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How youth faces the new world, 1935.

HOW YOUTH FACES THE NEW WORLD
Dr. Abba Hillel Silver
The Temple - Cleveland, Ohio

The life of young people a decade ago was determined by the war. The life of young people ~~is~~ today is being determined by the depression. Those who were twenty or twenty-five years of age ten years ago were influenced by that complex of ideas which the war and its aftermath brought about. Their outlook, attitudes and standards were fashioned in the world's mood which prevailed at that time. The mood was one of release, -- release from tension, release from danger, release from the discipline of a militarized life under which people lived through the war years. Following the war the world went on an emotional spree.

A decade ago there was a marked note of cynicism in social thought. Men were disillusioned by the outcome of the war and by the peace which followed it. The war aims had been pitched so high for popular consumption and the actual results were so thoroughly disappointing. People felt let down, somehow betrayed. They felt ashamed of their own former spiritual exaltation. In compensation they adopted an attitude of hard realism. They became "hard boiled." The spirit of "debunking" was in the air.

It was also the era of breath-taking prosperity which was to end so disastrously in the debacle of '29. Everyone was caught up in a flood-tide movement of expansion, speculation, and get-rich-quick enterprises. The number of millionaires was growing from day to day and the successful money-maker was the hero of the hour. Men had unquestioned faith in the great captains of industry and in their oracular pronouncements. They listened to them on all subjects. The universities granted them honorary degrees and they themselves had begun to vote themselves medals for their historic achievements.

The young people of that generation were fashioned by that mood and by that environment. As a result we had what came to be called the "revolt of youth."

that emotional release from disciplined ways of thought and conduct. It was the "Jazz Age." Sex, for the first time in our history, became the most popular and accepted topic of drawing-room conversation. Sex license was looked upon as modernism. Cheap talk passed for brilliant conversation and vulgar manners for intellectual emancipation. It was the age when the American people decided to nullify the Prohibition Law, not by repealing it, but by ignoring it. Young people symbolized the nullification attitude by getting drunk and by exulting in their bravado. Our young people felt secure. Their futures were secure. Things were getting bigger and better every day....

The young people of 1935, however, are the children of the depression. They are being influenced by a different kind of world from that of a decade ago. It is ^ahard world. Fortunes have crumbled. Men have been ruined. Nations have been impoverished. Want, actual want, has come into the homes of many of these young people. Desperate efforts, new and strange devices, are being resorted to in an effort to salvage the economic system which has broken down. Everywhere there is insecurity, fear, struggle, frustration. Men talk of dictatorships, revolution. Young men who are graduates of high schools and colleges are unable to find work and are compelled to see their careers retarded. Their future prospects are gloomy.

The whole nation has been sobered. We no longer feel as though we were embarked upon an uninterrupted economic joy-ride, out for a roaring good time. We are no longer cynical. The hard boiled mood, the debunking mood has left us. We are now pathetically reaching out for some vision which will sustain us in these dark days. We have set ourselves as a people to a searching self-analysis and to a study of the whole economic system under which we live. We are no longer worshipping our financial wizards and our captains of industry, because we discovered

the clay feet of many of these idols -- their knavery, their frauds and their stupidity. We are reaching out for a new social order -- for something more stable, more secure and more decent. We are launched upon great new experiments. Vast transformations are taking place. New conceptions, and new ideals are gaining currency. New types of leaders and new standards of leadership are being evolved. Our young people are being fashioned and determined by this new environment in which they find themselves.

You hear no more today about the "revolt of youth." The "Jazz Age" is at its ragged tail end. The debunking age has petered out. This is not due to the fact that our young people today have become angels. Not at all. They have been sobered. They have been forced down to the bedrock realities of life.

Whenever I visit schools and colleges in various parts of the country I am told by teachers that their young people are more interested in economics and in the social sciences than before. They are becoming more independent in their thinking. They want to know why these things have come to be, what is the way out and what is the next step. I do not want to imply that young people today are caught up by any crusading zeal for the Kingdom. But that they are more vitally and earnestly concerned with serious economic and political groping and questing is quite clear. Life has driven those problems definitely within their world of primary interests.

Our young people are no longer thinking of soft comfortable berths, of getting rich quick. They are thinking about getting a job. They do not want to waste their years and their talents. They want a chance to work. They are also beginning to seek some additional forms of compensation in life other than the material. They have sensed that life may deny them these material compensations. They are reaching out for other compensations, for intellectual, aesthetic or spiritual satisfactions, realizing how uncertain and fugitive the material are.

I believe that this generation is a far better one than the generation of a decade ago. Hard as their lot is, I think that in comparison with the lot of their brothers of ten years ago, theirs is a better and happier one. I believe that ultimately they will come through -- if as a nation we come through at all -- manlier, sturdier and finer.

To what may our young people of today look forward? In the first place they can look forward to a world of greater security in which there will probably be less of great private wealth but more general well being. The standard of living of the favored few is likely to be lowered while that of the masses is likely to be appreciably elevated. The peaks will be leveled off, but many of the dark, deep valleys will be raised. This will do no harm to any one's essential life. Men do not require great wealth for happiness and fulfillment. They require a chance to work, an opportunity for self-expression, decent homes, and a measure of security and protection against the disabilities of old age, sickness and unemployment. Just because the prospect for great private wealth may not be as great in the future as in the past, it does not follow that the life of young people will be less rich in opportunity. There will always be opportunities for people to excel. There will also be the joy of gratifying work. There will always be room for challenge and competition. Man's social significance will not be impaired in the future, as it has so often in the past, by a monetary evaluation of human worth.

Our young people are entering a world in which there will be much greater leisure than ever before. What will they do with it? Working hours will progressively decrease. The machine will require less and less of man's labor. If our young people will learn to use leisure time purposefully, their lives will be far more beautiful, exciting and interesting than the lives of people in generations past. To complete his life, man requires much more than work and an income. He needs

friends, books, music, play, travel, contact with all that has been said and created by the aristocracy of the mind and the hand of man throughout the ages. Leisure time, creatively exploited, makes these contacts and experiences possible.

Our young people are entering a world in which there will be far more team work than ever in the past. It is going to be a much more socialized world -- a cooperative world in which the individual will have to play according to the rules of the game, one in which the lone wolf, the predatory exploiter, the anti-social omniverous individual will have a very hard time of it.

The new cooperative commonwealth which is coming to be will lay stress not so much upon the private career of the individual or upon personal success as upon his social cooperativeness, his team-work. The ideal presented to our children today should not be that of the Horatio Alger type of hero -- the boy who by dint of industry and thrift becomes a rich and successful man -- but the ideal of the boy who by the exercise of his best qualities of mind and character becomes a useful and cooperative member of the community, a builder of the new social order.

We are going to move forward as a body. We are going to win through as a team. In a team the individual subjects himself to the purpose and strategy of the whole team for the ultimate victory of all the players.

I look forward to the new world and to the prospects which await young people therein certainly without pessimism. I fully realize how hard it is for our young people at the moment. But the moment will pass. The long-range prospect is that of an exciting world, a world in which there will be tremendous things to do. It will be a hundred years before a new social order is worked out, a hundred years before poverty and war are destroyed. It will be a hundred years before democracy is perfected and firmly established. Every person who has his wits about him will have a chance to work for the coming of such a world, and will find spiritual and intellectual stimulation and satisfaction in the work.

Our world is a good world for young people to live in. It challenges all that is strong and resourceful in man. It is a hard and exacting world but a world fit for strong men and women -- the kind of world they really need.



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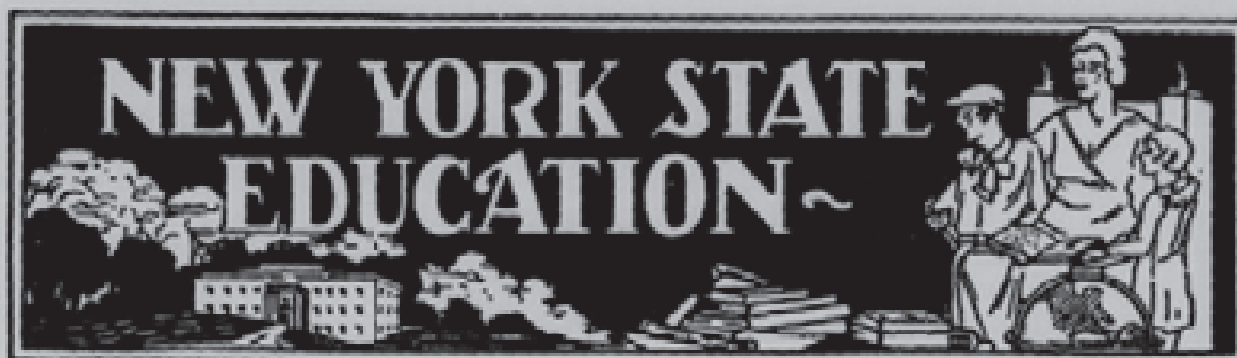
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VOLUME XXII

MAY, 1935

NUMBER 8

Our Most Cherished Tradition— Our Greatest Common Concern

HARLAN HOYT HORNER

Assistant Commissioner for Higher Education, State Education Department

ON July 4, 1906, upon the invitation of Cambridge University, the American Ambassador to Great Britain, the Honorable Whitelaw Reid of New York, then Chancellor of the University of the State of New York, delivered the opening address in the course on the Eighteenth Century for the summer meeting at the University for that year. The University authorities named the subject for the Ambassador's address and stated it as follows:

"The greatest fact in modern history, the rise and development of the United States."

The Ambassador said at the time he never should have chosen that subject for that audience on that occasion, but when it was chosen for him he was unwilling to run away from it. At the conclusion of this historic address the Bishop of Ely moved and the Mayor of Cambridge seconded a vote of thanks, which was unanimously carried. Apparently the English audience agreed that Ambassador Reid maintained the thesis which had been set for him.

In his concluding words the Ambassador revealed his conception of the secret of the rise and development of the United States as the greatest fact in modern history.

"What in the final analysis made the

success," he inquired, "for who shall say the splendid growth will survive, if what made it be lost?"

"Well, first of all it was made," he said, "as most successes are, by character. America in the making was intelligent, moral, religious, and religiously devoted to the education of children."

It is significant that all civilized peoples, now suffering from the results of the greatest destructive fact in world history, the Great War, would doubtless acknowledge upon direct testimony that the greatest constructive fact in modern history, the rise and development of the United States, is due to the persistent belief of our people in education. Our most cherished tradition throughout our history has been the education of our children. Our greatest common concern today is the maintenance of a system of free public schools.

That tradition in the State of New York goes back three hundred years to the time when the Dutch brought over a professional schoolmaster, Adam Roelandsen by name, to preside over the school in New Amsterdam. It was written into statute in 1784, which gives us today, under Constitutional mandate, the oldest continuous state educational administrative agency in America, if not in the world, the Regents of the Univer-

sity of the State of New York. There are many conspicuous milestones which mark the strengthening and the reaffirmation of the early tradition. Some of them command enumeration: (1) The appropriation of public funds in 1795 "for the encouragement of schools"; (2) the establishment of a system of common schools in 1812; (3) the appropriation of public funds for the training of teachers in 1833; (4) the establishment of the first normal school in the state in 1844; (5) the creation of a state department of public instruction in 1854; (6) the abolition of the odious rate-bill system and the final triumph of free schools in 1867; (7) the inclusion in the State Constitution of 1894 (Art. 9, Sec. 1) the will of the people that their educational traditions should be preserved in the section, reading:

"The Legislature shall provide for the maintenance and support of a system of free common schools wherein all the children of the State may be educated"

and finally (8) the passage of the "Unification Act" in 1904 creating a department of education and centralizing and solidifying state educational authority and administration under one governing board and one executive officer.

The Unification Act of 1904 will always mark a new era in the progress of education in the State of New York. The splendid State Education Building was the first visible fruit of unification and stands today a gratifying symbol of the accumulated traditions of three hundred years. The common concern of our people in our schools has been manifested in many ways during the new era which began thirty-one years ago. The very figures which express our twentieth century devotion "to the education of children" are amazing. There were enrolled in 1900 in the high schools and academies of the state 79,365 pupils; in 1933, thirty-three years later, there were enrolled 642,479, an increase of 709 percent. The Constitution places no limitation upon the grade of education which may be provided in "common schools." In practice, public high schools are common schools in the sense in which the term is used in the Constitution, for the State now obligates

herself definitely to afford an opportunity for a high school education to every boy and girl within her borders who seek it. This is the fulfillment of a tradition which had its origin in our private academies which flourished a hundred years ago and which have been absorbed largely by our public high school system.

In 1900 the net value of public school houses and sites was \$81,768,495; in 1933 the net value of such property was \$892,451,808, an increase in thirty-three years of 991 percent.

In 1900 the total expenditure for the support of public schools was \$33,421,491; in 1933, thirty-three years later, the total expenditure was \$343,455,306, an increase of 927 percent.

In 1900 there were enrolled in the universities, colleges, and professional schools of the state, 20,844 students; these institutions then held property valued at \$27,540,501 and expended in that year \$2,163,199. In 1933, thirty-three years later, there were enrolled in these institutions 137,609 students, their property was valued at \$480,154,025, and their expenditures for that year amounted to \$71,339,281; an increase of 560 percent in attendance, 1,643 percent in value of property, and 3,198 percent in annual expenditures.

These figures give only partial proof that our people in the Empire State maintain their traditions and continue to be "*religiously devoted to the education of children.*" There are other current evidences of this unflagging devotion of even greater significance, which have marked the years under review. In that time the whole public school teaching force has been professionalized and today no new teacher may enter the service without systematic basic education coupled with a definite period of professional training. A decent minimum living wage scale has been fixed by statute and a splendid teachers' retirement system has been established which has already demonstrated its beneficence and which gives the hope of unharried declining years to thousands of faithful teachers. A unique experiment in the distribution of public funds for the support of schools, which has attracted fav-

orable notice throughout the nation, is already fixed in the basic education law. The state has definitely determined to bring all her wealth to the support of her schools and has accordingly assured every boy and girl a minimum educational opportunity. This process of readjustment accounts for the fact that whereas *one-tenth* of the total expenditures for public schools in 1900 were derived directly from the state treasury, *one-third* came from that source in 1933. The policy of looking to the state as a whole as the chief unit of taxation for the support of schools seems to be firmly settled.

There remains yet another intangible and more significant evidence that we keep faith with our traditions. The science of education and the art of teaching have been employed in this new era almost completely to change the focus of the school and the job of the teacher.

The individual child has come into his inheritance in education. Thirty years ago we were still chiefly concerned with filling his assumed empty head with well ordered facts. Today the pupil does not exist for the school. The school exists to meet the needs of the individual child. We are now concerned with his well-being, physical, mental, and social, and we no longer consider it a sin for him to have joy in the discipline of learning. It is not too much to claim that there is no means of measuring the progress we have made in the last thirty years in affording opportunity for boys and girls to acquire the background for happier and more useful lives. There seems to be every disposition in the State of New York, to maintain the thesis, so eloquently defended by Ambassador Reid in 1906, that the greatest fact in modern history is the rise and development of the United States.

* * *

THE public school is the positive and definite measure of a community's awareness of parental and civic responsibility and obligation. Let us build for our children school homes that are clean and safe, symbols of our hopes for them and our faith in the future of the community. The investment made in school buildings is returned many fold in human dividends, for the personality of children reflects the refinement with which it is surrounded. The school lifts the level of mankind's ideals through the wholesome physical environment it provides as well as through its rich intellectual and spiritual life. Fortunate is the child who can have daily contact with good taste in his school home. Order, quiet, beauty, good equipment, play space, work rooms, gardens, safety, fresh air, abundant light, and clearliness are as important for the school home as for the parental home. The beauty of the modern school is not achieved by extravagant ornamentation. Careful planning may produce architectural balance, grace and symmetry in outline, harmony of color, strength and dignity of material with an economy that is consistent with the ideals of thrift and simplicity of living which it is the purpose of education to instill.—Joy Elmer Morgan in *The Nation's School Building Needs*, Research Bulletin of the National Education Association.



*To us in confidence he turns
For joy today; for hope tomorrow.
Dare we betray the trust?*

(Our young friend is Carl Suits of Redwood)

Have We Broken Faith?

BELMONT FARLEY

*Assistant Director, Division of Publications,
The National Education Association*

A CLERK was droning a column of figures before an important committee of the United States Senate. The figures had to do with money loaned by the Reconstruction Finance Corporation. Attention lagged, for figures seldom are interesting. Suddenly a blind Senator from a Western state snapped into the recital: "How much money did you loan the Old Fiddlers' Union?"

The clerk gasped. The chairman of the RFC grasped his chair arms a little firmer.

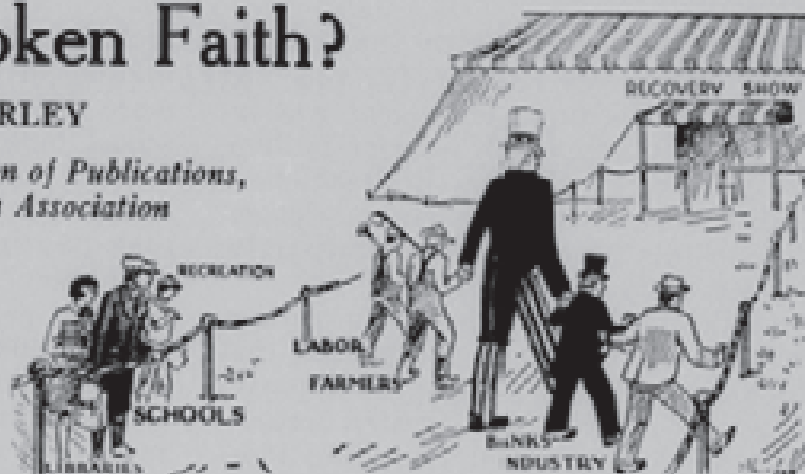
"Sir?" stammered the clerk.

