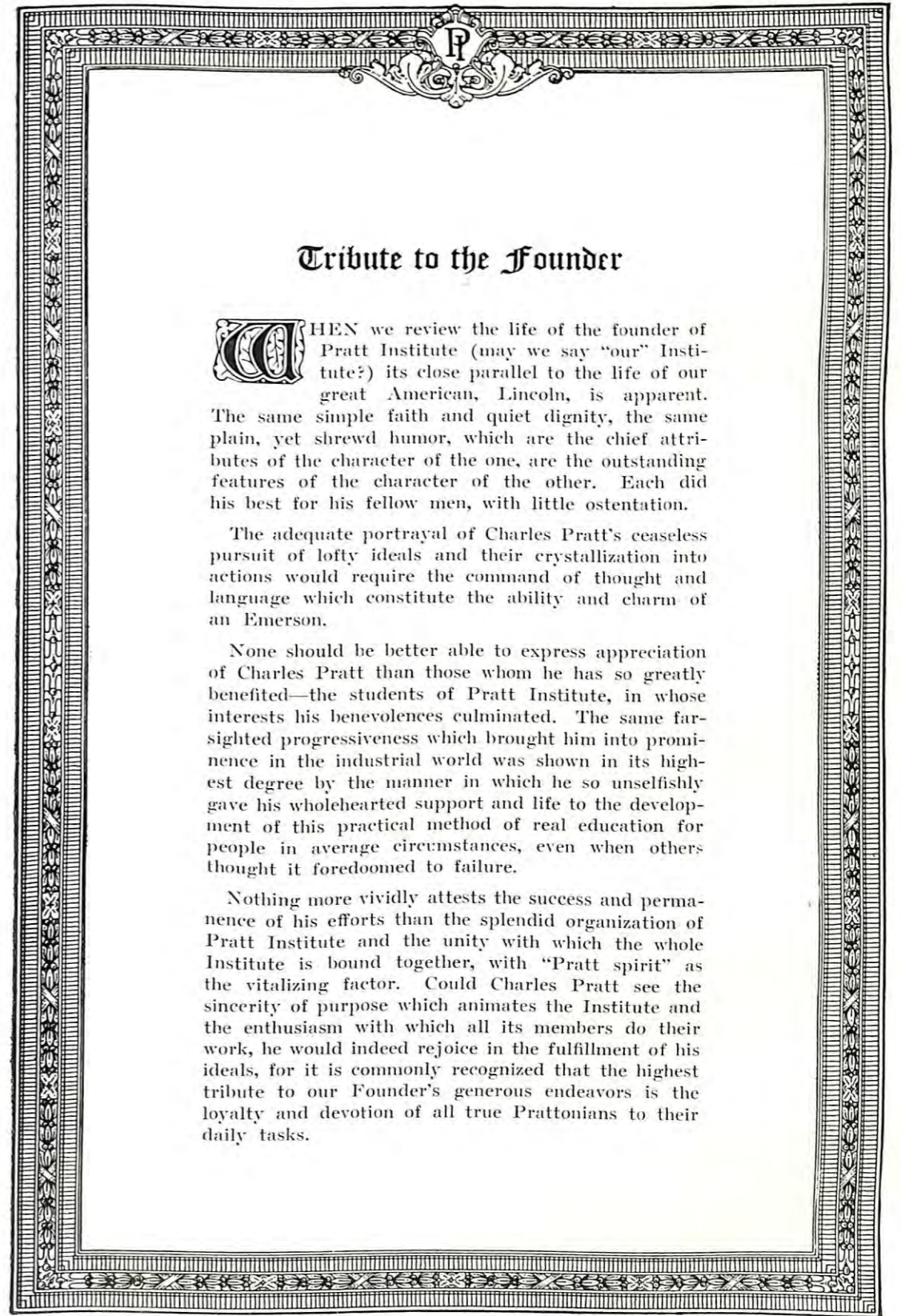
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FREDERICK J. THOMPSON



## Tribute to the Founder

WHEN we review the life of the founder of Pratt Institute (may we say "our" Institute?) its close parallel to the life of our great American, Lincoln, is apparent. The same simple faith and quiet dignity, the same plain, yet shrewd humor, which are the chief attributes of the character of the one, are the outstanding features of the character of the other. Each did his best for his fellow men, with little ostentation.

The adequate portrayal of Charles Pratt's ceaseless pursuit of lofty ideals and their crystallization into actions would require the command of thought and language which constitute the ability and charm of an Emerson.

None should be better able to express appreciation of Charles Pratt than those whom he has so greatly benefited—the students of Pratt Institute, in whose interests his benevolences culminated. The same far-sighted progressiveness which brought him into prominence in the industrial world was shown in its highest degree by the manner in which he so unselfishly gave his wholehearted support and life to the development of this practical method of real education for people in average circumstances, even when others thought it foredoomed to failure.

Nothing more vividly attests the success and permanence of his efforts than the splendid organization of Pratt Institute and the unity with which the whole Institute is bound together, with "Pratt spirit" as the vitalizing factor. Could Charles Pratt see the sincerity of purpose which animates the Institute and the enthusiasm with which all its members do their work, he would indeed rejoice in the fulfillment of his ideals, for it is commonly recognized that the highest tribute to our Founder's generous endeavors is the loyalty and devotion of all true Prattionians to their daily tasks.