"How much money did you loan the Old Fiddlers' Union?" shouted the Senator from the West as he turned his sightless eyes toward the high ceiling of the great committee room.

"We-I—."

Neither the clerk's apologies nor disclaimers were necessary. The Senator had made his point. The Federal Government had come to the rescue of nearly every kind of business, large and small. It was well-known that the Corporation had loaned \$80,000,000 to a single bank, and that a large proportion of that sum was then due and unpaid. And up to that moment the Reconstruction Finance Corporation had consistently refused to extend help to schools because they were not "liquidating projects."

No one begrudges the efforts which the government is making to revive business, whether these efforts are directed toward the manufacture of button hooks, beard combs, or gas for dirigibles. The nation can move forward to prosperity only when all are prosperous—small industries as well as great. But as the time goes on, and only the most meager provisions are made for keeping open the doors of our American schools, one can scarcely answer the question



"Have we broken faith?" except in the negative. About a year ago, after much pleading on the part of those whose children were denied adequate educational opportunity, a scant \$17,000,000 was made available from relief funds by the Federal Government to help the schools in communities with less than 5,000 population to continue for a normal term. As these lines are being written there are already thousands of schools either closed after not more than six months terms, or are being taught by teachers whose only hope of remuneration is from federal relief funds not yet in sight. A small amount of federal aid has been granted to the schools of eight states, while the qualified officers of twenty-six states have officially reported that their schools cannot function efficiently throughout the year 1934-35 unless some aid is granted by the federal government.

Citizens interested in the welfare of the nation's children, and in the future of the country as it depends for its citizenry upon the children of today, view with alarm the declining support which the American people are giving to their schools. In 1930, \$2,317,000,000 represented the total expenditures for public education. For the school year ending June 30, 1935, this amount has shrunk to \$1,843,000,000. At the same time, the enrolment of pupils in the schools has increased at the rate of about 200,000 children per year. It is easy to see how the annual cost per child enrolled has decreased from \$90 to \$68. This reduction in school support has been responsible for far-reaching curtailments in the quality of education.

School classes have greatly increased in size. There was no help for this. At the same time pupil enrolment was increasing by one and a quarter million, the number of teachers declined more than 11,000. Many teachers in elementary schools have classes of fifty, sixty, up to seventy pupils.

If the political faith of our fathers could be stated in any one phrase, that phrase would be "equality of opportunity." "All men are created equal" was the theme song of American independence. Around that ideal reverberated the oratory of our early leaders from Fort Ticonderoga to King's Mountain. Those who subscribe to that ideal can scarcely deny the right of every child to a fair start in life. Let a few cold figures show the inequalities in American educational opportunity! The average number of days of school provided annually ranges from 98 to 163 in various parts of the United States; expenditures per pupil for education range from \$32 to \$153; the average annual salary of teachers from \$593 to \$2494; the value of school property from \$74 per pupil in one state to \$391 in each of two other states.

Neither the educational task nor the finances to perform that task are anywhere like equal. In one state 31 percent of the population are children of school age; in another state only 17 percent are of that age. One state has approximately eight times as much wealth per school child as some of the less fortunate states.

Educational opportunity in the United States is not and never has been equal. The first reaction of foreign visitors to our school systems is one of astonishment that there is such a wide gap between the best schools and the poorest. There is no more striking and unassailable example of this difference than the school buildings in which our children are housed. Equality of opportunity! There are 2,000 communities in one state that have no school buildings at all—never had a school building—but hold school in corn cribs, old churches, and abandoned homes! A recent survey of the National Education Association, covering half the states and

including ninety cities over 30,000 population in other states, indicates that more than 687,000 pupils are housed in school buildings which have been condemned as unsafe or insanitary; that almost the same number go to school each day in portable, rented or other temporary structures; while 392,000 children can attend school only part time because of inadequate housing facilities. More than two million children are attending small schools which in the judgment of chief state school officers ought to be abandoned in favor of larger consolidated schools.

With all the expansion in public works fostered by the federal government, supported in part by state and local communities, one might think that schoolhouse construction had gone on apace to lend a hand in the revival of prosperity, by restoring employment for unnumbered thousands. Yet a check on our nation's school buildings shows that less than 5 percent of them have been constructed since 1930; one-third of them were erected between 1870 and 1900; and nearly eight percent of the schoolhouses, through the doors of which our boys and girls pass to their classes each day, date back to the Civil War period.

For rapid recovery in education there is little hope except through federal government aid. In some states and communities the last tax resource has been called upon and there is still not enough money to maintain even a school term of normal length. The most severe drought in the memory of man destroyed, along with crops and livestock, a large part of the revenue income upon which schools had to depend in some states of the middle west this year.

Yet our present crisis in education is not due entirely to the cruelty of nature nor the frailty of human beings. In the long run it may be considered a fundamental weakness of our government. Although it is based upon a citizenry well-enough educated for self-rule, there is no adequate provision for the equalization of educational opportunity nor for the equalizing of school support. From the inhabitants of every state, the na-

(Continued on Page 670)

The School Plant an Important Factor in the Development of an Adequate Educational Program

GEORGE DRAYTON STRAYER

Professor of Education, Teachers College, Columbia University

THE educational opportunity enjoyed by many children in the State of New York is limited by the plant and equipment now provided. The failure to make adequate provision in plant is not associated with any particular section of the state or with any particular type of community. There are buildings in the cities which are woefully inadequate, and in some cases they involve hazards to the physical well-being and even to the lives of the children who use them. It is still not uncommon to find two- or three-storey elementary schools of non-fireproof construction and with inadequate fire protection. In many city buildings the school plant consists of a series of classrooms equipped with fixed desks and blackboards, with a very minimum of other equipment. In rural areas it is still possible to find children crowded into spaces which make it all but impossible to offer anything more than the most meager educational opportunity. Many of these old and inadequate structures should be abandoned. In their place modern school housing should be supplied.

The lack of plant becomes even more serious as we move into the field of secondary education. The program of education in junior and senior high schools is dependent upon a wealth of specialized plant and equipment. It is not possible to take an old elementary school building and, by virtue of the assembling of a group of seventh and eighth grade children in this structure, provide the kind of program of education which is suited to the needs and capacities of boys and girls thirteen to fifteen years of age. In like manner, with the coming of a majority of all boys and

girls of high school age into the senior high schools, the traditional equipment makes it difficult if not impossible to provide the differentiated courses so necessary if the interest and achievement of boys and girls is to be a measure of the success of the program.

If we are to keep faith with boys and girls we must provide in our elementary schools safe, well-lighted and sanitary school buildings with much more generous space provisions than we have had in the past. There can be no satisfactory school even on the elementary level without ample facilities in libraries, in science and shop equipment, and in special opportunity for music, for art, and for talking pictures and dramatics.

It may be that some of these facilities or specialized equipment can be placed to best advantage in the regular classrooms. Where this is done these spaces will have to be much larger than those we have built in the past. Certainly some of the facilities will need to be provided in rooms having special equipment. Gymnasiums and auditoriums certainly fall in this latter category. In every case there should be provided in connection with the elementary school an ample playground. In many cities throughout the State of New York there is no adequate space for play and as a result a most important factor in the education of children is of necessity largely neglected.

The movement in the State of New York for the establishment of central rural schools has already contributed to the development of a more adequate program in both elementary and secondary schools for the children who are assembled in these modern school plants. This movement should be carried for-

ward until all rural school children have the facilities in plant and equipment which can be provided only upon the basis of consolidation of schools and the transportation of children.

There is a striking contrast between the program of secondary education provided in those communities in New York State which have recently developed their school plants and those in which structures erected from twenty-five to fifty years ago are still in use. When only a small minority of children entered high school and when the work in secondary education was intended primarily to prepare boys and girls for entrance to college, there was less need for the variety of spaces and plant equipment which the modern program demands.

We have before us the prospect of providing secondary education for all boys and girls. If the job is to be well done we shall have to have all varieties of activity, intellectual, artistic and manual, carried on as a part of the school program. Large sites of from twenty to forty acres, providing play fields and gardens, will surround the building. Inside the structure the center of the life of the school will be found in libraries, shops, art studios, music rooms, auditoriums with adequate stage equipment, laboratories, gymnasiums, and classrooms. We cannot provide a program of education adapted to the needs, capacities and interests of all boys and girls in a building which has in it nothing more than a series of classrooms with a minimum of library, laboratory, and gymnasium equipment. The success of the new program of secondary education which has been outlined for the State of New York is most certainly dependent upon adequate provision in buildings.

To carry out such a program as has

been proposed above will require a state-wide survey of the provisions in plant and equipment which at present exist. This study should be made because it is only upon the basis of a careful estimate of the need for new buildings and equipment that the program for financing the enterprise should be undertaken. It is just as legitimate to propose that the state undertake the financing of school buildings upon the basis of need and of the ability to pay the bill for buildings as it has been to equalize the support of education as measured by the current expense budget. It is true that in the current situation rural areas are aided in the construction of buildings when a central rural school district is formed. There is great need for placing the whole matter of the financing of capital outlay upon a state-wide basis.

There is still among us a group who would limit the money expended for school buildings and equipment to the meager provision which was made a generation or more ago. It seems obvious that they do not understand that we who make the plea for more adequate buildings and equipment are not interested in the physical plant as such but rather in the opportunity for a more generous program of education which the larger site, the better plant, and the more adequate equipment make possible. Buildings do not make a school but adequate housing and equipment most certainly do make possible a more adequate program of education than that which we can supply without these facilities.

We are under the obligation to bring to the attention of the people the necessity for investment in school buildings and equipment that will render possible the development of a program of education throughout the State of New York which has as its aim the equalization of educational opportunity.

* * *

Ideally every school building should be planned to meet the needs of the community as interpreted by those whose duty it is to formulate the curriculum of the school. No school building can be successfully planned unless the curriculum and organization of the school are thoroughly understood by the planner. When these facts are known the school building may then be planned to house the desired number of children and to provide for the organization and curriculum of the school.

—John W. Brooker, Director, Division of School Buildings and Grounds, Kentucky.



The singing heart of a child is a precious gift to the world, to be guarded and cherished. People searching vainly for the fountain of youth may find restoration in the blithe laughter of a child, poured out freely from pure deep waters of joy. It is the adult's privilege as parent, teacher, friend, to care for this treasure, to see that little children have the guidance and protection, the freedom and justice that will keep the music ringing in their lives.

Lydia Lion Roberts

In "Singing Inside" in Childhood Interests for March

The Teachers of Tomorrow's Children

CHARLES W. HUNT

Principal, State Normal School, Oneonta

OUR state normal schools and teachers colleges are selecting and guiding the development of a great part of the future teachers of this state. This responsibility has been largely increased in the past few years by the disappearance of the training class and the new regulations requiring professional training for certification. Merely to state these facts is to indicate their importance. Far reaching policies will certainly be determined in the next few years. Wise plans will not result from propaganda from the schools, but from general understanding by the profession and lay public of the issues and the facts that underlie them. Let us make no mistake. The issues are of very great importance for the children of New York State. No positive program for these schools would result in a very great loss.

We shall feel more secure in the discussion if we realize that problems in regard to teacher education in New York State are not different from those to be found in other states and nations. The details of administration, of certification, of institutional plan are different, but everywhere the need for a better educated citizenry has forced higher standards for teachers. Social pressures will steadily increase the demand for higher quality in the teaching corps.

Our bordering states give immediate illustration. Massachusetts has lengthened its course for elementary school teachers to four years. Connecticut has recently reorganized its whole program and established a teachers college. New Jersey has given its institutions four year degree granting programs. Pennsylvania reorganized in much the same way some years ago. The rest of the country reflects the same forces at work. The chief difference between these states and New York is that New York State stands well up in minimum requirements, *i. e.*, in certification, but is behind in provision for maximum educa-

tional opportunity. This is a very significant difference. To see even more outstanding examples of this contrast between minimum requirements and maximum opportunity we should go to Kentucky, Kansas, Michigan, and other western states. New York has enough of which to be proud and has been perhaps content enough to go her own way so that we can cite these differences to stimulate our thinking without loss of self-respect.

Are the normal schools and teachers colleges adequate in their present organization, equipment, student body, staff, and other aspects to meet this rising demand? One could well pause to recognize the fine achievements of these schools in the past but this, no matter how much good will one may have for the past, is not our immediate problem. Certainly we should be poorly equipped if we did not recognize past excellence. It is a solid foundation on which to build. When all this is said, however, it requires no extended inquiry among our people to indicate that Cinderella is with us, a young person of excellent ancestry but in need of a party to make good on a fine opportunity. This is what our present Governor said in more dignified form when he spoke at the last Convocation. It is what lies behind the Regents' action in appointing for the first time an assistant commissioner for teacher education and the forward looking program which is developing under his direction. If further evidence were needed it could be found in the recent report of the Committee of Superintendents and perhaps best of all by an actual accounting of the present resources of all kinds existing in these institutions. The teacher education institutions should seek vigorously such an investigation of their resources at this time and a wide publication and discussion of the results as a basis for an adequate program. The present certification regulations compelling attendance

upon the normal schools are hazardous to their existence unless they have the facilities for doing their work well. Protection and safety for them is not in a special grant of privilege but in an outlook large enough to envision the needs of the state, knowing what is necessary to satisfy these needs and being given the facilities which are necessary.

Within the limits of this article it is not possible to examine specific parts of the institutional patterns, but one may suggest them. The opening sentence of this article suggests that we are selecting the greater part of the teachers of New York State. This function has received too little attention. Any executive officer knows its key importance. It is true that our institutions offer opportunity to individuals to build a life for themselves. That aspect should expand in our considerations but it is not true that it is the main or central purpose of these institutions, which really exist to supply the best teachers available. What the students of any institution can do with its opportunities depends upon what they bring with them in native ability, culture, and character. Stated positively, our institutions should be attractive enough to give to the state persons equal to producing good teaching throughout a long career. These schools exist first for the children of this state and second to provide a good life preparation for the persons who attend them. Both factors argue irresistibly for better conditions than we have.

We do not need extravagant facilities in a physical plant to secure the best prospects for teaching, but our best high school graduates and their parents know very well where it is possible to secure adequate health supervision, living conditions, social life, and cultural opportu-

nity. We want for our teachers the people who can appreciate them and who will make every sacrifice for them. What the state invests with an eye to this strategic fact is one of its most important expenditures.

When the selection has been made the next service for the student is a discriminating attention to the individual, not to pamper him but to understand and guide him. This, after all is said, comes down to the number, the personal quality and the specific preparation of the staff and to the organization of a personnel administration along lines well demonstrated in our best colleges. An adequate concept of selection and guidance applied to our normal schools and teachers colleges would, no matter what its cost, return satisfactory dividends because it would raise the quality of the person in our schools.

The attempt here is only to suggest some central considerations. In closing may I refer to the relationship of teacher education institutions to the arts colleges. This is a log jam which too long has blocked progress. Mutual understanding of purpose would clear the road. The arts college does not wish to become a professional school. It has every reason to wish a good job done in the early ages of development. There is enough good human material if it is gotten into college to go around. The demand for teachers is limited and will grow less with lengthened periods of service. We need the support of each other to reach our respective educational objectives.

These sample points of attack for institutional planning merely suggest the kind of thinking which we need now. The state can well afford to give its thought to teacher education.

* * *

The real teacher will understand children and from a storehouse of knowledge in matters pertaining not alone to school but to the world about and beyond the school she will interpret the problems of childhood bridging the gap between curriculum and learning, book and pupil, placing him in a frame of mind where learning will be both natural and pleasant because the learner will be actively co-operating in his own learning.—A. Virginia Adams, in an address before the Department of Elementary Principals, Atlantic City, February 25.

Curriculum Adjustment to All

JOHN H. KINGSLEY

Assistant Superintendent of Schools, Albany

WHEN LATIN was the language of the courts of Europe and only those who aspired to diplomatic positions attended school, there was a reason for Latin's place in the curriculum. It met the test of a life situation—usefulness. That reason ceased to apply several hundred years ago but the curriculum is still dominated by Latin. A certain professional school requires three years of Latin for entrance and two years more in college, in order that its graduates may know eighty-five Latin names of medicinal herbs. An easy ten weeks' work if worth doing at all. *Symplocarpus foetidus* is just as sweet in English.

Fifty years ago our secondary schools were highly selective college preparatory institutions. Their whole curriculum in content and method was directly useful for college entrance, (and little more). Today, with but one pupil in ten entering college, the schools are hampered by the attitudes and offerings of a static age.

A curriculum adapted to the needs of all must *first*—provide subject fields, activities, and methods which are useful in life relationships and appeal to individual interests; *second*—offer those subjects and activities upon a difficulty level commensurate with the ability of the individual undertaking them. We shall attack the problem from these two points.

SUBJECT FIELDS AND METHODS

Many school systems made a beginning in the expansion of interest fields with the introduction of commercial courses a generation ago. This movement was given added strength by courses in household and industrial arts. These subjects are now fundamentals, not so much for their "bread and butter values," the pet expression in 1910, as for their contribution to economic and social adjustment. However, to

meet individual needs today, schools must offer much more than these. Art, music, home economics, industrial arts, dramatics, journalism, public speaking, and creative writing must be given a place of such importance that any one of them may be taken as a major sequence. It should be possible for the girl who is preparing for a secretarial career to take a course in beauty culture or personal grooming; for the boy who is going to college to elect wood shop or metal shop on an arts and crafts basis; for the pupil with musical ability to major in chorus or orchestra or band.

Care of children, hospitality and etiquette, interior decorating, secretarial practice, problems of democracy, economic citizenship, auto mechanics, electricity, animal husbandry, dairying, health education, etc., offer subject matter of actual life values. Through them much factual information is motivated. By their approach as an activity a new life wells up in the dry bones of the traditional curriculum. Textbook information will be sought as a means to an end, never as the end.

It appears self-evident that interest in any one of the fields mentioned and the ability to meet predetermined academic standards in that field may *not* be in harmony. A girl, eager to become a nurse, has every attribute contributory to success in that profession but she cannot pass a Regents examination in algebra. A group of pupils interested in the business sequence cannot do commercial arithmetic, bookkeeping II, or commercial law on a Regents basis. Their mentality and achievement records are proof positive before they even try. They can prepare for office positions on a lower plane of achievement such as filing clerks, mail clerks, office machine operators, telephone and general attendants. A path strewn with school failure and wrecked hope can never develop that poise, self-confidence, and joy pre-

requisite to success in any position however humble.

DIFFICULTY LEVELS

Any sequence must be so constructed and so presented that all individuals interested therein will find work which in difficulty *will challenge their best effort* but never demand from them that which they *cannot do*. This is a life situation. It is the business of the school

to protect its youth from failure through a curriculum adjusted to individual ability. Training must be for success and success only. The desire to learn and the ability to learn are determined by the matter to be learned and the method of its presentation quite as much as by the innate ability of the learner. This has fundamental application in curriculum construction.

For illustrative purposes a general outline in English is presented. The C-level and the A-level have little relationship to the regular syllabus outline of the B-level. The A-difficulty level provides much free time for independent study and library reading through the elimination of half the formal recitation periods. Teacher domination is not consistent with the training for leadership.

ENGLISH (SECONDARY YEARS)

Under this heading is included all those activities having to do with written and oral communication.

C-level. Daily

Reading—Diagnostic and remedial work, using modern tests. Daily.

Penmanship—Remedial only.

Language Usage—Correct usage in oral and written English. Common errors corrected.

Composition Oral—Take part in class and group discussions on familiar topics of immediate interest—home room meetings, school activities, opinions of books read, etc. Dramatics.

Composition Written

Diary, friendly letters and very little else. Check constantly for language usage, spelling, content, and legibility.

Grammar—None as such.

Literature—Current fiction, Boys' and Girls' magazines, newspapers. Some use of library. Current events.

A-level. Semi-weekly

None

None

None or incidental

Address class or school on social and political problems. Debate in public. Extemporaneous and prepared speeches. Narration and exhortation. Prepared and unprepared review of books, classical and modern. Dramatics.

Essays, orations, poems. Narration, description, work which will encourage creative effort in poetry, dramatization, history, and fiction. Journalism.

Grammar—All the technical grammar of the best high school and college freshman grade texts.

American and English literature. History of literature. Classification of classical literature—prose and poetry. Drama, comedy, etc. Authors, their style and their works. Much discussion of authors and their productions.



H. ARMSTRONG ROBERTS, PHILADELPHIA

"The child has a right to a wholesome play life. This means that he has a right to long periods of the running, jumping, climbing type of activity which lays the basis for organic power and builds power for the resistance of fatigue."

JOY is a sign of good education. It is a sign of good health, a sign that growth and development are proceeding harmoniously. We keep faith with children when they have a joyous youth. This realization of joy, health, and fullness of life is no new theory. Our prophets of old visualized the Celestial City as a place where within the walls you could hear the laughter of little children. The Greeks believed that the busy boy, the happy boy, the healthy boy, and the wise boy was one. Our present-day biologists are telling us that the body develops normally only under the impetus of joy and happiness. Our psychiatrists are also sounding the warning against the strains of worry, hurry, fear, and the whole range of disintegrating elements which occupy the opposite side of the shield from joy.

Health is not merely something to talk about or something to teach; it is not something about which the child should be made conscious. Health is a natural by-product of wholesome living.

Guiding Youth in Health

JAY B. NASH

Professor of Education, School of Education, New York University

Keeping faith with children so far as health is concerned is largely an administrative affair. It has to do with a joyous home life, with a school where the relationship of pupil and teacher is friendly. It assumes adequate inspection of food, food handlers, water, and the control of many other elements which protect the child but are carried on in the background and about which the child should never be conscious.

There are some particular phases of health for which we must keep faith with youth:

(1) *The child has a right to a wholesome play life.* This means that he has a right to long periods of the running, jumping, climbing type of activity which lays the basis for organic power and builds power for the resistance of fatigue. This is the foundation upon which the race has been built, long before we even heard about adenoids, tonsils, or posture. Adults, particularly teachers, have no right to encroach upon this play period by the assignment of homework for any children under the high school age. The home and the community must keep faith with youth by providing varied opportunities during the school year and during the vacation periods for wholesome, joyous play that carries with it the opportunity of abandon.

(2) *Children have a right to start from scratch.* We must keep faith so far

as possible to see that children are not handicapped by any defects which are remediable. This means that they have a right to frequent medical inspections to detect the beginnings of handicaps. The child should feel at home when the doctor looks over his body engine just as much as his father feels at home when his automobile is being inspected by an expert mechanic.

(3) *The child has a right to know some "whys."* This means that the child may readily know the "why" of certain health rules. But we must always remember that even these health rules are usually *caught*, not *taught*. When children live in an atmosphere where other people practice health rules, they naturally sense them and fall into the procedure. The child may readily be made to see that health and vigor help him to do many of the things he wants to do—help him to run faster, jump higher, pitch better, or even better to lay the foundation for some chosen vocation.

Thus we shall say that health becomes a by-product of a joyous, balanced living program. It becomes a by-product in the light of hereditary possibilities, in the absence of strains and drains which tend to disintegration. All of these depend upon administrative procedures. As the child grows older, of course, he should have some facts relative to his own personal habits; but even here these habits will be motivated by pointing out to the child certain ways in which he can utilize health in following some supreme personal enthusiasm, rather than because of the health itself. In this connection the school should help to provide an environment which conforms to the laws of modern sanitation and which teems with happiness. The gymnasium and the schoolroom should not be morgues where the "I speak, you jump" type of discipline is in force. The classrooms, and especially the gymnasium and the play yards, should be joy laboratories. Children should not be sent home from school with briefcases filled with books for home study. There is a distinction between homework assigned by the school and work that can be done at home be-

cause of the flowing over of the child's interest. Classrooms should not be places where teachers force certain procedures by fear methods and maintain their leadership by scathing sarcasm. All of these are important elements in attaining the outcomes of health and they are largely administrative procedures for which the total school and community are responsible. They are procedures which will yield meager results if we attempt to teach health in the ordinary sense that we use the word teach. Wholesome living is largely a product of good administration in home, school, and community. Health is a by-product of wholesome living. You can teach some things about it, but as a subject, health cannot be taught.

Keep faith with children by so ordering our own lives and organizing our own society and building our own communities so that "Within the walls we may hear the laughter of little children."



H. ARMSTRONG ROBERTS PHILADELPHIA

"Joy is a sign of good education. It is a sign of good health; a sign that growth and development are proceeding harmoniously. We keep faith with children when they have a joyous youth."

Guiding Youth in Recreation

E. DANA CAULKINS

Superintendent, Westchester County Recreation Commission

SINCE the activities of life do not fall into neat compartments labelled "work," "play," "study," etc., it is a bit difficult to talk about guidance in recreation without touching upon guidance in other fields of living. In fact, it might be safer to divide our work of guiding youth on some entirely new basis such as safety procedures, learning of skills, practice of skills, civic activity, and vocational activity.

However, assuming the more familiar schemes of classification which we are accustomed to using such as work, study, play, we may perhaps safely speak of the guidance which can be given youth in recreational activity. If so, let us speak first of all-round development. Under this division we shall claim that youth should be given opportunity and stimulus to develop a wide range of knowledge and skill which will result in a well developed, balanced physical organism and a general knowledge and

skill in sufficient fields of activity so that there may be a broadened understanding and appreciation of a wide variety of activities enjoyed vocationally or avocationally by friends, neighbors, and other associates.

Contrariwise, youth should receive guidance toward specialization in one or several forms of individual expression for which he or she appears to be especially endowed by heredity.

In the cultivation of the smaller range within which the individual is specializing, there should be included one or more activities which are not too seriously handicapped by advancing years. This is the principle of the well known "carry over" about which we hear so much these days. I am not one of those who believe that it is essential to human happiness that an individual continue throughout life the cultivation of some activity of childhood. However, it is undeniably true that many of our hap-

piest people, including many who in their happiness contribute largely to the joy of others, are those fortunate persons who early in life find some absorbing field of interest the cultivation of which they continue with ever expanding skill throughout the entire span of life.

I do not believe it is necessary to tear young people away from their favored sports and games in the attempt to force them into pursuits which can be carried on through adult life. I believe there are values gained by children through participation in the activities suitable for childhood and youth which may be dropped naturally and without loss as the youth



COURTESY BOY SCOUTS OF AMERICA

"These became part of that child who went forth every day, and who now goes, and will always go forth every day."

—FROM *Leaves of Grass* by WALT WHITMAN



COURTESY GIRL SCOUTS, INC.

"Many of our happiest people, including many who in their happiness contribute largely to the joy of others, are those fortunate persons who early in life find some absorbing field of interest the cultivation of which they continue with ever expanding skill throughout the entire span of life."

becomes an adult. Generally speaking it would seem that the later years of high school offer the time when special guidance should be given to youth in cultivating activities which may be carried on through life. One simple method which aids in accomplishing this result is the rule regarding participation in varsity sports in high school and college, restricting the individual to the representation of Alma Mater in the maximum of one or two seasonal sports. If this restriction be combined with the possible stimulus to participate in recreational activities having "carry over" possibilities during off seasons when varsity participation is denied, the results may be highly effective.

Just a word about method in administering guidance. It is my opinion

that the most effective type of guidance is that which is not so labelled. All teachers may well feel a positive responsibility for seizing the many opportunities afforded to guide their pupils in wise choice of activity. Some teachers are naturally more gifted than others in this field of leadership. If there be a guidance department in the school system or a teacher assigned to this particular responsibility, let it be considered that the task of this department or this teacher is not to administer all the guidance that is offered by the school organization but rather to organize all of the combined resources available in the school system to the end that each pupil may receive the best possible assistance in his choice of recreational activities.



"WE ARE GOING TO MOVE FORWARD AS A BODY——"

COURTESY GIRL SCOUTS, INC.

How Youth Faces the New World

ABBA HILLEL SILVER

The Temple, Cleveland, Ohio

THE life of young people a decade ago was determined by the war. The life of young people today is being determined by the depression. Those who were twenty or twenty-five years of age ten years ago were influenced by that complex of ideas which the war and its aftermath brought about. Their outlook, attitudes and standards were fashioned in the world's mood which prevailed at that time. The mood was one of release—release from tension, release from danger, release from the discipline of a militarized life under which people lived through the war years. Following the war the world went on an emotional spree.

A decade ago there was a marked note of cynicism in social thought. Men were disillusioned by the outcome of the war and by the peace which followed it. The war aims had been pitched so high for

popular consumption and the actual results were so thoroughly disappointing, people felt let down, somehow betrayed. They felt ashamed of their own former spiritual exaltation. In compensation they adopted an attitude of hard realism. They became "hard boiled." The spirit of "debunking" was in the air.

It was also the era of breath-taking prosperity which was to end so disastrously in the debacle of '29. Everyone was caught up in a flood-tide movement of expansion, speculation, and get-rich-quick enterprises. The number of millionaires was growing from day to day and the successful money-maker was the hero of the hour. Men had unquestioned faith in the great captains of industry and in their oracular pronouncements. They listened to them on all subjects. The universities granted them honorary degrees and they themselves had be-

gun to vote themselves medals for their historic achievements.

The young people of that generation were fashioned by that mood and by that environment. As a result we had what came to be called the "revolt of youth," that emotional release from disciplined ways of thought and conduct. It was the "Jazz Age." Sex, for the first time in our history, became the most popular and accepted topic of drawing-room conversation. Sex license was looked upon as modernism. Cheap talk passed for brilliant conversation and vulgar manners for intellectual emancipation. It was the age when the American people decided to nullify the Prohibition Law, not by repealing it, but by ignoring it. Young people symbolized the nullification attitude by getting drunk and by exulting in their bravado. Our young people felt secure. Their futures were secure. Things were getting bigger and better every day. . . .

The young people of 1935, however, are the children of the depression. They are being influenced by a different kind of world from that of a decade ago. It is a hard world. Fortunes have crumbled. Men have been ruined. Nations have been impoverished. Want, actual want, has come into the homes of many of these young people. Desperate efforts, new and strange devices, are being resorted to in an effort to salvage the economic system which has broken down. Everywhere there is insecurity, fear, struggle, frustration. Men talk of dictatorships, revolution. Young men who are graduates of high schools and colleges are unable to find work and are compelled to see their careers retarded. Their future prospects are gloomy.

The whole nation has been sobered. We no longer feel as though we were embarked upon an uninterrupted eco-

nomic joy-ride, out for a roaring good time. We are no longer cynical. The hard boiled mood, the debunking mood has left us. We are now pathetically reaching out for some vision which will sustain us in these dark days. We have set ourselves as a people to a searching self-analysis and to a study of the whole economic system under which we live. We are no longer worshipping our financial wizards and our captains of industry, because we discovered the clay feet of many of these idols—their knavery, their frauds, and their stupidity. We are reaching out for a new social order—for something more stable, more secure and more decent. We are launched upon great new experiments. Vast transformations are taking place. New conceptions, and new ideals are gaining currency. New types of leaders and new standards of leadership are being evolved. Our young people are being fashioned and determined by this new environment in which they find themselves.

You hear no more today about the "revolt of youth." The "Jazz Age" is at its ragged tail end. The debunking age has petered out. This is not due to the fact that our young people today have become angels. Not at all. They have been sobered. They have been forced down to the bedrock of realities of life.

Whenever I visit schools and colleges in various parts of the country I am told by teachers that their young people are more interested in economics and in the social sciences than before. They are becoming more independent in their thinking. They want to know why these things have come to be, what is the way

"WE ARE GOING TO WIN
THROUGH AS A TEAM"



COURTESY BOY SCOUTS



COURTESY CAMP FIRE GIRLS

A SPECIAL COURSE IN PET-CARE IS PART OF HOME-
MAKING AND NATURE STUDY COURSES

out, and what is the next step. I do not want to imply that young people today are caught up by any crusading zeal for the Kingdom. But that they are more vitally and earnestly concerned with serious economic and political groping and questing is quite clear. Life has driven those problems definitely within their world of primary interests.

Our young people are no longer thinking of soft, comfortable berths, of getting rich quick. They are thinking about getting a job. They do not want to waste their years and their talents. They want a chance to work. They are also beginning to seek some additional forms of compensation in life other than the material. They have sensed that life may deny them these material compensations. They are reaching out for other compensations, for intellectual, aesthetic or spiritual satisfactions, realizing how uncertain and fugitive the material are.

I believe that this generation is a far

better one than the generation of a decade ago. Hard as their lot is, I think that in comparison with the lot of their brothers of ten years ago, theirs is a better and happier one. I believe that ultimately they will come through—if as a nation we come through at all—manlier, sturdier, and finer.

To what may our young people of today look forward? In the first place they can look forward to a world of greater security in which there will probably be less of great private wealth but more general well being. The standard of living of the favored few is likely to be lowered while that of the masses is likely to be appreciably elevated. The peaks will be leveled off, but many of the dark, deep valleys will be raised. This will do no harm to any one's essential life. Men do not require great wealth for happiness and fulfillment. They require a chance to work, an opportunity for self-expression, decent homes, and a measure of security and protection against

the disabilities of old age, sickness, and unemployment. Just because the prospect for great private wealth may not be so great in the future as in the past, it does not follow that the life of young people will be less rich in opportunity. There will always be opportunities for people to excel. There will also be the joy of gratifying work. There will always be room for challenge and competition. Man's social significance will not be impaired in the future, as it has so often in the past, by a monetary evaluation of human worth.

Our young people are entering a world in which there will be much greater leisure than ever before. What will they do with it? Working hours will progressively decrease. The machine will require less and less of man's labor. If our young people will learn to use leisure time purposefully, their lives will be far more beautiful, exciting, and interesting than the lives of people in gener-

ations past. To complete his life, man requires much more than work and an income. He needs friends, books, music, play, travel, contact with all that has been said and created by the aristocracy of the mind and the hand of man throughout the ages. Leisure time, creatively exploited, makes these contacts and experiences possible.

Our young people are entering a world in which there will be far more team work than ever in the past. It is going to be a much more socialized world—a cooperative world in which the individual will have to play according to the rules of the game, one in which the lone wolf, the predatory exploiter, the anti-social omnivorous individual will have a very hard time of it.

The new cooperative commonwealth which is coming to be will lay stress not so much upon the private career of the individual or upon personal success as upon his social cooperativeness, his team-work. The ideal presented to our children today should not be that of the Horatio Alger type of hero—the boy who by dint of industry and thrift becomes a rich and successful man—but the ideal of the boy who by the exercise of his best qualities of mind and character becomes a useful and cooperative member of the community, a builder of the new social order.

We are going to move forward as a body. We are going to win through as a team. In a team the individual sub-

jects himself to the purpose and strategy of the whole team for the ultimate victory of all the players.

I look forward to the new world and to the prospects which await young people therein certainly without pessimism. I fully realize how hard it is for our young people at the moment. But the moment will pass. The long-range prospect is that of an exciting world, a world in which there will be tremendous things to do. It will be a hundred years before a new social order is worked out, a hundred years before poverty and war are destroyed. It will be a hundred years before democracy is perfected and firmly established. Every person who has his wits about him will have a chance to work for the coming of such a world, and will find spiritual and intellectual stimulation and satisfaction in the work.