FREDERICK J. THOMPSON



## Historical Sketch of Pratt Institute

*The following historical sketch of Pratt Institute was written at the request of the editors of "Prattonia" by Mr. Walter Scott Perry, who has been a director in Pratt Institute since its organization in 1887.*

### REASONS FOR FOUNDING PRATT INSTITUTE

**W**HEN, in February, 1887, I met, for the first time, Mr. Charles Pratt, the founder of Pratt Institute, he outlined four propositions which have been fundamental to the work of Pratt Institute. These in substance are as follows:

1. "I wish to found a school that shall help all classes of workers, artists, artisans, apprentices and home makers, and I wish its courses conducted in such a way as to give every student practical skill along some definite line of work, and at the same time reveal to him possibilities for further development and study."
2. "I want to found a school that shall give everybody a chance. That is, instead of having one type of examination for entrance to all its classes, that may rule out some earnest young men and women who may not have had an opportunity for an early education, we shall have, instead, all kinds and grades of work with different entrance requirements; so that, if one cannot enter on one level, he may on some other, and learning to do one thing well as an employment, he may also be influenced to climb to a higher level by earnest study and effort."
3. "I want to establish a school that shall not compete with the public and private schools of Brooklyn; but, through its specialized lines of work, shall supplement those schools and offer to young men and women, not only of Brooklyn, but of the whole country, opportunities for special work that shall equip them for life's problems. And in this," he said, "we must be content to do pioneer work, with all that such work means in effort, responsibility, and disappointment at first, through the failure of others to understand what we are doing."
4. "I wish to help as large a number as possible to secure this type of education and I shall never feel I am doing all that I ought to do unless I can help at least three thousand young people each year toward a practical education." Then he hesitated and said, as he often did afterward, "I would like to make the number four thousand if I dared."

In planning the Institute Mr. Pratt was guided largely by his own personal experience. He therefore made it a school where young men and women in circumstances similar to those of his own youth could have the chance that he never had; and, because he knew what they needed and why the average school then had failed to give it, he planned with an insight and a foresight that have won both wide approval and admiration. It was his wish—and to this wish the Trustees have rigidly held—that the Institute should reach and help all classes of practical workers; and that its courses should be so conducted as to give every student definite, practical skill along some one line of work, and at the same time reveal to him the possibilities for development, service, and culture offered by the most commonplace tasks.

### CHARLES PRATT, THE MAN

Mr. Pratt was a man of sympathetic nature—and although somewhat reserved—he was most cordial in manner, large hearted, thoroughly unselfish, broad-minded and far-seeing. He was intensely interested in everything that concerned Pratt Institute and gave of his time, though engaged in active business, without thought of overtaxing his strength. No detail was ever too small to receive his attention. He worked not as one to be known as the founder of a great school, but rather as one whose sole desire was to help each and every individual student to a better and happier way of living. He gave not money alone, but to a wonderful degree he gave himself to the task. At one time when asked by a friend how much money he was giving to the Institute, he replied, "Why should I tell how much money I am giving; that is a small matter,—the giving which counts is the giving of one's self."



### THE FIRST CLASS

Mr. Pratt cared not for the praise that so often heralds a philanthropic work and in his modest way he kept his plans largely to himself; because of this he was often misjudged by those who did not believe there would be any call for the many lines of work that he proposed to establish. He would frequently remark, "Somebody else has been laughing at me to-day, saying that I will never find use for one large building and why should I put up others." Although he was full of courage, yet, when the first Institute class finally opened October 17, 1887, with only twelve students, it was felt that he would indeed be disappointed. He came to the School early the next morning and the first question was, "Well, how many students did you have yesterday?" I hesitated, thinking that perhaps the time had come when he might be greatly disappointed, and replied, "Mr. Pratt, we had twelve students." He did not speak for a few moments, but his eyes were full of intense expression; then he said quickly, "First rate, first rate; you knew what to do with twelve, didn't you? Now, if we do just right by the twelve, we may have thirteen next week; and if we do right by the thirteen, we may have fourteen the week after, and that is the way to grow." And he added, "Now if we had had a hundred or more students, you would not have known what to do with so many on the first day; some would have been disappointed and we should have had criticism. Now I think we will plan to begin with small numbers every new work that we establish in Pratt Institute and say very little about it until it is well under way."

The annual enrollment of all schools of the Institute is now over four thousand students in day and evening classes. The aggregate enrollment year by year, for the thirty-four years of the history of Pratt Institute, is 123,144 students, and the graduates are scattered all over the country and in different parts of the world.

### THE SCHOOL OF FINE AND APPLIED ARTS

It was Mr. Pratt's firm conviction from the first that many different lines of work should be taught in Pratt Institute, but he was greatly perplexed to know how to introduce them. He made a beginning, however, in a way that showed his clear understanding of fundamentals in practical education. "One thing," he said, "is clear to me, and that is, that drawing must be a foundation study and must enter into almost every course of study that may be pursued in Pratt Institute. Therefore, I think I shall be entirely safe and make a right beginning if we start with drawing classes. Then I will feel my way to the next subject. One problem at a time, rightly solved, will be worth much more than many ventures undertaken at the same time." Hence the "Drawing Department," as it was first called, eventually including all kinds of freehand drawing, design, architectural and mechanical drawing, had its beginning on the fourth floor of the Main Building, the only floor then available for work of any kind. The Mechanical Drawing Courses several years later were turned over to the School of Science and Technology. From the small beginning of twelve students in drawing there has developed the present School of Fine and Applied Arts with an enrollment the past year of 1,211 students in many and varied lines of work. Of this number 200 men and 300 women were in the full time day classes.