Our world is a good world for young people to live in. It challenges all that is strong and resourceful in man. It is a hard and exacting world but a world fit for strong men and women—the kind of world they really need.

CAMP FIRE GIRLS DEMONSTRATE HOW TO MEET EMERGENCY WITH FIRST AID. TO KEEP FAITH WITH YOUTH ADULTS MUST HELP CHILDREN TO BECOME SELF-SUFFICIENT AND RESOURCEFUL.



COURTESY CAMP FIRE GIRLS

Youth and Unemployment

FRANCES PERKINS

Secretary, United States Department of Labor

DURING the early years of the depression the question uppermost in the minds of many people was, "What will be the effect on our children of these years of unemployment and family distress?"

Already we are beginning to find the answer to that question. The children who were 10, 12, or 15 years of age back in the year 1929 are of high school and college age today. What have the past five years done to them? What does the future appear to hold for them? What is their own attitude toward the world in which they live?

If we are to take the word of thousands of these young people themselves, the answer seems to be that many of them face the future with anxious hearts, with baffled minds, and with uncertainty as to their work opportunities.

Youth—if we include young people from 16 to 24 years of age within the meaning of this term—embraces one-sixth of the total population of the United States. The intelligence, courage, and idealism of youth have played an important part in building our Nation. Today, more than ever, we need the optimism, the faith, the enthusiasm, and the dauntless spirit which have always been considered the special attributes of youth to help us overcome our problems and find our way safely into the new world of tomorrow. The challenge which we have to meet is therefore, that of providing not merely some measure of relief or occupation for the young people today but also opportunities for useful endeavor which will enable them to develop the special abilities and capacities of which the world stands in need.

Of the more than 20,000,000 young people of both sexes from 16 to 24 years of age inclusive listed in the 1930 Census, more than 5,000,000 were neither at work nor in school. Nearly half of this group was under 21 years of age. The employed group 16 to 24, inclusive, to-

taled over 11,000,000, some of them being listed as attending school also. Those attending school only in that year totaled over 3,800,000, of whom over 3,500,000 were under 21 years of age.

Between Census years, the only source of information as to nation-wide trends in juvenile employment is in the reports assembled by the Children's Bureau of the United States Department of Labor from state and local officials in charge of the issuance of employment certificates to children leaving school to go to work. The majority of these reports relate to children 14 and 15 years of age, but about one-third of the states from which the bureau receives state-wide or partial statistics issue certificates to boys and girls 16 and 17 years of age. These reports show that while there had been an actual increase in child labor in 1929, there was a great decrease in 1930, the year the Census was taken. Young people as well as adults were thrown into the ranks of the unemployed. Each year after 1929 the employment certificate figures indicated a further decline until 1933, when, for the first time there was a slight upturn in the number of employment certificates issued to 16 and 17 year old boys and girls. During 1933 the number issued to 14 and 15 year old children declined still further, especially during the last four months of the year after the NRA codes began to eliminate those under 16 from industrial and mercantile occupations.

The increasing percentage of attendance at high schools and colleges during recent years is proof that many young people went back to school or enrolled for postgraduate courses. The fact that so many of our young people have stayed in school upon arriving at the legal working age, or have returned to school after vain efforts to find a job, is one of the brighter aspects of the experience of the past few years.

There comes a time, however, whether it be completion of grammar school, high

school, college, or more advanced professional training, when young people want to stop learning and begin earning. Many have to contribute to the support of their families or to the education of younger brothers and sisters. Others become restless and dissatisfied with school and feel that any kind of a job is better than the school room. Those who have been able to go through a period of training for a professional career feel that the time has come for them to take their places in the working world.

Whatever the incentive for leaving school, it is when the young people seek a place among the wage earners that they encounter disillusionment and hardship. Some of them enter blind-alley jobs and become discouraged. Some of them trudge from door to door attempting to sell on commission articles that no one wants to buy. Without special training they cannot compete with more highly trained workers.

Under the codes children under 16 have been removed from industrial occupations. Every effort should be made to conserve these gains, and to keep young people in school as long as possible. Four states (Georgia, North Carolina, South Carolina, and Texas) have no provision for keeping in school children between 14 and 16 years of age even though they may be unemployed. In twenty-two other states serious exceptions are made to the rule that children up to the age of 16 must be either in school or at work. In New York State a bill was introduced in the legislature this year to amend the education and employment of minors. Such measures are urgently needed. Extension of scholarships to boys and girls above the age of 16 who wish to continue in school is one of the most constructive ways of serving youth.

It is estimated very roughly that more than 3,000,000 young people over 18 and under 25 are looking for work. One of the first measures of the present administration was the creation of the Civilian Conservation Corps for single, unemployed young men between these ages. Reports that have come to us regarding the boys who have had the benefits of this camp experience indicate greatly improved health and morale.

Educational projects for the unemployed have been developed extensively through the emergency education program of the FERA and have attracted large numbers of young people. Self-aid for college students, provided as a Federal project by the FERA, has enabled approximately 100,000 young people to obtain a college education who otherwise would have been denied this opportunity.

The Federal Committee on Apprentice Training, created by executive order, and including representatives of the United States Department of Labor, the National Recovery Administration, and the Office of Education, is promoting efforts to provide openings for young people in certain occupations. This program provides that for those skilled trades in which the period of training necessary to provide a journeyman's rating exceeds one year, a program of employment and training may be developed whereby the employer may pay an initial wage of not less than 25 percent and an average wage of not less than 50 percent of the journeyman's wage. This apprenticeship program which will not result in the displacement of skilled workers now employed but will insure broad training to certain young workers, functions through state committees composed of the director of Vocational Education, a representative of the State Labor Department, the Employment Service, a Labor Compliance official of the National Recovery Administration, and an employer and an employee representative. This committee approves contracts and supervises training. Local trade committees assist in mapping out training programs in their particular trades.

The constructive use of leisure time is one of the most important of the problems of youth. At the Conference on Youth Problems held last year under the auspices of the Office of Education of the United States Department of the Interior it was recommended that aggressive efforts be made to stimulate leadership in the educational and recreational fields to meet the needs of the age group from 16 to 25 years. Many young people desire education, voca-

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GAUZE PIERIDE



VANESSE CARDIN FEMALE
ON WING

PHOTOGRAPHS FROM WILLIAM THOMPSON

Scenes From Other Lands



© A. C. FROM WILLIAM THOMPSON

BETHLEHEM REAPER IN THE FIELDS OF
BOAZ, PALESTINE



© A. C. FROM WILLIAM THOMPSON

PICKING OLIVES IN PALESTINE



WILLIAM THOMPSON

WATER WHEEL FOR IRRIGATING THE FIELDS ON THE PHILISTINE PLAINS. THE CAMEL WHICH DRIVES IT IS BLINDFOLDED TO PREVENT GIDDINESS AS HE GOES ROUND AND ROUND

Home Economics in the State Schools of Agriculture

MARION S. VAN LIEW

Chief, Bureau of Home Economics Education, State Education Department, Albany

THIS IS THE SEVENTH IN A SERIES OF ARTICLES ON HOME ECONOMICS.

THERE are many girls being graduated from high school who do not want to go on to four years of college work, who are not able to enter college because of scholastic or financial reasons but who do desire some further training. They are interested in home economics training for homemaking and for wage earning until such time as they marry. For this group, as well as for some who drop out of high school because they are no longer interested in the formal academic courses, the home economics departments of four of our state schools of agriculture offer satisfying work. School principals and teachers, especially guidance teachers, should be somewhat familiar with this work in these schools in order to guide there, pupils who would benefit by a short period of training of a specialized nature. This article gives a brief description of the work in all the schools. For

more specific information send to the directors for catalogs.

Here is an inexpensive, effective training for high school graduates that prepares them for homemaking activities, as well as for wage earning. These courses are offered in the state schools at Cobleskill, Morrisville, Delhi, and Canton.

The courses are one, two, and three years in length. Each year includes nine months of work. Summer project work is required by the Department at Cobleskill.

The one-year course is for pupils who are able to remain only that length of time. The two-year course is for those who enter as high school graduates, and the three-year course, for those who enter without their high school diploma. Home economics work in high school is not an entrance requirement to these schools. Some pupils that enter have



COTTAGE OR PRACTICE HOUSE, NEW
YORK STATE SCHOOL OF AGRICUL-
TURE, MORRISVILLE



HOME ECONOMICS—FOOD SHOP AT THE NEW YORK STATE SCHOOL OF AGRICULTURE, CANTON

had home economics work in junior or senior high school but many have not.

The year's expenses are low. Tuition is free for residents of New York State and approximately two to three hundred dollars will cover a pupil's expenses. This includes board and room, books and class supplies, and student fees. There is some opportunity for pupils to earn board and room by working in homes, or by working in the dormitories and cafeteria.

The purpose of these departments is shown in the activities of the graduates. All who have done creditable work and have wanted positions have secured them. A fair proportion of the graduates return home and some marry. The wage earning positions taken vary in kind and salary. Graduates have earned from six dollars to twenty-five dollars a week and have taken positions as waitresses, hostesses in tea rooms, cooks, housekeepers, companions, camp dietitians, salad makers, cafeteria workers, managers and assistant managers of small tearooms, restaurants, or cafeterias. Some enter hospitals as pupil dietitians, or become dressmakers at home, clerks in stores and home service and sewing machine demonstrators.

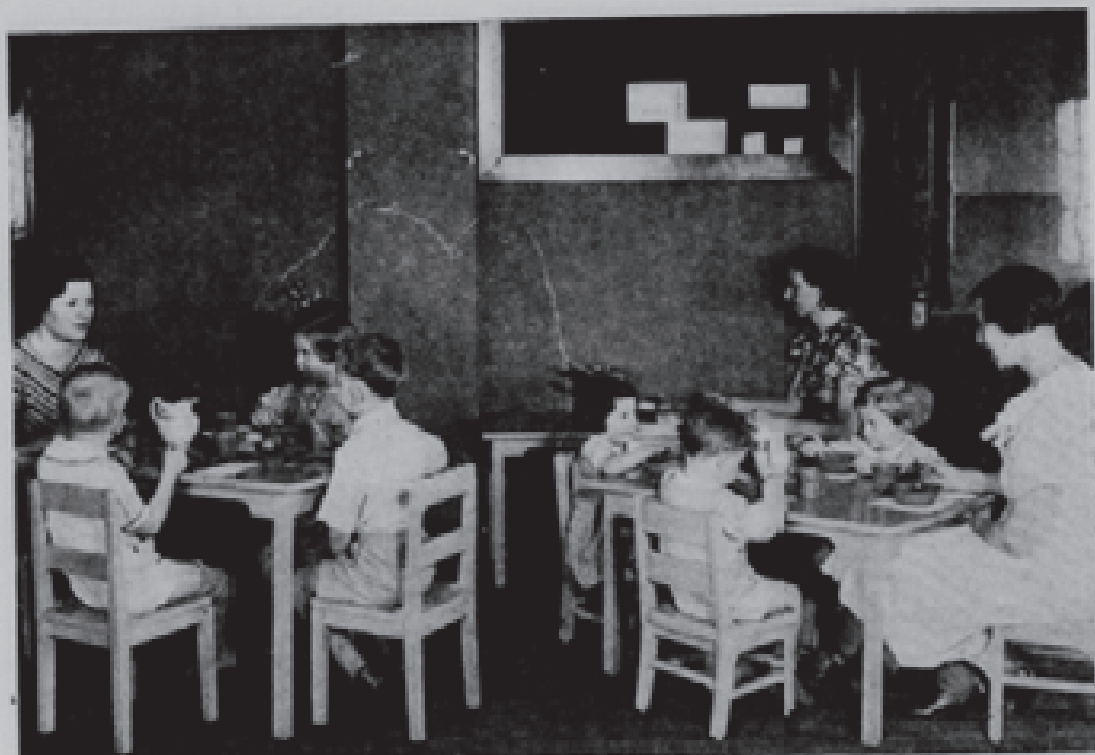
One of the unusual features of these departments is the interest and effort of

the staff and students concerning placement. The students are not trained for city jobs but are trained to locate opportunities in or near their own homes, or they are placed in certain business concerns with which the staff members have made contact for this purpose. The only graduates going to cities are those trained as dietitians. This group goes to hospitals in cities to get their pupil training.

Another interesting feature of these departments is the co-operative work carried on in them during the school year. From two to four weeks is given to it. During these weeks the pupils get a taste of the business world. They work in hotels, restaurants, clothing shops, grocery stores, tea rooms, hat shops, laundries, and homes. Previous preparation is made for this project so that students study the needs of persons in these positions, secure desirable training, and return to their class work with redoubled eagerness, in order to meet the needs of a successful wage earner.

Each department emphasizes certain phases of home economics work.

The home economics department at Delhi is completing its second year after discontinuing the work sometime ago. Its objectives are less of a wage earning nature and are considered more from



SECTION OF NURSERY SCHOOL DURING THE NOON LUNCH PERIOD AT THE
NEW YORK STATE SCHOOL OF AGRICULTURE, COBLESKILL

the angle of supplementing the family income. The girls are learning to make clever accessories for costume and home and special foods which can be sold and thus add to the pupils' incomes. Although some cafeteria experience in the school cafeteria is given, this work is not so commercial in nature as that in the other state schools.

The department caters especially to the girls of Delaware County and its neighboring counties. There is an advisory committee of women from these counties representing homes and organizations, which meets every year to discuss the program of the work and help to make plans for the future. These women, together with others, are the personal agents in their localities for securing pupils.

Last year the home economics building burned. A new building is being planned now and will be ready for occupancy in September, 1935.

At Cobleskill the special feature of the home economics department is the course in child care which is in its second year. Pupils completing this course are prepared to take care of children in homes and day nurseries. With the development of parent education in the state, mothers of young children are no longer

satisfied merely with any one to care for their children. They see the necessity of having one with some understanding of children. The demand for helpers in caring for children is increasing as the parent education movement progresses.

A nursery school, in charge of a trained worker, is now a part of the facilities of this department and is used for observation as well as participation by the pupils in training. They also participate in the care of children in homes. Besides the child care course there is one in Foods and Institutional Management and another in Clothing Design and Handwork, graduation from which prepares for some wage earning positions as listed earlier in this article.

There are dormitories at the schools in Cobleskill and Morrisville where the pupils live under supervision. In all the schools the social life of the pupils is a matter of concern and interest to the staff members and special plans are made for enjoyable social gatherings. Clubs, contests, debates, music, athletics, dramatics, good books and magazines, and informal social gatherings of large and small groups of students guide the pupils into desirable social relationships and make out-of-school hours pleasant for them.

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Personal Records

KATE V. WOFFORD

Director of Rural Education, State Teachers College at Buffalo

THIS IS THE SEVENTH IN A SERIES OF ARTICLES ON PROBLEMS OF TEACHERS IN RURAL AND VILLAGE SCHOOLS.

LAST year a group of experienced rural teachers in attendance at the summer session of the State Teachers College at Buffalo were asked to record the duty in school which to them had proved the most irksome. Almost without exception the group named the keeping of school records. In an analysis of the questionnaire, it appeared that the method of avoiding this irksome task was simple. The teachers kept few, in fact, only the meager records required by law! And of these records the teachers confessed that the parents and children were unaware until the report card carried its monthly reminder. These statements are not presented as typical of rural teachers, because the group thus questioned was too small for generalization, but the result of the questionnaire was, to say the least, suggestive.

There are, of course, happy exceptions to the general practice. District Superintendent, W. R. Buell, of the Third Supervisory District, Erie County, has recently initiated in several of his outstanding schools a personal record file for each child which bids fair to form an adequate framework for a modernly conceived educational process. Once the system is well established in the few experimental schools, he hopes to extend such child accounting to all the rural schools of his district. So far, the system is simple, practical, and full of promise. It consists of a collection of single manila folders, one for each child, marked plainly with his name. In each folder there are kept (a) a health record, (b) a census record, (c) an attendance record, (d) school grades, (e) samples of creative work, (f) samples of superior school work (g) test results, and (h) a statement by the teacher of the child's work habits, personality traits, and his social adjustments.

The consideration of pupil record keeping as a chore is probably a natural one when one considers the crowded schedule of the rural school which leaves little time for "bookkeeping." However, lack of time, even in a small school is no proper excuse. Time will be saved in the long run. The older children may assist by keeping, with profit to themselves, many of their own records of growth, and may even lend a hand to the keeping of those belonging to the younger children. The designation of record keeping as "bookkeeping," however, offered a clue to a very real difficulty. It implies the extraneous characteristics of much of our accounting of children.

In the average school, whether rural or urban, the functions of records are usually threefold. In the first place, they present to parent and student the success or failure of the learner to perform the tasks set by the school. In the second place, they indicate to the teacher and the administrator special problems with which the learner may be struggling. In the third place, they form a basis of comparison for individuals and groups. Each of these functions, with the possible exception of the second named, is extraneous and has little connection with the educational process. Small wonder that teachers trained for and interested in the learning process should regard the average system for recording pupil progress as a chore.

Education as it is modernly conceived, deals not only with the problems of children but with their natural and environmental resources as well. Indeed these resources are of paramount importance because they form the starting points of learning. This is, of course, another way of saying a long acknowl-

edged truth—the process of teaching and learning begins with the child where he is. Consequently, any system of records which truthfully records the learning process should tell the whole story instead of, as at present, a sorry half. An examination of John's records, for instance, reveals that he is poor in English, good in the social studies, passing in arithmetic, and needs his teeth straightened. There is no accounting of the facts that he is well adjusted in his home and school life, that he is a natural leader, that the younger children trust him and his own social group depends upon him for the settlement of playground disputes. And who shall say which of these sets of facts is the more important? There is, fortunately, no necessity for making a choice. In the light of modern educational procedure, both sets of facts are important. Records should form the framework for a study of each individual child in his own setting. Once the teacher conceives of pupil records as an integral part of the learning-teaching process, the recording, perhaps, will become less irksome.