The aggregate enrollment of the day and evening classes, year by year, since the beginning of the School, is 29,015. The total number of graduates from day courses, covering two to four years, is 2,801. Of this number 1,122 are graduates of normal courses for the training of special teachers and supervisors of drawing and manual training. Mr. Walter Scott Perry has been the director of the School since its organization.

### EVENING CLASSES

#### "HELP THEM TO HELP THEMSELVES"

The day work was hardly under way when Mr. Pratt opened the few rooms, one evening, to visitors. There were about two hundred in attendance. Mr. Pratt was quite excited, and exclaimed eagerly, "Now is our chance. Call all these young people together and tell them just what we are going to do here." The reply made was to the effect that it seemed a very difficult thing to tell "just what we are going to do." "Oh, well," he said, "tell them something,



tell them that what we want to do is to help them to help themselves." And so originated that oft repeated remark to students, "We want to help you to help yourselves." Then and there the proposed work of the Institute, especially that of the evening classes, was explained as fully as it could be at that time. An opportunity for registration was offered and on January 4, 1888, evening classes were opened at Pratt Institute—classes that now number over two thousand students annually, while large numbers are turned away.

#### THE SCHOOL OF SCIENCE AND TECHNOLOGY

When one considers the splendid vocational work of the School of Science and Technology, and the work of the many manual arts schools of the country, one can hardly believe now that there could have been any question by those interested in general education regarding the success of such work. Yet it was difficult to find anyone of experience interested and with faith in ultimate success in developing vocational or trade work. After much thought and investigation on the part of Mr. Pratt, the position of director was offered and accepted by one who seemed to have the requisite experience. However, he soon sent a telegram asking to be released from the engagement made, giving as his excuse that he could not bring himself to think that there would be any real demand for a school involving training in the trades as outlined by Mr. Pratt. When that telegram was handed to Mr. Pratt, he was for a few moments intensely disappointed; but he quietly remarked, "Well, I am very much disappointed, but I am thankful to get his decision now, for a man without faith in his work can never be of any value to us." Later, in July, 1888, Mr. Charles Richards, now Director of Cooper Union, became the first director of the School of Science and Technology, continuing for ten years. He was followed by Mr. Arthur W. Williston, who resigned in 1910 to become the first principal of Wentworth Institute, Boston, an institution now carrying on similar lines of work. Mr. Williston in turn was followed by the present director, Mr. Samuel S. Edmonds.

The School of Science and Technology in these years has been one of great influence and has had an aggregate enrollment, year by year, of 31,901 students in day and evening classes; the evening classes alone each winter numbering about 1,400 men, who after a hard day's work at their trade, spend three nights a week for several winters to complete courses which are of great practical value to them. The first building to be used for the trade school was the present gymnasium; and on the main floor of that one building were carried on various kinds of trade work, including classes in plumbing, bricklaying, plastering, and sign painting.

From the day courses covering one or two years, the School of Science and Technology has graduated approximately 2,500 students.

#### THE SCHOOL OF HOUSEHOLD SCIENCE AND ARTS

Although a beginning was first made in drawing and in work for men, Mr. Pratt had in mind from the inception of the Institute a department devoted entirely to women's work. Therefore, he referred repeatedly to the proposed organization of a "Women's Department," as he called it. He had various people in mind to take charge of that department, but one morning, upon leaving the little office on the fourth floor, he exclaimed, "Do you know, I think that Miss Sackett, who is engaged in work in the Institute Library, is a most discerning young woman, and I think I will ask her to organize a Women's Department." That he made no mistake in his choice is evidenced by the fact that the work started and continued for sixteen years by Miss Harriet S. Sackett has grown into the present School of Household Science and Arts. Miss Sackett was followed by Miss Anna C. Hedges, who in turn was followed by Mrs. Nelly Hattersley. Miss Isabel E. Lord succeeded Mrs. Hattersley as director. During the past year Miss Helen Hollister has been acting director. At the beginning of the year 1921-22, Mr. Frederick Howe will become the director of this school.

From day courses covering one or two years, this School has graduated 2,849 students, nearly all of whom have filled responsible positions. Of this total number 1,013 are graduates of the Normal Course for the training of special teachers in Domestic Science and Domestic Arts. The aggregate enrollment of the School, in full and part time, day and evening classes, is 44,630.



#### THE PRATT FREE PUBLIC LIBRARY

Mr. Pratt began early to create a reference library for the Institute students. There was no free public library in Brooklyn at the time and the need of such a library was often discussed. Mr. Pratt gave the matter more and more thought as the days passed. One morning he came to the Institute and stood just inside the north room on the first floor. This floor space at the time was used for the storage of lumber. Standing firmly on his feet, with his left hand grasping the lapel of his overcoat and glancing out of the window toward the site of the present library building, Mr. Pratt exclaimed, "I have done it!" "You have done what, Mr. Pratt?" was the inquiry. "I have decided to found a free library for the citizens of Brooklyn," he replied. The manner in which he said it, the emphasis upon the words, "I have done it," left no question of his firm intention to do another great work for the people and to enrich the resources of the Institute by this most valuable gift.

The Pratt Institute Free Library had its beginning on the first floor of the Main Building of the Institute. The Reading Room occupied the long section at the left as one enters the main entrance, and the stack room occupied the present General Office. The present library building, built by the Trustees after Mr. Pratt's death, was opened to the public on June first, 1896. The circulation of books during last year was over 220,000, and the reference and reading rooms were used by 65,000 people. The children's room was one of the first in the country especially equipped for the purpose. The work has grown rapidly, and last year nearly 56,000 books were circulated on children's cards.

Since its beginning in 1890, the Library School has awarded 653 certificates to graduates of one year and two year courses in Library Science, giving technical training in methods of library management. About 354 graduates are now active in library work.

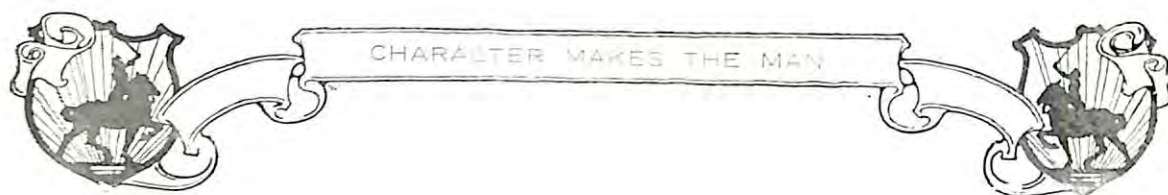
The presiding genius in the early development of the library was Miss Madge Healy, now Mrs. Edgar A. Bancroft, who for many years was a great power, not only in the development of the library, but also in the social and neighborhood work of the Institute. Miss Healy was followed by Miss Mary W. Plummer, late Director of the Library School in connection with the New York Public Library. Miss Isabel E. Lord was director for nine years, and since 1910, Mr. Edward F. Stevens has held the position of director.

#### THE MANUAL TRAINING HIGH SCHOOL

It was often suggested to Mr. Pratt that it might be well to establish a Manual Training High School in which the boys of high school age could take work in manual training and the girls, domestic science and art, in addition to regular academic studies, and at the same time fit for college in four years. He was loath to do this, for fear it would cut out some of the technical work that he wished carried on in the Institute for older students. He did not wish, he said, either to compete with the public schools or to do the work they ought to do. Manual training was then just beginning to attract attention in the country, largely through the efforts of Dr. C. M. Woodward of St. Louis, but it was quite universally frowned upon by people interested in general education.

Mr. Pratt had conceived the idea of offering to the city of Brooklyn a building and a large sum of money to pay for instruction in manual training at Pratt Institute for boys and girls of the public schools, the classes to take turns in coming to the Institute. When the offer was finally made, it was considered by the School Board, but so little was the subject of Industrial Training understood that many of its members ridiculed the idea and made uncomplimentary remarks concerning Mr. Pratt, his school and his teachers.

The next day the papers printed reports of the meeting, quoting many of the derogatory things that were said. Mr. Pratt was greatly disappointed and felt keenly hurt. He said, "Some day Brooklyn will wake up to the value of Manual Training. Then my help may be wanted, but it will never be offered again to the public schools. I cannot be reconciled to such ridicule toward my efforts to promote industrial training, but I prophesy that the time will come when a Manual Training High School will be built in Brooklyn out of public funds, and that a building to accommodate two thousand students will not be large enough to meet the demand."—a prophecy that long ago came true.



The School did its pioneer work of eighteen years until the city of Brooklyn built its manual training school and similar schools were established all over the United States. The work of the Pratt Institute Manual Training High School as a pioneer school being accomplished, the Trustees decided to discontinue the school in 1905, and to use the rooms for other lines of work that needed the same sort of support during a formative period. Among the directors of this School have been Mr. W. O. Pratt; Mr. William A. McAndrew, now Assistant Superintendent in the New York City Schools; Dr. C. Hanford Henderson; Dr. Luther Gulick, later director of Physical Training, New York City Schools; and Mrs. George P. Hitchcock.

The total enrollment of the Manual Training High School, year by year, was 3,045; the total number of graduates of the four years' course, 369.

#### THE SCHOOL OF KINDERGARTEN TRAINING

In the very earliest days of the Institute, Mr. Pratt was desirous of doing something for the promotion of kindergartens in Brooklyn. Little was being done elsewhere at that time, excepting in St. Louis and in a few other cities. In those days anyone connected with the Institute had to be prepared to assist in anything Mr. Pratt decided he wanted done, yet it was a surprise to be asked to find someone at once to open and conduct a Kindergarten in a house that stood opposite the present Main Building. After much searching, Miss Elizabeth Cushman was secured for the work and the first kindergarten was started that led to the School for the Training of Kindergartners. Miss Alice E. Pitts became director in 1894; and for twenty-five years the school exercised a wide influence in the country through the excellent training of kindergartners and in maintaining high ideals in kindergarten work.

The total enrollment of adults and children of the Kindergarten School, year by year, since 1892, totaled 3,194, of which number 541 have been graduated from the two year Normal course for kindergartners.