In the setting up of the framework, certain records become necessary. These appear to fall naturally under the following heads: (1) those which relate to the child's physical welfare, his health problems, his physical resources, and his attitude toward his physical development, growth and control; (2) those records which may be classified under the term psychological, and which include such items as his I.Q., E.A., work habits, attitudes and dominant emotional reactions; (3) those records which deal with the social background and adjustments of children, particularly those relating to family and social groups; (4) the hobbies of children. The records named above are almost wholly descriptive, and with the exception of the psychological ones, and a few relating to physical defects, are arrived at subjectively, either by the teacher or the pupil himself. Much of the information could be obtained from an autobiography of the child, written early in the year as a part of his work in the language arts. Such an autobiography might easily be accumulative from year

to year making a continued study in which the pupil attempts to interpret his growth and development to his teacher, his parents, and himself. Perhaps a word of caution is timely here. Opinions subjectively arrived at are always open to question and change. Subjective opinions of developing children hold for the teacher, a double responsibility. The pattern of child life is constantly changing. A well adjusted, happy child may develop a physical or emotional difficulty, i. e., he loses his mother and suddenly his little world is upside down. Consequently, all subjective opinions formed about children should be regarded as temporary, should perhaps be recorded in pencil as a sign of their impermanence, and should be changed as changes in child-living occur. In case of doubt such opinions should be destroyed before the child is transferred to another teacher.

In addition to such descriptive records, there should be added to the framework various tests, rating scales, check lists, growth charts, graphs, and other objective forms to test the opinion obtained in descriptive records and give validity to the whole picture. Such a personal file offers an opportunity for the development of case studies in the study of child development. Indeed it is one of the first steps in the modern conception of education which emphasizes child growth rather than subject matter. Professions, other than teaching, have long recognized the value of individual case studies in attempting to arrive at facts. The small rural school lends itself admirably to such a study of individual children, because of the small enrollment, and because much of the teaching, especially in the skill subjects, is done individually.

To what end should such case studies be directed? The multiplication of records demands justification for the rural teacher, whose every minute is precious. She has no time to lose, and herein lies part of the justification. By losing time she gains it. If her records are kept up to date she begins her school year with information which a less fortunate teacher might spend months in

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New York State Congress of Parents and Teachers

President, Mrs. Francis H. Blake, 202 South Main Street, Allston
 Director of Publicity, Mrs. Tristram W. Metcalfe, 21 Puritan Avenue, Yonkers

A NEW APPROACH TO THE MOTION PICTURE PROBLEM

AFTER some twenty years of unsuccessful experimenting with various methods to secure more and better motion pictures for children, the National Congress of Parents and Teachers proposes a new approach to the question.

Findings of the Payne Fund Studies, summarized in the book *Our Movie Made Children*¹ by Henry Forman, disclose the power of the film to educate while it entertains. Children accept as true what adults discount, their average emotional response is three times that of adults, no class of film items fails to register with children beyond the second grade, and they retain a great proportion of what they see over amazingly long periods. These studies tell us that seventy-five percent of the films are objectionable or unsuitable for children and that the equivalent of the entire school population of our country attends the cinema weekly.

With these facts before us, are we willing to subject our children to a degree of sophistication beyond their years, to misinformation about life, and to subtle influences that react detrimentally on health, attitudes, and conduct?

Undoubtedly due to the campaign of the churches, there is a marked improvement in the theater offerings at present, but we question how long public indignation can be kept at fever heat. On numerous past occasions the producers have responded to an aroused public by promises of self-regulation, but no improvement was noticeable. The industry admits it is catering to adults, and where there remains any profit in unwholesome pictures, we may expect their production.

"Parents should permit their children to see only recommended pictures" is advice heard on all sides. Because of the practice of block booking, the fine

picture is so frequently followed by the undesirable short subject or advertising for future attractions. Unless the entire program is wholesome, it is a positive danger to recommend only a part of it. Then we hear, "Let's have children's matinees where only the good picture is shown." Fine. But there are not enough such pictures suitable for children to continue over any period of time, and unless it is a producer-owned theater, the exhibitor loses money by not showing pictures for which he must contract. The protected child may see the selected picture but other children at other performances or theaters will see the objectionable ones. In any activity for child welfare, we must always consider the parents who are indifferent, who don't know the dangers, or who cannot get their children to the recommended pictures. Therefore, we contend that no satisfactory solution can come through parent responsibility or the local theater.

Encouraged by the revelation that sixty percent of the children studied, preferred other forms of recreation to the movie, our Motion Picture Plan calls for recreation for children publicly supported and supervised—such a program for his culture and entertainment to include the finest films adapted to the child's age, presented in schools or other community auditoriums. Just as we expose him to the finest in books, pictures, and music at public expense we must provide the means of cultivating his taste in what is perhaps the most universal of all arts, the motion picture.

According to Dr. John Dewey, the influences for character growth in order of importance are community organizations and standards first, parent education second, recreation third, and school fourth. If recreation has this significance, local boards must be created or existing boards be empowered to utilize

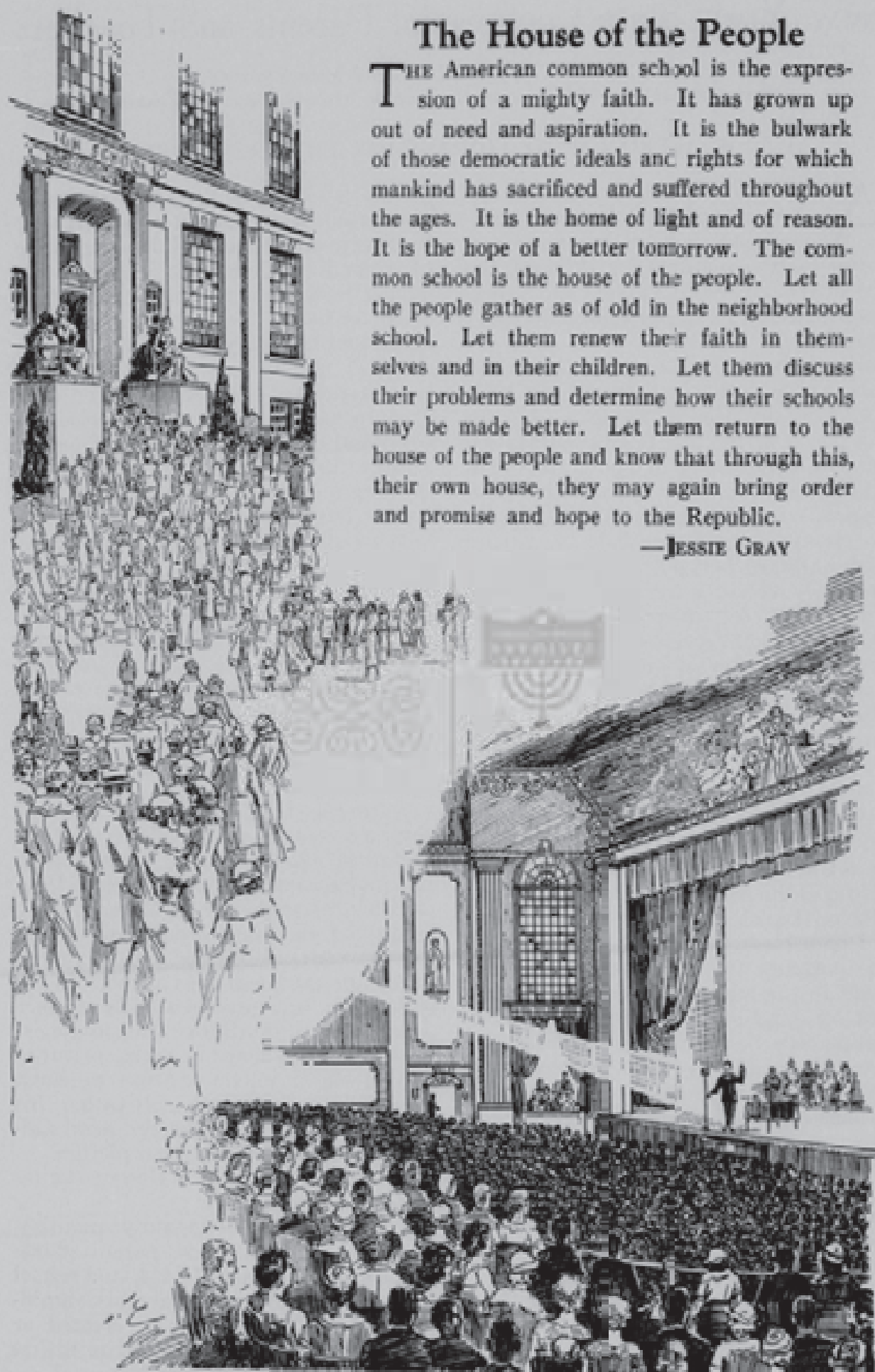
(Continued on Page 667)

¹ New York, Macmillan. 1933.

The House of the People

THE American common school is the expression of a mighty faith. It has grown up out of need and aspiration. It is the bulwark of those democratic ideals and rights for which mankind has sacrificed and suffered throughout the ages. It is the home of light and of reason. It is the hope of a better tomorrow. The common school is the house of the people. Let all the people gather as of old in the neighborhood school. Let them renew their faith in themselves and in their children. Let them discuss their problems and determine how their schools may be made better. Let them return to the house of the people and know that through this, their own house, they may again bring order and promise and hope to the Republic.

—JESSIE GRAY





Legislation When the legislature convened in January, it was generally supposed that this legislative session would be short, but, due to several highly controversial bills, the session dragged on for well over three months.

On the whole, there was not the usual number of bills pertaining to education before the legislature. However, some of these bills, though relatively unimportant in themselves, may be the beginning of drastic changes in our educational setup.

One of these bills provides for a commission of seven, to be appointed by the Governor, and carries with it an appropriation of \$25,000, to make a study of all state aid and make its report to the Governor in December. The personnel of the commission has not been announced. The report that this commission makes may have a very important bearing upon the whole problem of state aid. It is to be hoped that this commission will take the time to make a thorough study of the problem of state aid to schools, and will trace the development of its entire history dating back for more than a hundred years. It is a fact that the amount of state aid during the past fifteen years has rapidly increased. This is as it should be. Localities were unable, from their tax resources, to provide adequate educational opportunities for the people, and at the same time support their other governmental activities. A study of the results of this increased state aid definitely shows that equal educational opportunities have been provided for all the children of the state, and the tax burden on local real property has been lessened. Every commission in the past that has

made a study of this problem has consistently advocated more state aid instead of less, and has stressed the fact that the minimum program provided is still inadequate. It is hoped that the forthcoming commission in its study of the problem will take the time to go thoroughly into all of these matters.

Another bill was proposed which sought to amend the constitution providing for a tax limitation on real property. On the face of it this bill looks sound. The records show that real estate is carrying an undue amount of the tax load in the state, but a careful study of the bill and what it proposes to do, reveals how inadequate the bill would be in providing for the proper financing of the several governmental functions. In the states that have tried to limit property tax by constitutional amendment reports show chaotic conditions to be the result. Tax on real estate must be reduced, but it cannot be accomplished satisfactorily by constitutional limitation. It will be far more satisfactory to accomplish the desired ends by legislative enactment rather than by constitutional enactment. If such a constitutional provision is finally made as that proposed in the Nunan-Ehrlich Bill, not only all governmental service, but education in particular, would suffer greatly. The proper way to reduce the tax on real property is first, by practicing a strict method of economy in all governmental lines, and, second, by equalizing, by legislative enactment, the tax burden between real property and property other than real.

For more than a hundred years there has been a growing tendency to place more responsibility for the conduct of educational affairs in the Department

of Education. During the last session of the legislature there seemed to be a tendency to deviate from this policy. It is to be hoped that this tendency will not continue. Matters pertaining to education should be determined by the Education Department within statutory limits.

It is to be regretted that the Education Department did not call into consultation, to any great extent, at least, the teachers of the state when the new certification regulations were in the process of formation. If more time had been taken in working out these regulations with teachers in all parts of the state, bills pertaining to certification and tenure of teachers without doubt could have been avoided. A great majority of teachers in the state want high professional standards set. They want these standards to be progressive; at the same time they do not want to see action taken that will break down the safeguards that have been thrown about the teaching profession. There is no reason why the Education Department and the members of the profession cannot work together to bring about higher professional standards and general improvement of teaching, thereby obviating the necessity of appeals to the legislature.

Children Need Books "Cut school costs" has been the insistent demand for the past four or five years. "We are cutting," is the reply. "Twenty-five, fifty, seventy-five percent reductions in textbook budgets!" communities proudly boast.

With what effect upon school costs? *A saving of a little over one percent of the total operating cost of our schools!*

With what effect upon the children?

Endangered health from the use of dirty, mutilated books. We spend thousands of dollars—and rightly—on our health education programs. Yet everywhere children are seen with filthy, germ-laden books, a daily menace to health. *Unsatisfactory reading growth.* Children are sharing with two, five, and often more other children. In some cases whole classes lack texts. The books are frequently so old that the contents are not in keeping with the newest and best reading method. Pages, sometimes whole sections are missing. *Discouragement from the inaccessibility of texts and reference books.* To stimulate the child to further reading, further research, is the purpose of teachers in all phases of school work. A few facts learned from the text mean little. Facts today are not facts tomorrow. The important thing is that the child form the habit of discovery and carry this habit into maturity. Much of our effort along this line is of little avail if the child becomes discouraged in his effort through lack of reference material. *Disrespect for books and their contents.* Constant contact with dirty, shabby books brings about a disrespect for books. Desire to read is fostered by a love of books. Books must be clean and attractive to inspire love.

These deplorable conditions with respect to books in our schools are fairly general. Yet a fundamental aim of our educational program is to create a love for books and a knowledge of their use.

A saving of less than two percent of total costs is poor economy when measured over against the inestimable loss in child growth. Abundant life means abundant reading. Abundant reading means abundant books. Children need books. Insist that they get them.

* * *

The schools must teach young people the qualities of initiative and self-reliance which will enable them to take and to make their opportunities in the world . . . They must open the pupil's mind to a realization of society as it is, with all its inequalities and maladjustments. No longer can the schools emphasize merely the finding of right answers to problems laid down by the teacher. They must rather help young people to find out what the problems are and how they can share in their solution.

*Henry Lester Smith
in the Parent's Magazine for November, 1934*

Three Cheers -- With Here and There a Tiger

THAT WORK OF ANY given writer of fiction which draws most heavily on the author's own life and personality is likely to be his best. *David Copperfield* for instance. From the fact that Mary Ellen Chase gave her own two names to the two girls in her recent novel, a guess may be hazarded that she has been recalling some of the conflicting impulses of her own youth. Be that as it may, *Mary Peters* is a good book. But from cover to cover there is nothing better in it than the excerpt from *The Brothers Karamazov* which prefaces the story: "People talk to you a great deal about your education, but some good sacred memory preserved from childhood is perhaps the best education. If a man carries many such memories with him into life, he is safe to the end of his days." It is precisely that fact which is today gradually changing the character of schooling in the effort to compensate for the changing character of many homes. "Sacred memory" homes still exist, thank God, but not in the same relative numbers as in days of yore. Schools must more and more be made abodes of happiness, busyness, creativeness; places where real life is experienced and the nobler emotions of sensitive youth are given suitable outlets. Only from such schools can boys and girls carry such memories into life as will make them "safe to the end of their days."

JUST as if I hadn't already listened to perplexed educators until I had blind staggers, what did I do but stop in New York, on my way home from the Atlantic City meeting and pay two and seventy-five one-hundredths dollars to see The Children's Hour. Someone had told me it merited attention but had failed to state that the play dealt with a school situation. It started well. "Mary," the problem child, was a real type and was well done. Also, I liked the two good-looking teachers immensely. The disappointment came in the handling of the trouble after it had been made. That two brilliant young college graduates, aided by a physician who fully understood "Mary," could have been so completely and hopelessly licked didn't make sense. Instead of the climax being inevitable as it should be in a well-built play, it was to me merely incredible—a perfectly good plot gone Hollywood.

FOR THE THIRD CONSECUTIVE year, Willard Beatty of Bronxville has been elected president of the Progressive Education Association. It is distinctly an honor not only to him but to the public schools of the state that he should be thus chosen. The Bronxville schools are studied by an army of earnest visitors every year while Beatty and the able Miss Markham are in great demand everywhere as evangelists of the newer educational gospel. One has only to study the Bronxville Gail Carls or to read his editorial on "Academic Freedom" in the February number of *Progressive Education* to know that Willard with all his modernity, his originality, and his dapper buttoned-up-ness, keeps one foot on the ground. With the other he swings lustily forward.

IF YOU HAPPEN to have a flair for old wall-paper, you will get a real lift of the heart by leaving the Cherry Valley Turnpike at Esperance and driving about four miles north to the little hamlet of Eaton's Corners. In a stately old white farm-house occupied by John and Flora Rector is a hallway papered as it was when the house was erected one hundred and thirty-five years ago. The paper is not only well preserved but is of striking design and coloring. It is a scenic panorama called "A Journey in India" which wall-paper experts say was imported from France. With its temples and palm trees, its hunting men and dancing women, its pouncing tigers and lumbering elephants, it pictures a "Journey" of high adventure. Only one other example of this particular pattern has been located in the United States. That is in one of the famous old houses of Salem, Massachusetts.

George R. Staley

Toward the Horizon

THE PRESIDENT'S PAGE

IN the rapid rush of events it is well for us, as members of a great organization, to pause from time to time to take stock of what is happening within our midst. One direct benefit of such an inventory is found in the way we re-evaluate matters that absorb our thought and interest. Not infrequently the evidence secured through even a casual inventory helps us to realize that some of the things which appear to be extremely vital at the time, recede into the background where ultimately they join the legion of less-important things.

Since the meeting of the House of Delegates, considerable interest has been expressed in the new regulations for certification proposed by the State Department of Education. This interest has found expression in different ways. There may be some instances where the expression has been controlled by personal prejudice, mere opinion, or emotion. It is generally conceded that expressions so actuated contribute little to the solution of the questions under consideration. Credit is due, however, to the way in which teachers generally throughout the state are studying this matter in an impersonal way with the desire to understand the possible effect of changed regulations in certification upon the teaching profession of the future.

The recent postponement announced by the Board of Regents defers for one year the effective date of the proposed regulations. This decision makes it possible to prolong the study of this matter. To this end, conferences will be held between a sub-committee of the Certification Committee and certain members of the Board of Regents and the Department of Education chosen by the Commissioner of Education. Your president and executive secretary will attend these conferences.

In the brief interval since plans for these conferences were made, a new factor bearing upon the case has arisen which must be taken into account. This comes in the form of the Feld-McGrath

bill just enacted into law by the Governor's signature. This new law affects cities of four hundred thousand or over. In the two cities concerned, it further supports the policies regarding employment and certification of teachers already existing under their city charters. Regulations governing the certification of teachers in these cities, therefore, now rests upon local Boards of Examiners rather than upon the State Department of Education. The very nature of this new law obviously presents a case for study by the teaching profession irrespective of the possible effect of the law on those inside or outside of the areas covered by this enactment.

The executive officers are agreed that as an organization, we should neither seek nor support any legislation at this time concerned with the certification and licensing of teachers. Our purpose is to work cooperatively with the Commissioner of Education and the Board of Regents in order to establish major points of agreement concerning future standards. In taking this stand, we are representing the point of view of the great rank and file of the members of New York State Teachers Association. I am stating this fact here in order that it may be clearly understood by each member.

The teachers of the state have every ground for confidence in the widespread belief that the Department of Education and the State Teachers Association working through joint representation can find a common ground of understanding for the further development of policies concerning certification. Whatever steps are taken by our association, therefore, will be taken in relation to this premise.

The level of teaching in the school systems of our state has been raised immeasurably during recent decades. But improvement comes about slowly. It generally is believed that the goal has not yet been attained. In fact, recent trends, both social and economic, make it evident that we have only just begun.

If present and future generations of children are to be helped to develop improved modes of thought and action that shall raise existing standards of life, then we as a professional group must seek ways of raising the level of our professional standards.

As president of your association this year, I am asking each teacher of the state, through this message, to rally to the loyal support of a movement to raise our professional standards. If new requirements for certification are a part of this movement, then let us seek to determine what requirements are best designed to assist in this matter. Leaders in education are maintaining that our present standards for entering the profession of teaching are too low. If this is true, why should we not make this a definite point for improvement? A considerable number of teachers in the state believe that some means of keeping professionally alive is essential to our growth in service. The low standards of the past make this a particularly vulnerable point at present.

In the plans that we are making to continue our study of teacher training and certification, the Fact-Finding Com-

mittee of the Committee on Certification has prepared a form which aims to secure correct information bearing on this subject. This form will be distributed during the early part of April to teachers in city, village, and rural areas. The delegates of each zone who attended the meeting of the House of Delegates are being called upon to assist in securing the facts desired. By the time this word reaches you, the work on this phase of our study will have been accomplished. If you as an individual have helped in this connection, let me express to you my personal appreciation of the service you are rendering to the members of the Committee on Certification and to the executive officers.

Conditions influencing future plans for certification have changed materially during the past month. The ultimate effect of these changes cannot be told at present. Much depends upon the loyal support of the procedures leading to further changes which we as a professional group are called upon to formulate. An inventory now and then should help to keep a clear perspective toward the things we are aiming to accomplish.

Mabel E. Simpson, President

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Code for Periodical Publishing and Printing Industry

In compliance with the Trade Practice Provisions of the Code for Periodical Publishing and Printing Industry (A-3), the following statement of circulation is published:

This is to certify that the average circulation per issue of NEW YORK STATE EDUCATION for the six months' period July 1st to and including December 31st, 1934, was as follows:

Copies sold	45,671
Copies distributed free.....	365

Total	46,036
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(Signed) AERVIE ELDRED,
(Publisher)

Subscribed to and sworn before me
on this 5th day of February, 1935.

J. W. CLARK, JR., *Notary Public*

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SUPPLEMENTARY HONOR ROLL

Third district, Greene county, Walter J. Decker, district superintendent

Third district, Erie county, William B. Buell, district superintendent

Second district, Onondaga county, George T. Fuggle, district superintendent

State Association News Bulletin

PASSAGE by the Senate, by a vote of 38 to 7, of the Nunan Bill (Senate 1164) initiating a constitutional amendment to limit to two percent of true value all taxes on real estate aroused all friends of education in the state to the danger threatening adequate appropriations for education. State-wide protests, following bulletins issued from the office of the Executive Secretary, resulted in holding up the bill in the Assembly.

But the danger is not over yet! The Real Estate Association of the State of New York has announced (see our Bulletin No. 12) that the bill is to be introduced again next year. If passed at that session (1936) and again at the 1937 session, it will come before the people for referendum vote in the 1937 fall election.

In Bulletins Numbers 2 and 3, sent out early in January, attention was directed to this bill and to the fact that if its provisions were to be carried out they would seriously curtail all governmental activities. All groups were urged to work with the Mayors Conference to defeat the proposal.

Bulletin No. 10 repeated the warning, attention being called to the favorable vote in the Senate. In this and in the following bulletins information was supplied explaining these, among other arguments against the bill:

1. It was being supported by the same groups that opposed full state aid for schools.
2. Increased state aid for schools has provided and will continue to provide tax relief for real estate. It is the most effective way to provide such relief.
3. The present constitutional tax limit in cities of over 100,000 population excludes debt service. The proposed bill would include it within the limitation.
4. There is ample evidence that cities, towns, etc., have found it necessary to levy taxes in excess of two percent, many in excess of four. For all cities the tax rates in 1931 differ from a low of 2.28 to 8.5 percent.
5. A two percent limitation would seriously reduce funds needed for the support of public education.
6. There is danger in the amendment, as proposed, of shifting to county authorities the determination of the amount of taxes to be raised and the share to be apportioned to education.

For further information see Bulletins Nos. 10, 11, and 12.

The fight against this proposal must be continued. Real estate needs taxation relief but the most effective means of relief is increased state school aid.

UNFORTUNATELY there are indications that a determined effort is to be made to reduce state aid grants for education. Bulletin No. 12 cited the approval by the Governor of the bill passed by both houses creating a commission of seven to be appointed by the Governor to study and report upon distributions of state aid, including those for education. The commission is to report to the Governor by December 15 and to the legislature by February 1, 1936. The Governor has indicated that he will probably recommend legislation at the next session upon the basis of the committee's report.

For the Governor's comments upon "stupendous grants of state aid" in his budget message, see Bulletin No. 5. See also Bulletins Nos. 12 and 14, the latter stressing the importance of noting the personnel of the commission when it is named.

APPROVAL by the Governor has added to the statute books a law making the proposed teacher certification plan ineffective in cities (New York and Buffalo) over 400,000 population. Bulletin No. 12 gave the important provisions of this law. It is not possible now for the state commissioner to promulgate regulations "affecting the examination, certification, license, probationary periods, appointment and tenure

of positions of persons employed in the teaching, examining and supervising service" in these cities which may "cause the discontinuance of the service of such persons who have satisfactorily completed their probationary periods." In another section the bill provides that all such persons shall hold their positions during "good behavior and satisfactory teaching, examining or supervising service."

This phraseology differs from that of Subdivision 3 of Section 872 of the state education law which has not been amended and which provides that all persons who have served the full probationary period "shall hold their respective positions during good behavior and efficient and competent service." The latter section affords the greater protection to teachers.

BULLETIN No. 14 also reported the passage by the Assembly of the Kaminsky Bill (Assembly 2296) which makes determinations of the Commissioner of Education in cases affecting teachers reviewable in the courts. This bill, however, repeals those sections of the present law providing for decisions by the Commissioner and that such decisions shall be final. If enacted into law this bill would make all "determinations" subject to review and would cause delay and chaos in the administration of the public school system of the state in all local controversial matters coming before the commissioner for determination.

IN RESPONSE to a request from the Executive Secretary, the State Tax Commission made plain its interpretation of the procedure teachers should follow in determining the income tax to which they may be subject. The detailed reply of Commissioner Mark Graves appears in Bulletin No. 13. It gives typical examples of allowable deductions by teachers whose income from salaries has been reduced.

Welfare Contributions

Received through the office of the executive secretary during the month of March, 1935:

Buffalo	\$532.40
Gloversville	63.00
Jamestown	1.00
Little Falls	5.00
Third district, Allegany county	1.00
Fourth district, Clinton county	8.50
First district, Madison county	9.00
Third district, Madison county	18.50
Fourth district, Madison county	1.00
Fourth district, Monroe county	45.00
Second district, Lewis county	3.00
Third district, Bennington county	1.00
Fourth district, Steuben county	4.00
Second district, Suffolk county	5.00
Webster High School	15.00
Total	\$712.40

Spencerport High School has completed its quota to the Welfare Fund.

Received through the office of the chairman between January 1, 1935, and March 20, 1935.

Individual contributions: "A Friend," Mr. and Mrs. Edward P. Smith, Lucy

Gardiner, Ira M. Kline, Lester Rouse, Thomas J. Wagner, Ella M. Rouse, Addie Rifenberg, Grace Coman.....\$ 70.33

Contributions from organizations:

Faculty, Seneca Falls	65.54
Ossining Teachers' Ass'n.	26.20
Schoharie Central School	13.50
Middleburgh Central School	12.50
Dist. 2, Schoharie county, non-centralized schools	4.00
Livingston County Teachers' Ass'n.....	50.00
Pelham Teachers' Ass'n.	164.00
Little Falls Teachers' Ass'n.	50.00

\$456.07

The Committee also had the pleasure of passing on one five dollar donation "for immediate relief." The Seneca Falls contribution was made possible by the presentation of three one-act plays under the direction of the local Welfare Committee. It makes that system's contributions 100% plus. The teachers of the third district of Broome county, Mr. K. E. Beilby, district superintendent, have a play in rehearsal to be presented after Easter. This is the first supervisory unit to try this method of raising money.

ZONE OFFICERS AND MEETINGS IN 1935

NORTHERN ZONE

Franklin and St. Lawrence Counties. Meeting place, Potsdam, on Friday, September 27, 1935.

OFFICERS: President, Eileen S. Benham, Principal, High School, Saranac Lake; Vice President, E. G. Simmons, Superintendent of Schools, Massena; Secretary-Treasurer, Paul West, State Normal School, Potsdam.

SECTION CHAIRMEN: *Administration*, H. H. Lamberton, Malone; *Agriculture*, Harold Crowell, Canton; *Art*, Mariona Colwell, Potsdam; *Classical*, Ida Weiner, Brushton; *Commercial*, Joseph Donovan, Tupper Lake; *Elementary*, E. G. Simmons, Massena; *English*, Martha Robinson, Malone; *Exceptional Children*, Sarah Pfeiffer, Potsdam; *Guidance*, H. V. Little, Saranac Lake; *High School*, Eileen S. Benham, Saranac Lake; *History*, Roslyn Chapman, Saranac Lake; *Homemaking*, Sarah H. Hawley, Chateaugay; *Library*, Ruth Spring, Potsdam; *Manual Arts*, LeRoy Dunbar, Nerwood; *Mathematics*, Ambrose R. Clark, Potsdam; *Modern Language*, Theodore Bertrand, Ogdensburg; *Music*, Van A. Christy, Potsdam; *Oral English*, Jean Cowman, Potsdam; *Physical Education*, D. E. Towne, Potsdam; *Science*, Everett Priest, Rensselaer Falls.

SOUTHERN ZONE

Broome, Chemung, Chenango, Cortland, Delaware, Otsego, Schuyler, part of Steuben (City of Corning, Village of Bath, Supervisory Districts 1 and 3), Tioga, and Tompkins Counties. Meeting place, Ithaca, on Friday, October 4, 1935.

OFFICERS: President, J. Edward Hurlbut, District Superintendent of Schools, Windsor; First Vice President, F. L. Wassung, Superintendent of Schools, Norwich; Second Vice President, L. T. Wilcox, Superintendent of Schools, Cortland; Secretary-Treasurer, John Lawler, Head, Science Department, High School Oneonta.

SECTION CHAIRMEN: *Administration*, F. E. Bliss, Ithaca; *Adult Education*, H. E. Speece, Binghamton; *Agriculture*, S. O. Salmon, Endicott; *Classical Language*, R. J. Wilson, Groton; *Commercial*, Robert Farnsworth, Ithaca; *Drawing*, Marian Leary, Ithaca; *Elementary Principals*, Josephine E. O'Leary, Cortland; *English*, Emma M. S. Besig, Ithaca; *Exceptional Children*, LeMoyné Neville, Elmira Heights; *Guidance*, Irving Leder, Cortland; *Health and Physical Education*, Margaret Foley, Binghamton; *History*, Marion Skeels, Owego; *Home Economics*, Ethel Cowles, Groton; *Industrial Arts*, Albert Meyn, Ithaca; *Intermediate Grades and Visual Instruction*, Fred Painter, Ithaca; *Junior-Senior High School*, Gordon Ridenour, Herschessa; *Kindergarten-Primary*, Hazel Stage, Ithaca; *Library*, Helen Davis, Binghamton; *Mathematics*, Gilbert Schultz, Johnson City; *Modern Language*, Edna Graham, Oneonta; *Music*, Bernice Finch, Ithaca; *Penmanship*, K. E. Bielby, Union; *Rural Education*, Martha McWhorter, Pine City; *Science*, Donald Boehm, Binghamton.

LONG ISLAND ZONE

Nassau and Suffolk Counties. Meeting place, Hempstead, on Friday, October 11, 1935.

OFFICERS: President, Floyd Hurlbut, Superintendent of Schools, Bay Shore; Vice President, Arthur E. Newton, Superintendent of Schools, Baldwin; Secretary, Earl B. Robinson, Principal, High School, Islip.

SECTION CHAIRMEN: *Administration*, H. W. Gross, Valley Stream; *Adult Education*, W. S. Boardman, Oceanside; *Classical*, H. T. Wilt, Westhampton Beach; *Commercial*, A. B. Scholl, Farmingdale; *Dramatics*, *Oral English*, and *Public Speaking*, Marion Cass, Glen Cove; *Elementary Principals*, Florine Howes, Elmont; *English*, Walter H. Thompson, Floral Park; *Fine Arts*, Louise Naber, Oyster Bay; *Health*, Mary T. Fay, Garden City; *Home Economics*, Dorothy Lawson, Port Washington; *Intermediate*, Vergil Nestrick, Garden City; *Junior High School*, Merton C. Collister, Baldwin; *Kindergarten and First Grade*, Lois Scott, Huntington; *Library*, Gertrude Rhodes, Hempstead; *Mathematics*, Robert Folsom, Huntington; *Modern Language*, Virginia B. Remer, Rockville Centre; *Music*, Marion Flanders, Patchogue; *Physical Education*, J. J. Carter, Lynbrook; *Science*, E. E. Carr, Lynbrook; *Second and Third Grades*, Sally Pickens, Hempstead; *Social Studies*, Lucy Coon, Baldwin; *Vocational Education and Industrial Arts*, Harry Anderson, Hempstead.

EASTERN ZONE

Albany, Columbia, Dutchess, Fulton, Greene, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Ulster, Warren, and Washington Counties. Meeting place, Albany, on Thursday and Friday, October 17-18, 1935.

OFFICERS: President, Harry J. Linton, Director of Secondary Education, Schenectady; Vice President, Howe K. Cassavant, Principal, School 23, Albany; Secretary-Treasurer, Norine Keating, Vice Principal, High School, Watervliet.

SECTION CHAIRMEN: *Administration*, H. G. Coons, Delmar; *Art*, Helen Lybolt, Rensselaer; *Classical*, Lemoine Candee, Glens Falls; *Commercial*, Anne Quigley, Schenectady; *Deaf-Oral*, Lillian Shoemaker, Albany; *English*, H. W. Hastings, Albany; *Exceptional Children*, Mary Lyons, Albany; *Guidance*, George E. Hutcherson, Albany; *Home Economics*, Margaret Waldbillig, Albany; *Health and Physical Education*, J. H. Atkins, Hudson; *Immigrant Education*, B. I. Morey, Albany; *Junior High School*, Robert L. Dawson, Johnstown; *Intermediate Grades*, A. E. Layman, Menands; *Kindergarten*, Marion A. Nichols, Albany; *Library*, Thelma Eaton, Albany; *Mathematics*, R. A. Beaver, Albany; *Modern Languages*, Genevieve L. Brooke, Schenectady; *Medical Inspection*, Mary E. Duffy, Albany; *Music*, Robert Leslie, Chatham; *Penmanship*, Genevieve Steele, Gloversville; *Primary*, R. J. Pulling, Scotia; *Rural*, Mildred H. Craib, Berlin; *Science*, Arthur Jones, Albany; *Social Studies*, Matilda Turnes, Albany; *Teacher Training*, J. B. Palmer, Albany; *Visual Education*, Paul T. Williams, Ballston Spa; *Vocational*, Morris Caylan, Albany.

NORTH EASTERN ZONE

Clinton and Essex Counties. Meeting place, Plattsburg, on Thursday and Friday, October 17-18, 1935.