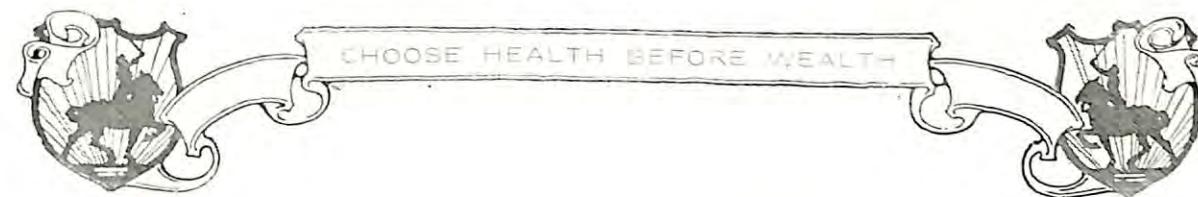
#### THE BEGINNING OF NORMAL CLASSES FOR THE TRAINING OF SPECIAL TEACHERS

One day Mr. Pratt was informed that we were training one of the most promising students to become an instructor in the classes. "Oh," he exclaimed, "I didn't think we were going to have classes for the training of teachers. I was thinking of this school as an industrial school only. But we want to consider carefully everything that presents itself as a new problem." A few days later, he came in and said, "Where is the young woman you are going to train as an instructor?" Mr. Pratt was taken to the door of Room 42 and Miss Emma R. Brill, the first Normal student of Pratt Institute, was pointed out to him. Mr. Pratt tiptoed down the aisle of the classroom and then turned back so as to see the face of the student in question. Stepping out into the hall he said, "She seems to be a pretty likely young woman. We will watch her and see how she gets on, and perhaps it may be wise to establish a class for the training of teachers." A short time after that, the students of the art school were called together; it was explained that it was proposed to establish a normal class and a tentative course of study was outlined. Several wished to register for such a class. The class was soon organized and it was the first class of students graduated from Pratt Institute, the date being June, 1890.

From the Normal courses in Art and Manual Training, 1,221 students have been graduated; from the Normal courses in Domestic Art and in Domestic Science, 1,013; from the Normal course for Kindergartners, 541;—a total of 2,675 graduates sent out for supervising and teaching the special subjects in which they have been trained by the Institute. These graduates have directed the special work for thousands of teachers in the public and private schools, and through them millions of children have felt the influence of Pratt Institute.

#### THE THRIFT

Mr. Pratt was a firm believer in economy and thrift and was greatly interested in inculcating the habits of thrift in all with whom he came in contact in the Institute, and especially among children. He early formulated a plan for saving by the purchase of stamps. A desk and a small safe, with one person in charge, were located in the General Office. This



plan of teaching thrift rapidly developed into a Savings and Loan Association called "The Thrift," later incorporated under the banking laws of New York State. The Thrift soon outgrew the limited quarters now occupied by the Registrar of the Institute. It was then located in a building that seemed adequate for future growth north of the main Institute Building. But, owing to the unforeseen and unexpected growth of The Thrift, the business has outgrown this building and recently there was erected a new Thrift Building at the corner of DeKalb Avenue and Ryerson Street. The total assets of The Thrift in its first year amounted to \$17,267 with 349 account holders. At the end of the year 1920 there were 11,323 account holders, and the total assets amounted to \$6,582,943.32.

#### THE FIRST FOUNDER'S DAY

One of the most memorable occasions in the history of Pratt Institute was October second, eighteen hundred and eighty-eight. This was the first Founder's Day, so called, when the birthday of Charles Pratt, the founder of Pratt Institute, was celebrated. This date has been celebrated every year since; but, on that particular day, the exercises were peculiarly personal and reminiscent.

Mr. Pratt had said several times that he would like to speak to all the students and he chose his birthday for the occasion. He said, "I do not want this to be a public affair. I do not want anyone present from outside of the school. I want this to be an affair of the students and teachers only,—what we might call a family affair." On that memorable morning Mr. Pratt entered the hall, and greeted in a most friendly manner the students and the young instructors. He carried his Bible in his hand and going to the platform, he first offered a most touching and personal prayer. Then, opening his Bible, he read the familiar words from Job 28, 12 and following. He then asked the students to sing "Jerusalem the Golden," said to be one of his favorite hymns. That Scripture quotation and hymn have formed a part of the service of every Founder's Day since and have become a sacred legacy because of the personal association with Mr. Pratt on that first Founder's Day.

Following the prayer, the reading of the Scriptures, and the singing came Mr. Pratt's address which was singularly intimate, an outpouring of the heart of a man with a great ideal, rich with terse sayings, drawn from the experiences of a full and noble life and bearing upon the duties of life and its responsibilities. At the close of those simple but deeply impressive exercises, one of the former directors, a well-known educator, exclaimed, "Should I live a hundred years, I never again expect to hear such a wonderful address touching as it has the most vital things in life."

From that notable address and others, the following quotations taken down at the time, concerning work and contentment, are here repeated.

"We all need work and I want to impress upon your mind the value of work."

"Be true to your work and your work will be true to you."

"You have been taught to be faithful; to be genuine and true. Now if there is one thing I have been trying to impress on Pratt Institute, it is, that every one should be true and genuine."

"Help the other fellow. Have the desire and the capacity to serve others. The more you can serve, the better you will like it."

"We are not all alike. Some have to learn courage and some have to learn application."