OFFICERS: President, E. B. Sargeant, District Superintendent of Schools, Ellenburg; Vice President, T. Walsh McQuillan, Principal, Central Rural School, Au Sable Forks; Secretary, F. P. Connors, Teacher, High School, Ellenburg.

SECTION CHAIRMEN: *Administration*, James W. Coddling, Champlain; *Art*, Agnes Dye, Ticonderoga; *Commercial*, Frank Pender, Schroon Lake; *English*, Doris B. Warner, Port Henry; *History*, Grace P. Lucas, Au Sable Forks; *Hygiene and Physical Education*, Leroy C. Hinchcliff, Westport; *Intermediate Grades*, Marion Cheney, Lake Placid; *Language*, Gertrude K. Myers, Mineville; *Library*, Eleanor Kellogg, Ticonderoga; *Mathematics*, Hugh McKee, Keeseville; *Music*, Margaret Weaver, Cadyville; *Primary*, Margaret Hogan, Plattsburg; *School Nurse*, Jean Arthur, Plattsburg; *Science*, Raymond S. Kroll, Rouses Point; *Seventh-Eighth, Junior High School*, Charles S. Johnson, Plattsburg.

CENTRAL ZONE

Cayuga, Hamilton, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, and Oswego Counties. Meeting place, Syracuse, on Friday, October 25, 1935.

OFFICERS: President, Charles E. Riley, Principal, High School, Oswego; Vice President, Danforth G. Thomas, Principal, Barringer School, Rome; Secretary, Elizabeth Ellis, Head, Commercial Department, High School, Fulton.

SECTION CHAIRMEN: *Senior High School:* Chairman, W. L. Soper, Oxford; R. R. Jansen, Marcellus; Chester Wood, Fulton; Joseph Baker, Ilion; Mary Pickard, Auburn; Harriet M. Blood, Rome; Russell Archer, Little Falls. *Junior High School:* Chairman, Leon Coon, Syracuse; Henry North, Syracuse; Helen A. Ellis, Syracuse; Robert Oliver, Syracuse; Mary C. Ringwood, Syracuse. *Marjorie McNamara*, Syracuse; J. Harold Carroll, Syracuse. *Grades Four, Five, Six:* Chairman, Winifred Brownell, Syracuse; C. V. Clippinger, Syracuse; Donald A. Wright, Carthage; Maren Brandt, Syracuse; Raymons C. George, Syracuse; Clarence E. Baer, Oswego. *Kindergarten, Grades One, Two, Three:* Chairman, Catherine Boethe, Syracuse; Marie Doody, Syracuse; Marion Hough, Syracuse; Edna Teller, Syracuse; Edith Hough, Syracuse; Kate H. Callahan, Syracuse. *Rural:* Chairman, Wayne L. Lowe, Cazenovia; Charles T. Lanigan, Rome; Gertrude Houghton, Watertown; Eleanor Mason, Camden; Harry McLaughlin, Syracuse; Harold M. Gebhardt, Syracuse; Alvah Just, Syracuse.

SOUTH EASTERN ZONE

Orange, Putnam, Rockland, Sullivan and Westchester Counties. Meeting place, White Plains, on Friday, October 25, 1935.

OFFICERS: President, Ira M. Kline, Principal, Greenburgh No. 8 Schools, White Plains; Vice President, Arthur C. Barnett, Principal, Newburgh Free Academy; Secretary, Wallace B. Bowman, Teacher, High School, New Rochelle.

SECTION CHAIRMEN: *Administration*, M. W. Longman, Newburgh; *Adult Education*,

Violet Stiles, Tarrytown; *Classical*, Marion J. Pease, Scarsdale; *Commercial*, James Turek, North Tarrytown; *Dental Hygiene*, Florence A. Willson, Mount Vernon; *Dramatics and Oral English*, Roger Williams, Peekskill; *Elementary Principals*, G. W. Banker, Hillburn; *English*, Roberta Smyth, Newburgh; *Fine Arts*, Harriet E. Knapp, White Plains; *Health*, May Beede, Ossining; *Home Economics*, Leona Waite, Valhalla; *Intermediate*, Beatrice Bullock, Cold Spring; *Junior High*, George E. Kapp, White Plains; *Kindergarten-First Grade*, Eleanor W. Force, Mount Vernon; *Library*, Ella H. Pope, Goshen; *Mathematics*, Fred L. Bedford, Tarrytown; *Modern Language*, Elizabeth F. Gessler, Hastings-on-Hudson; *Music*, Edwin Steckel, Peekskill; *Penmanship*, May D. Hopkins, Port Jervis; *Physical Education*, Guy Nichols, Peekskill; *Science*, Theodore Sargent, Tuckahoe; *Second and Third Grades*, Mildred B. Germain, Mamaroneck; *Social Studies*, Herbert Nichols, New Rochelle; *Special Class*, Pauline Dye, Port Jervis; *Visiting Teacher*, June Gethins, Mount Vernon; *Vocational*, Dave O'Connell, Yorktown Heights.

CENTRAL WESTERN ZONE

Allegany, part of Genesee (Village of Le Roy and Second Supervisory District), Livingston, Monroe, Ontario, Orleans, Seneca, part of Steuben (City of Hornell, Supervisory Districts 2, 4, 5, 6, 7), Wayne, Wyoming, and Yates Counties. Meeting place, Rochester, on Friday and Saturday, November 1-2, 1935.

OFFICERS: President, Charles G. Hetherington, Superintendent of Schools, Penn Yan; Vice President, Herman J. Norton, Director of Health and Physical Education, Rochester; Secretary, Arlington Swarts, Principal, Durand Eastman School, Point Pleasant.

SECTION CHAIRMEN: *Administration*, C. I. Bergerson, Albion; *Agriculture*, Claude Doxstader, Waterloo; *Art*, Emil Maier, Rochester; *Classical*, Donald Rahtjen, Rochester; *Commercial*, Harold M. Warner, Rochester; *English*, Claude Westburg, Rochester; *Health Education*, Ralph Tichenor, Rochester; *Home Economics*, Carolyn Cushman, Rochester; *Immigrant Education*, Jeanette G. Wilburn, Rochester; *Industrial Arts*, C. R. DeCamp, Geneva; *Junior High*, D. H. Anderson, Wellsville; *Kindergarten-Primary*, Helen McLaughlin, Rochester; *Library*, Marian Williams, Rochester; *Mathematics*, C. E. Woodman, Rochester; *Middle Grades*, Earl Nash, Spencerport; *Modern Language*, Donald Clark, Rochester; *Music*, Ernest Ahern, Rochester; *Penmanship*, Ruth Northway, Genesee; *Personnel*, Agnes Crowley, Rochester; *Personnel-Girls Adviser*, Caro F. Spencer, Rochester; *Personnel-Vocational Guidance*, George D. Taylor, Rochester; *Personnel-Visiting Teacher*, Helen Weston, Rochester; *Personnel-Physically Handicapped*, Mary R. Wellman, Rochester; *Personnel-Exceptional Children*, Aurelia Boles, Sonyea; *Personnel-Child Study*, Margaret Brooks, Rochester; *Rural*, Victor Blom, Attica; *Science*, Arlo B. Carroll, Rochester; *Social Studies*, Jacob Ross, Rochester; *Visual Instruction*, Paul Reed, Rochester.

WESTERN ZONE

Cattaraugus, Chautauqua, Erie, part of Genesee (City of Batavia and First Supervisory District), and Niagara Counties. Meeting place, Buffalo, on Friday and Saturday, November 1-2, 1935.

OFFICERS: President, Berton B. Bean, Director of Higher Elementary Grades, Buffalo; Vice President, Leslie Gregory, Principal, State Normal School, Fredonia; Secretary, Ada E. James, Principal, School 53, Buffalo.

SECTION CHAIRMEN: *Administration*, F. J. Moffitt, Hamburg; *Adult Education*, Henry Kumpf, Buffalo; *Agriculture*, Glenn Underwood, Randolph; *Art*, Harry Jacobs, Buffalo; *Atypical*, George E. Gannon, Buffalo; *Classical*, Helen Zimmerman, Buffalo; *Commercial*, B. A. Shill, Buffalo; *Elementary Principals*, H. G. Schrader, Jamestown; *English*, Carolyn Wixson, Buffalo; *Health and Physical Education*, Harold Herklimer, Niagara Falls; *Home Economics*, Martha Pratt, Buffalo; *Industrial Arts*, Julius Thurnsack, Buffalo; *Intermediate-Grades 5-6*, H. S. Van Hoff, Buffalo; *Junior High School*, George Webster, Buffalo; *Kindergarten*, Grace A. Allen, Buffalo; *Library*, May Haloran, Buffalo; *Mathematics*, Christiana S. Hathaway, Niagara Falls; *Modern Languages*, F. F. DiBartolo, Buffalo; *Music*, William Branch, Buffalo; *Primary-Grades 1, 2*, Mae Caney, Buffalo; *Primary-Grades 3-4*, Elizabeth Barnes, Buffalo; *Retired Teachers*, Agnes M. Baldwin, Buffalo; *Rural*, Edgar D. Ormsby, North Collins; *Science*, Harvey Fenner, Falconer; *Social Science*, Jennie R. Wombough, Olean; *Visual Education*, Charles N. Gibson, Buffalo.

House of Delegates

Albany, November 25-26, 1935.

N. E. A. Notes

H. CLAUDE HARDY

State Director of the National Education Association

MORE POWER TO THE TEACHERS!

THEODORE ROOSEVELT once said: "You teachers make the whole world your debtor, and of you it can be said, as it can be said of no other profession, save the profession of the ministers of the gospel themselves, if you teachers did not do your work well, this republic would not outlast the span of a generation." And he was right! If the teachers of this country had not done their work well in the years gone by, almost anything might have happened, especially since 1929. The magnificent self-control of the people during this depression is a silent tribute to the consecrated service of the countless loyal, devoted, unselfish teachers of America. Moreover, I have noticed this also. Righteous indignation has shown itself throughout the land within recent years against a lot of people, but not against teachers. The wrath of the general public has been raised for the most part against holders of public positions who have not considered their offices ones of sacred trust; it has been raised against the exploiters, the grafters, the profiteers, the wicked politicians, the dishonest, the greedy leaders of industry, the money changers, the racketeers, the bandits, etc. Ex-president Hoover once said that the teachers are the most decent citizens we have. I decline to go as far as that but I think it is true that the members of the profession can stand

before the country at this moment with clean hands.

If the teachers have any enemies, and I must admit they have some, it probably is due to the fact that teachers as a class are honest, law-abiding, dependable, industrious, conscientious, respectable people who stand in the way of those who, for purely selfish reasons, would take unfair advantage of the country. Yes, teachers do have enemies, but who are they? Mostly certain politicians and individuals who desire to promote special interests.

Power is the big word of the day. Power is being given to many people of the nation. To the President of this great country has been given power, the like of which, except perhaps in war times, has never before been known. Let us offer a prayer, daily, that he may be given wisdom from on High to use that power beneficently! Power has been given to individuals in key positions in our government for better or for worse. Power has been given to bureaus and commissions the consequences of which we do not yet fully appreciate. Power has been given to members of the banking profession and to leaders of industry. But there is no power that can be more safely entrusted to any group of people than to teachers. Because of their value to our nation, I say: "More Power to the Teacher!"

• • •

Teachers generally are "made" not "born." The few so-called "born" teachers need to be "re-made" otherwise they are almost sure to become an imposition on the public. Even young people who are well-born in a biological sense, that is to say have been endowed with the finest of natural gifts, need to be "re-born" through the processes of education and professional training, "re-born" into the spirit of the true teacher who is skilled, resourceful, dynamic, resilient, inspiring, cooperative, companionable, confidence-commanding and, therefore, truly helpful to the weak, the timid and diffident, the helpless as well as to the strong, the self-reliant, and the genuinely promising children in our public schools.—Ambrose L. Suhrie, Statement before Forum Group II, Department of Superintendence, Atlantic City.



ONE OF YELLOWSTONE'S "SOLD-UP" BEARS

HAVE you been to Yellowstone? If you have, you will want to go again; if you have not, you will surely want to go with us this summer.

To the uninitiated, Yellowstone means geysers and bears. To the initiated, it means the challenging lure of endless variety: 2,142,270 acres of wonderland—forests of pine, spruce, cedar, and tamarack reaching out for hundreds of miles; lofty mountains darkening the horizons; plumes of steam; pillars of water; boiling ponds; tinted pools; cascades and waterfalls crashing down painted canyons; rainbow terraces, blue, green, orange, yellow; ghostly rocks; natural cauldrons of boiling colored clay; lakes that seethe and surge; uncanny caverns that hiss and steam; petrified forests; wild life in profusion; glorious birds;—and trails—trails to infinite beauty and romance.

We shall never forget Old Faithful, with its rumbling prelude like a roll of drums, the rapid crescendo movement to one hundred twenty feet—four minutes of dazzling display. And Morning Glory Pool with its delicate form and coloring; Sapphire Springs as blue as the gem; Firehole Lake with the blue flames jetting from an underground furnace.

And magic nights around the huge log fire where we listened to naturalists tell stories of the woods and the birds, and sang our joy in nature's wonderland.

Our Association Summer Tour

OFFICIAL TOUR OF THE NEW YORK STATE
TEACHERS ASSOCIATION FOR 1935

And the sublime calm of the Grand Canyon of the Yellowstone, the "painted" canyon with its lemon yellow, delicate pink, deep orange, brilliant crimson, its jet black and glistening white, its scale of grays; the Gothic spires like delicate lace; the sparkling column of rushing water, the plunging Falls with its clouds of whirling spray nearly as high as two Niagaras.

Approached over the Cody Road, ninety miles through the Buffalo Bill Country, through the Shoshone National Forest, winding and twisting with every curve of the historic Shoshone River, Yellowstone is an experience you will never forget.

The Columbia River also invites. Mile

SHOSHONE CANYON AND DAM; CODY ROAD
TO YELLOWSTONE

after mile the mighty stream winds its spell between the everchanging walls of the gorge. Fir-clad slopes, massive sculpturing, columned palisades, sudden pinnacles, frothing cataracts, fairy islands, gleaming waterfalls, climaxing in exquisite Multnomah, a slender shaft of five hundred forty-one feet plunging into a circular basin to cascade for ten feet before the final sixty-nine foot drop—appear in rapid succession against the high crests of the Cascades as we ride over the beautiful highway, which follows closely the whims of the river. At Crown Point, seven hundred feet high, the road circles around the crest in a great curve which opens suddenly on a breath-taking panorama.

These are but two of the high spots of our summer tour to California and the national parks of the West, including Denver, Salt Lake City, Bryce National Park, Zion National Park, the Grand Canyon, the Redwood section of California, Hollywood, Catalina Island, San Francisco, Portland, and Glacier National Park. The full itinerary appears on pages 466-470 of the March issue of the magazine. Other articles descriptive of the tour may be found in the January, February, and April numbers.

COST INCLUDES

Transportation from starting point and return. Pullman sleeping car accommodations, meals in dining cars and hotels, at all stop-over points (except Denver). Automobile sightseeing tours as indicated together with necessary transfers.

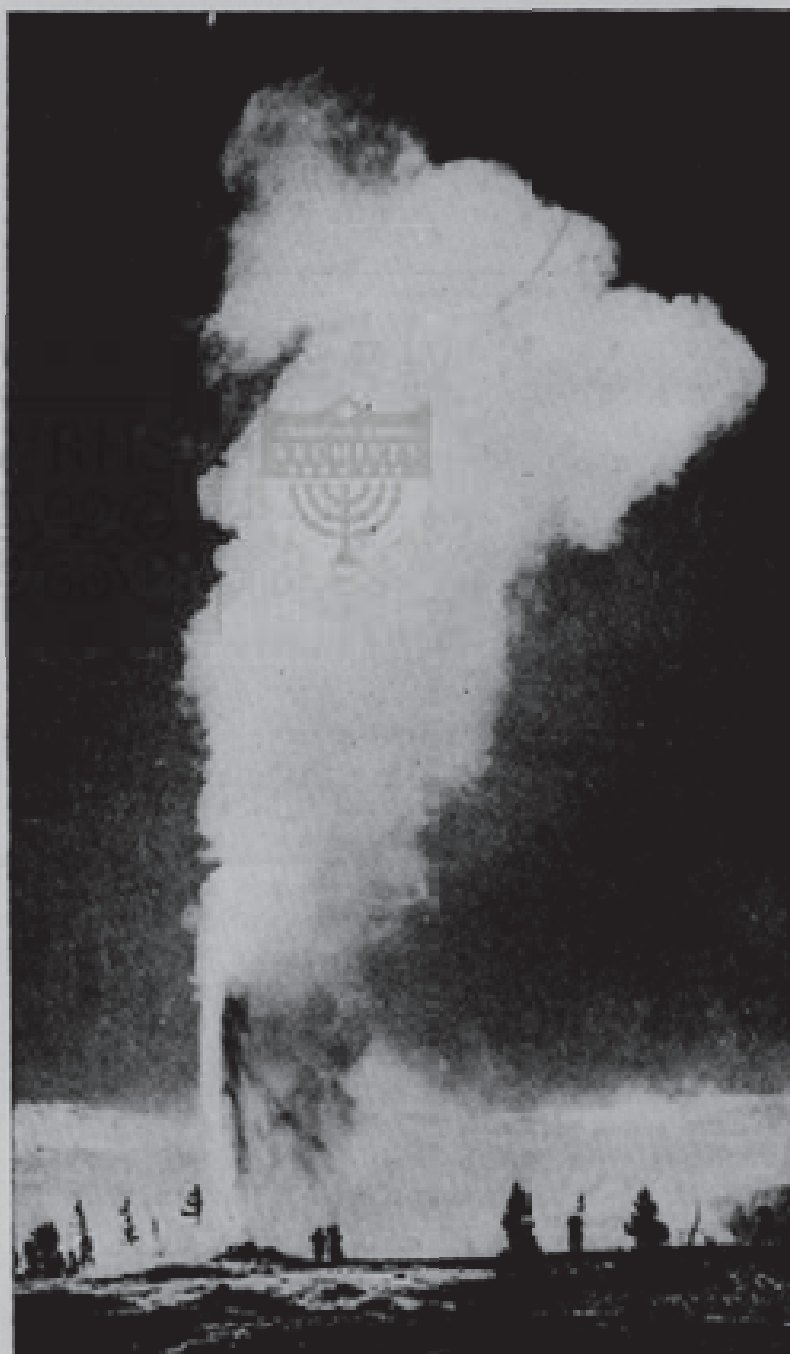
The cost of this tour does not include service tips or hotel and meals in Denver.