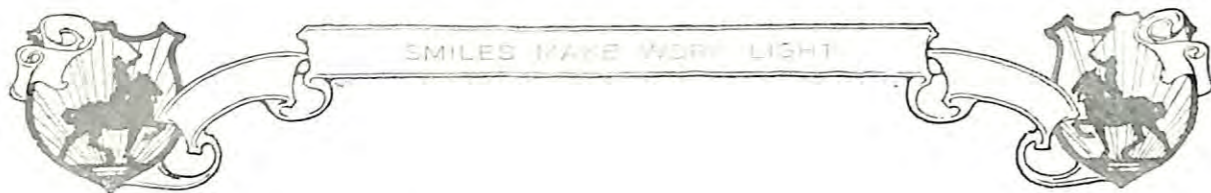
"Learn to have patience. Learn to be consistent and patient. You can make life just as happy or as miserable as you like as a consequence."

"This is the way we feel about Pratt Institute. You will be our witness, our advertisement. You will tell the world that Pratt Institute is a good place to go if we have done our whole duty by you."

#### FOUNDER'S DAY, OCTOBER 2, 1890

##### THE LAST WORDS BEFORE THE INSTITUTE, OF MR. CHARLES PRATT

"The world goes on, and Pratt Institute, if it fulfills the hopes and expectations of its founder, must go on, and as the years pass, the field of its influence should grow wider and wider."



"As I said last Founder's Day, the developing and enlarging power of the Institute must be in itself. The giving which counts is the giving of one's self. The faithful teacher who gives his strength and life without stint or hope of reward, other than the sense of fidelity to duty, gives most, and so the record will stand when our books are closed at the day of final accounting.

"So to my sons and co-trustees, who will have this work to carry on when I am gone, I wish to say: The world will overestimate your ability, and will underestimate the value of your work; will be exacting of every promise made or implied; will be critical of your failings; will often misjudge your motives and hold you to strict account for all your doings. Many pupils will make demands and be forgetful of your service to them. Ingratitude will often be your reward. When the way is dark and full of discouragement and difficulty you will need to look on the other side of the picture, which you will find full of hope and gladness. So I would give you a word of encouragement and cheer, and possibly I cannot do better than to impress upon you the wise counsel of an ancient sage from another race, as follows:

"You do not live for yourself. If you live for yourself you shall come to nothing. Be brave, be just, be pure, be true in word and deed. Care not for your enjoyment, care not for your life; care only for what is right. So, and not otherwise, it shall be well with you."

#### DEATH OF MR. PRATT

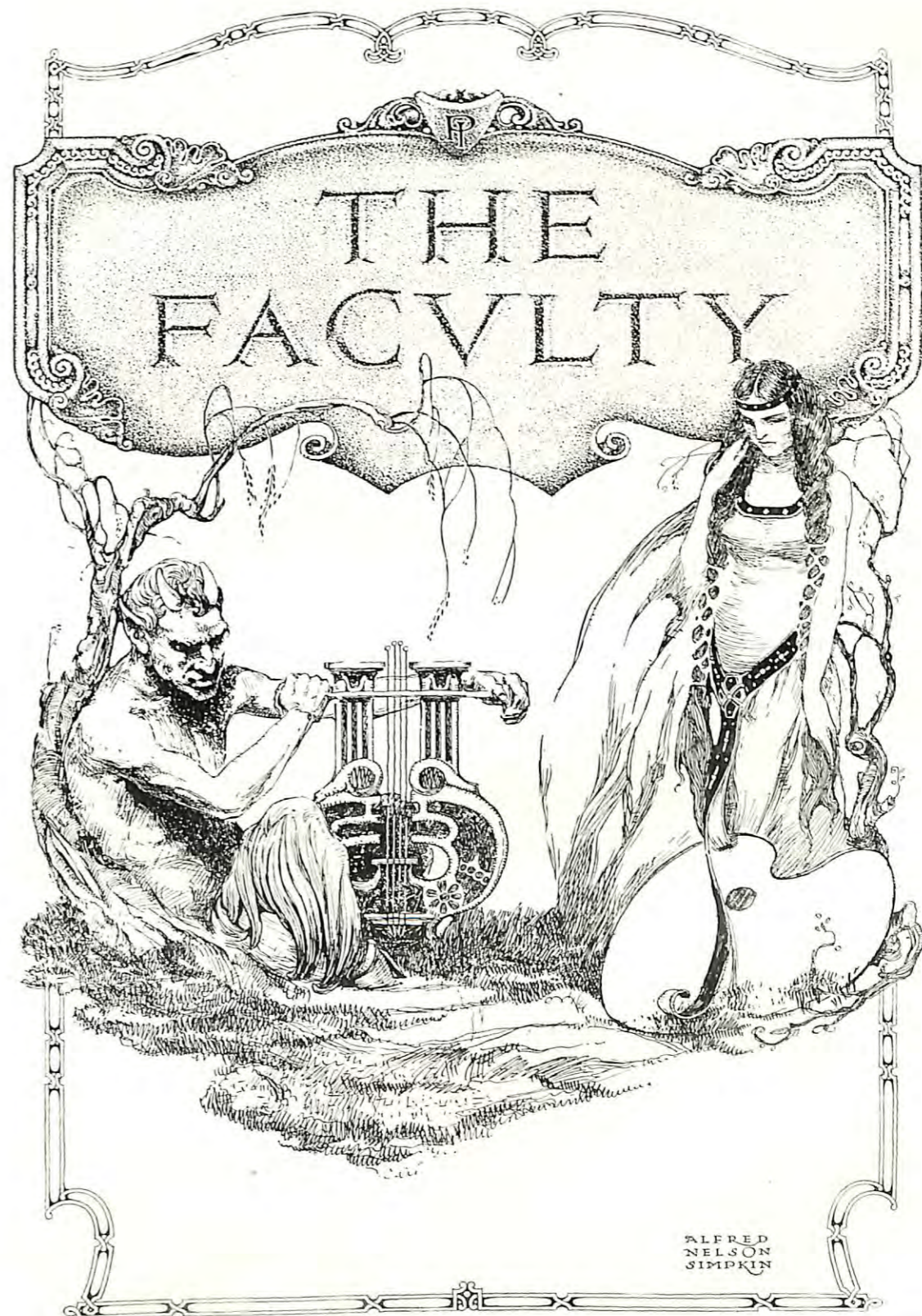
Mr. Pratt had been prevailed upon in the early spring of 1890 to allow Mr. Herbert Adams, sculptor, instructor in the School of Fine and Applied Arts, to model his portrait in his Pratt Institute studio. Nearly every morning for several weeks Mr. Pratt would go to the studio, and while engaged in earnest conversation with some director regarding the work of his school, Mr. Adams would carry nearer to completion the portrait. On the morning of May 4, 1891, Mr. Pratt made his usual visit to the Institute and remarked to the writer—"Mr. Adams thinks the clay portrait is finished and every one who has seen it seems satisfied, so I think I will go down to the studio and tell Mr. Adams that I, too, will call it finished." Mr. Pratt then went to his office and strangely enough his death came suddenly that day. A reproduction of the portrait in bronze, through voluntary contributions of Pratt Institute students, was soon placed in the General Office bearing the words so typical of the man, Charles Pratt, "The giving which counts is the giving of one's self." Another copy of the bronze portrait may be seen in the entrance hall of the Library.

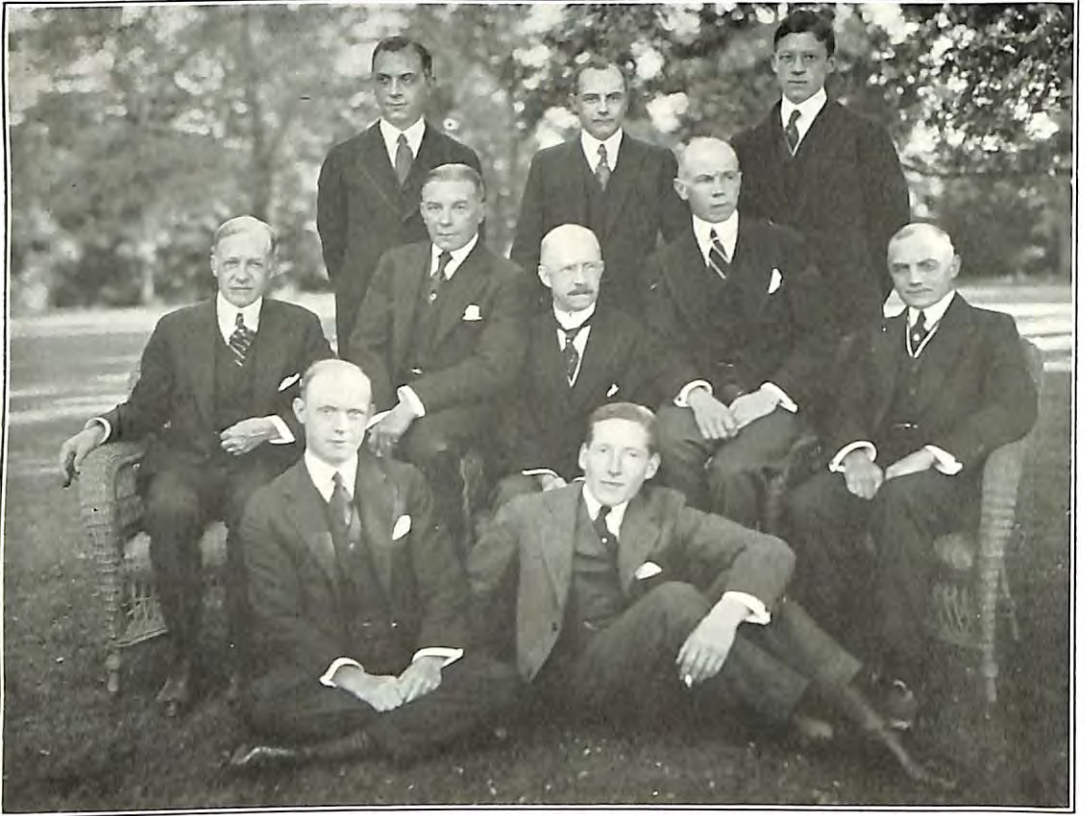
#### PRATT INSTITUTE ORGANIZATION

Mr. Frederic B. Pratt, son of the founder, has been the executive officer of Pratt Institute since its beginning in 1887, calling himself, modestly, "Secretary"; but, in this position, he has done a very great work for Pratt Institute. He has given of his time most unselfishly to the vast number of details that engage the attention of a chief executive officer, and he is thoroughly acquainted with every course of study in the various schools of the Institute. To him the students owe much that has come to them in their life at the Institute.

Then again the Institute is unique among educational institutions in having a Board of Trustees consisting of the six sons, and at the present time, of four grandsons of the founder, who have interested themselves each and all to an extraordinary degree in promoting all that Pratt Institute stands for, and in building and adding to the endowment as occasion has required. Nothing could be more fully lived up to than the statement made to the writer the morning after the funeral of the founder in May, 1891, by Mr. Charles M. Pratt, President of the Board of Trustees, when he said, "Please note down everything that you can think of that father intended to do, for we, as his sons, intend so far as possible to carry out every known wish that he expressed."

How prophetic have been the words of the founder uttered on that last Founder's Day, October 2, 1890, when he said: "We believe if we do right that in time—ten years, twenty years, fifty years—we shall have all we can do to take care of the people who wish to come to Pratt Institute."





## Board of Trustees

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READING FROM LEFT TO RIGHT—TOP ROW

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DR. FRANK L. BABBOTT, JR.

SECOND ROW

FREDERIC B. PRATT

HERBERT L. PRATT

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CHARLES PRATT



## Editorial

**S**ERVICE, while a most intangible thing, conveys in a word a greater meaning than the majority of us attach to it. To illustrate,—great men have performed deeds by which they have distinguished themselves from the masses, and if we were to stop long enough to look into the motives of such men as Washington, Lafayette and Lincoln, we would find that they were prompted by a spirit of unselfishness and self-sacrifice.

To bring us to the present time we need not look far beyond our own doors. Mr. Charles Pratt, the founder, who is mentioned elsewhere in this book, was at one time a poor boy with a limited education and training who, through hard work and close application, realized his ambitions and gave expression of his ideal of "Help the other fellow" by founding Pratt Institute. This was service in its noblest phase.

One does not have to attain fame to serve. In a short time we will graduate and we will offer our services to the world. Our success will be commensurate with the service we render, and if we really want to be successful we must never lose sight of the fact that true success depends upon this service.

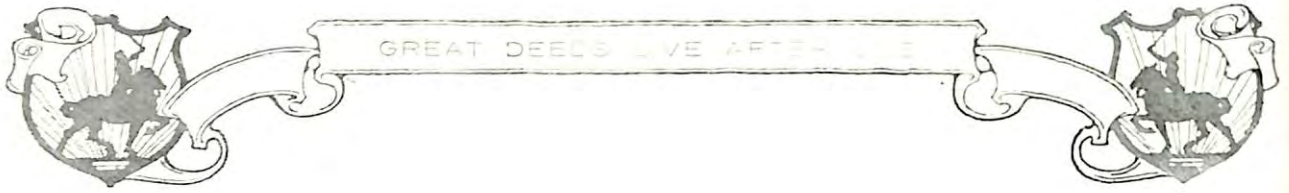
As some of our great men have made service the keynote of their lives, so progressive commercial houses are today making service the keynote of their business, realizing that good-will, the most valuable asset which they possess, is invariably measured by the quality of the service rendered.

Taking our founder as our example, one of the finest things instilled into our hearts and minds at Pratt Institute is his idea of real service.

"Prattonia" exists only because of this fundamental principle of coöperation and service. This being the first time that "Prattonia" has been issued for the entire Institute, a great many problems have arisen from time to time which were previously unthought of. These the Board has attempted to solve in such a manner that the book will be benefited and improved in its appearance and interest to you.

The way that the faculty and the entire student body have stood solidly behind the Board of Editors has been a source of great satisfaction and pleasure to each member.

In the following pages we have attempted to crystallize the wonderful spirit of Pratt Institute, and if these pages keep fresh the enjoyable days spent here the ambition of the Board will have been realized.



## Salutation of the Dawn

Look to This Day—  
For it is Life, the very Life of Life.  
In its brief course lie all the realities of your existence—  
The Bliss of Growth;  
The Glory of Action;  
The Splendor of Beauty.

For Yesterday is only a Dream,  
And To-morrow is only a Vision:—

But To-day, well-lived, makes  
Every Yesterday a Dream of Happiness,  
Every To-morrow a Vision of Hope!  
Look well, therefore, to This Day.

(From the Sanskrit.)  
FREDERICK STEVENSON.

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## Acknowledgment

To acknowledge in detail the many people who have willingly given their time and labors toward making "Prattonia" a success would be well-nigh impossible.

Our thanks are particularly due to the proofreading staff, who have expedited the production of the typographical matter, and to the advertising staff, named elsewhere.

Special mention may be made of Miss Grace Wallace, whose pleasant and willing co-operation has aided the members of the Board so much in carrying on their duties, and Mr. Andrew V. Boos, who, while not a member of the Board, has rendered invaluable service and given unsparingly of his time.

Our sincere thanks are due to our faculty advisers, Messrs. Marsh and Watson, whose advice and help have meant so much towards a successful "Prattonia."

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# Thrift Mortgages

The difference between a Thrift Mortgage and the ordinary mortgage is that one obliges you to get out of debt—and the other doesn't. Which kind is best for your home?

*Ask for Booklet*

## THE THRIFT

DE KALB AVENUE and RYERSON STREET