Those unable to leave with the party on June 28

may join us in Denver any time before July 4. We will arrange their transportation to Denver, cost included in the total.

TOUR RESERVATIONS

A deposit of \$25 should accompany each application for reservations; final payment must be made on or before June 15. If for a valid reason it will be necessary to cancel your tour arrangements full refund of amount deposited will be made. All reservations



OLD FAITHFUL

EACH DAY IT DISCHARGES ENOUGH WATER FOR THE NEEDS OF A CITY OF 320,000

COST OF TOUR					
	Lower Berth	Upper Berth	2 in Compartment Each	2 in Drawing-room Each	3 in Drawing-room Each
Albany	\$386.00	\$373.00	\$414.00	\$437.00	\$397.00
Buffalo	366.00	354.00	391.00	414.00	377.00
New York	393.00	380.00	421.00	445.00	404.00
Rochester	370.00	358.00	395.00	418.00	381.00
Syracuse	374.00	362.00	400.00	422.00	384.00
Utica	380.00	367.00	407.00	430.00	391.00

will be made in the order that applications and deposits are received. Please keep in mind early request for reservations is of paramount importance.

All applications for reservations

should be addressed:

DR. ARVIE ELDRED, *Executive Secretary*
New York State Teachers Association
152 Washington Avenue
Albany, New York.

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A WORLD ROMANCE



The 14th ANNUAL
World Wireless Message
of the Children of Wales

TO BE BROADCAST BY THE B.B.C. AND THE
PRINCIPAL BROADCAST SYSTEMS OF THE WORLD

On "Goodwill Day"—"the Children's Day"

MAY 18TH, 1935

The text of the 14th Annual Message:—

From our playgrounds, schools and homes we, boys and girls of Wales, greet the boys and girls of all the world.

Springtime has come once more to our little country; springtime with all its loveliness in trees and flowers. And we children are of the spring, too; for through us the world becomes young again! Shall we then, on this Goodwill Day, all join hands in a living chain of comradeship encircling the whole earth?

Today we would also remember with gratitude those, in all countries, who have renewed life and enriched it by conquering disease and who, by their labours, have brought health and happiness to mankind.

Science has made us neighbours: let goodwill keep us friends.

CALENDAR OF EDUCATION MEETINGS

National Education Association, Denver, Colorado, June 30-July 5.

Council of School Superintendents, Cities and Villages of New York, Saranac Inn, September 23-24-25.

The Daniel Boone Memorial

DANIEL BOONE—Youth's Hero!

This is the Bicentennial anniversary year of Daniel Boone's birth and a fitting year to celebrate by pilgrimages, pageants, and exercises his great contribution to the pioneer spirit of America. He is youth's great hero. The soul of the Frontier which he opened so adventurously. He combined all the qualities of the early American,—Courage, Loyalty, Foresight, Cooperation. America's venturesome spirit.

The following sets forth the Purposes—Program—Policy of the Celebration:

To initiate and promote national understanding and appreciation of the romance and significance of the pioneer and the frontier in our American culture.

To purchase the Boone Birthplace for a perpetual pioneer memorial and shrine.

To cooperate with efforts now being made to mark the Boone trails in the territories through which he traveled and when practicable to coordinate these efforts.

To memorialize and perpetuate efforts of early pioneers to settle the frontier West.

To promote among children and youth a proper patriotic regard for the pioneer foundations of the American people.

To encourage local and sectional efforts to commemorate the exemplary patriotic life of Boone and to coordinate these efforts into a national memorial.

To establish a national camp on the Boone Farm for civic devotion and leadership.

To provide a practical way by which patriotic Americans may express their affection for and appreciation of those who, through privation and persistence, laid the foundations for the American continental nation.

The New York Committee has the following personnel:

Alexander C. Flick, chairman
James C. Riggs, Oswego, field secretary
Arvie Edred, Albany
George R. Staley, Rome
Daniel J. Kelly, Binghamton
Howard W. Pillsbury, Schenectady
Clarence E. Bennett, Educational Director, Schenectady

Daniel Carter Beard of Boy Scout fame is honorary president of the national body, and Dr. John H. Finley, and James Hays Hammond are trustees of the National Board.

The full program of the summer trails, pilgrimages, and the fall exercises will appear in the June issue of the magazine.



RED EYE VIREO

CATBIRD FEEDING
ITS YOUNG



PHOTOS BY WILLIAM THOMPSON



NOT CONTENT

The moon and the sun and the darkness
Hold our life, dear.

Rioting, animate sun, touching even dust into
glory.

Black, crooked boughs etched against the moon-
light,

The breathing, scented spice of the dark.

Yet I, who have loved with you the gold-flecked
warmth of the sunshine,

The perilous sweetness of silver-drenched leaves
in the spring.

The quiet of darkness . . .

Why must I sometimes yearn lonely, standing
apart on a high hill,

Under no rafters of home, no friendly sheltering
branches,

Only under a deep sky pale with far cold stars?

Published in *Driftwood*

Genevra Cook

SEA GULL AT BARNEGAT

Contemplative he stands upon the shore
And eyes the waves which pound beneath his feet.
Then measures half a world beyond the roar
To that still line where sky and ocean meet.

He knows the secrets of the fir and palm.
How in the passing world they have their part.
He knows by reaches of unbounded calm
And quiet comprehended in the heart.

Sudden he leaves the sand and bears his way
From dreamer into bird; puts earth aside:
A flashing bend of silver flecked with gray.
He rises with the rhythm of the tide.

Hanging above the billows long he swings.
Half wave, half cloud, escaped mortality:
Upon the foam and sunlight folds his wings
And rides the crest like lyric poetry.

Mary Etta Knapp

English Department, Mount Kisco High School

With Our Teacher Poets

REGRET FOR A SILVER NIGHT

Last night I saw you going
Softly, slow,
Over the silver grass,
Slenderly, silverly swaying under the stars
I watched you pass.

Because the night was brittle and hushed with
silver

I said no word . . .

Because your hair was pale and your eyelids
were silver

And your silver breast unstirred.

Oh, if the night had been gold, if the moon had
throbbled low and golden,

I should have spoken . . .

And the pale silver stars made faint by the
moon had been shattered,

The slow silver stir of your breast had been
shaken,

Your silver peace broken.

Genevra Cook, Glens Falls

Published in *Driftwood*

DEFENSELESS

All the loneliness of cloud,

All the loud

Cry of thunder down a lashing sky

Pierces my

Armor of a pleasant day defense.

This immense

Rushing out of vastness into less

Than emptiness

Dashes down my barriers of sun

And dusk and dawn.

I can face warmth and life and the held
breath,

I can face death.

Of life or love. But nothing crashing apart
With infinite din

Strikes down dry walls to reach my naked
heart

And lets the dark rain in.

Genevra Cook, Glens Falls

Published in *The Springfield Republican*





Psychological Service for School Systems

The value of individual intelligence tests as a general gauge of school ability is becoming more and more evident to school authorities. Such tests, competently administered, have been proved suitable to indicate, in most cases, the progress which a pupil may be expected to make during his school career. These tests are widely used to determine grade placement of pupils, especially those who are candidates for special classes, the ability of a child to do the work of his grade, and, more recently, whether a kindergarten child could do satisfactory first grade work if he were promoted. A testing program is also desired by some schools to see whether their classes and methods are suited to the abilities of the pupils, and whether special classes or subjects should be added to give the pupils better preparation and training.

Some years ago the State Department of Education was able to provide a certain amount of psychological work for various schools throughout the state by means of examiners from the Research Division, who could spend some time in a school district testing selected pupils and making recommendations suited to their educational possibilities. In the past few years requests for such examinations have been transferred to the Division of Prevention of the State Department of Mental Hygiene, whose child guidance clinic workers are able to do a limited amount of school testing in addition to the regular child guidance clinic work for which they are primarily appointed. As there is an ever-increasing number of school authorities who would like to have individual tests given in their schools, and as only a few tests

can be given in one day, the psychological work requested is far greater than the limited state staff can supply.

Although a full-time psychologist would be a desirable addition to any school system, it is recognized that at present such a competently trained worker would be a luxury which most schools feel they cannot afford. There is, however, another possibility for psychological work in a local school district, similar to a service now available in the health field. Under the auspices of the State Dental Society, some twenty-five dental hygienists are available for work in different parts of the state. These trained workers make arrangements to visit a school system at a certain time during the school year and stay until all dental examinations have been made. The salary of the hygienist is paid by some local organization or by the school in which she is working, but only for the time she is there, usually from one to eight weeks. In this way a small school system provides dental examinations for its pupils at a cost of about one-fourth to one-fifth of the full-time service, and this part-time work is ample for the needs of the school. The dental hygienist is thus able to visit four or more school systems during each school year, and the cost to each one is relatively small.

In the same way it should be possible to provide expert psychological service for schools the cost depending upon the amount of testing to be done. The school could select the pupils who appear to need such examinations, and arrange for a "travelling psychologist" to spend a certain amount of time in that district. She would check over the school records and teacher's remarks for each child thus selected, in an endeavor to

pick out for examination only those who appear suitable. The amount of the examiner's salary and the cost of the test blanks used by each school system could be estimated in advance. The school could plan a definite time for the psychologist's visit, and thus avoid the delays which are necessary at present because of the limited time and personnel now available for such work. In this way many schools could have the benefits of expert private psychological service at a minimum cost.

*Elizabeth S. Thompson,
Supervisor of Child Guidance Clinic
Workers, State Department of
Mental Hygiene*

The Westchester Schools Study One of the more conspicuous recent trends in elementary education is "The increasing emphasis upon economic and social understandings which unite the school more closely to the community."¹ This trend is noticeable in the work of many schools; but, recently, it has appeared in conspicuous fashion in the work of the schools of Westchester County.

A group of teachers conceived the idea of a series of bulletins or pamphlets that would "help the children of Westchester County appreciate the region in

which they live . . . more fully realize its beauty, help preserve its plant and animal life, become better informed as to its geological background, understand its history and share in its governmental problems."

Gerard Swope, long a resident of the county, was interested in the idea and offered to underwrite the publication of the series. The Westchester Council of School Superintendents agreed to sponsor the proposal. The Westchester County Teachers Association appointed a curriculum committee to guide the "preparation of other materials and the program for the use of the series."

In addition to the educational organizations, the committee has sought and obtained the active cooperation of the Park Commission, the Sanitary Commission, the Department of Health, the Public Welfare Department, the Recreation Commission, and the Westchester County Clearing House Association.

The following pamphlets are now available: *Incidents from Westchester's History*, by Helen L. Hultz; *Present-Day Westchester County*, by Mary S. Roeder; and *The Geology of Westchester County*, by Frances H. Smith.

In many respects, this is the most ambitious effort yet made by an organized educational group to make local community materials available to all the children of the larger community. The project will be watched with interest.

¹ *TRENDS IN UNIT TEACHING*. University of the State of New York Bulletin No. 1043, May 1, 1934; republished by New York State Association of Elementary School Principals, Bulletin II, c/o Rollin W. Thompson, Roscoe Conkling School, Utica, New York.

² Westchester County Publications Committee, White Plains High School, White Plains, N. Y.



SCENE FROM "THE BUCCANERS"

an operetta by Edwin M. Stockel, director of music, and Roger H. Williams, director of dramatics of the Peekskill schools. Produced at Peekskill High School, Thursday, February 21, 1935. Costumes and staging by the pupils. Entire pupil cast.



FOURTH GRADE GEOGRAPHY PROJECT AT WESTPORT CENTRAL SCHOOL.

The unit began with a study of desert peoples. At Christmas the story of the Three Wise Men from the Desert was introduced. The music teacher taught "The Song of the Desert." In drawing class desert scenes and prayer rugs were made. In English the poem, "A Prayer Rug," was memorized and a dramatization, "When We Visit the Arabs," was written. In reading class, "The First Christmas Gifts and Ali" and "The Boy Camel Driver" were read. The climax was an assembly program at which the original dramatization was presented.

Already, it has attracted the attention of editorial writers in the daily press. The teaching profession generally will follow with keen interest the development of the series of publications. Westchester County promises to make a large contribution toward eliminating the gap between school and community.

J. Cayce Morrison

Assistant Commissioner for Elementary Education, State Education Department

The following tribute was written by F. M. Woolsey:

A Tribute to My Friend

C. V. BOOKHOUT

He was my friend in worldly things,
When others sought perhaps to sting
And wound my life,
He always, if he thought me right,

C. V. Bookhout is Dead

In the death of Charles V. Bookhout, principal of the Theodore Roosevelt School, Utica, February 23, the profession has lost a leader. He first taught school at Roxbury, followed by a year at Grand Gorge and three years at Windham. For three years he was school commissioner of the second district of Delaware County, then principal of Prattsville. After being graduated from State College for Teachers, he went to Whitesboro for three years. For nine years he was principal at Hancock. In 1910 he went to Utica where he was successively principal of the Potter School and the Roosevelt School.

Mr. Bookhout was an active member of the State Teachers Association. In 1930 he served as president of the Central Zone.



CHARLES V. BOOKHOUT



West to Canada's Rockies--The Triangle Tour and **JASPER** National PARK

—where summer's heat is tempered by glacier-cooled breezes—where you breathe mountain air laden with the perfume of spruce—where you can play golf on a championship course in a mountain setting—where you can ride trail and "rough it," or enjoy the quiet refinement of delightful Jasper Park Lodge. (Accommodation 650 guests. Open June 23-Sept. 15.)

Swim in a heated open-air pool beside shimmering, colorful Lac Beauvert—motor over good roads through broad valleys—climb mountains—fish for speckled and rainbow trout. A vacation at Jasper National Park means all this—and more. Beyond Jasper see M. Robson—monarch of the Canadian Rockies—marvel at peak on peak, valleys, canyons, glaciers and gorges, waterfalls and mighty rivers—there is a thrilling, awe-inspiring scene at every turn.

Make this your summer vacation and include the famous Triangle Tour—Victoria and Vancouver, the 600-mile cruise of the Inside Passage, Prince Rupert, Kitwanga with its Totem Poles, the Skeena, Bulkley Gorge—other interesting spots. Or, perhaps, on to Alaska by Canadian National steamer—to Skagway, Juneau, Taku Glacier—the gold country and the "Trail of '98". All these alluring spots make a vacation in Western Canada worth while.

Eastern Canada also offers many attractions to the vacationist seeking new scenes.

Low summer fares. Write or call at any Canadian National office for booklets descriptive of Jasper National Park, the Canadian Rockies, Alaska and Eastern Canada.

See Canada and Canada's Rockies after the Convention, Denver, June 30-July 5.

Prepaid 7-day
Stepper at
Jasper Park Lodge
\$47.50
including room and meals

CANADIAN NATIONAL

To Everywhere in Canada

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Unsheathed his sword and sought to fight,
With steady hand and strengthened might,
To help me win.
And when the victory was won,
With warmth of hand and loving tongue,
He sheathed the sword and laid it down,
And counseled me to follow on until the end.
He was my friend.

He was my friend in comradeship,
No selfish word from off his lip,
But sincere love of helping me and mine,
Just always doing kindly things
And always planning how to bring
Success to me in worth while things in life,
Forever thinking how to do
Another kindly thing or two
To help me carry on with strengthened mind,
That's why I always called him friend,
That's why I loved him 'till the end,
A life refined, few of his kind.
He was my friend.

He was my friend in Christian faith.
Oft have we talked both long and late,
To learn if faith was all that it should be;
And Him we loved was strong enough
To lift mankind above the crush of strife;
Comparing Christ companionship,
With other faiths conglomerate,
And parting, trusting all our fate,
To Him who taught us not to hate, but love.
He was my friend.

He was my friend in death. And though he sleeps
Beneath a marble shaft, yet will he keep
Our faith and trust until I come.
Should I engrave upon that shaft,
A well beloved epitaph,
I'd chisel deep, and well defined,
A tribute likened to this kind—
He was my friend.

American Peoples College in Europe George L. Bennett of Sherburne, former president of the High School Principals Association of the state, has been appointed by the American Peoples College in Europe to act as an assistant field secretary in this country. During the spring Mr. Bennett will work in connection with the publicity department of the school and in July will go abroad to be in charge of a group of students attending the college this summer, and taking a field trip through Europe under its auspices.

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The fee for a maximum program will be twenty dollars. No extra charge is made for instruction in swimming and life-saving.



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GOING abroad this summer? In 1934, passports were issued to 154,333 persons. Of these, 36,585 were issued to New Yorkers—nearly 33% of the total.

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BUSINESS is better, but not for red ink manufacturers. Sale of the debit fluid fell off 30% in 1934.

THE new 1935 edition of ENGLISH FOR USE (Grades III-VIII) continues to stress the use of good English in daily life. Every lesson is a dramatized life situation which is familiar to every child.

"THIS morning a bowl of fruit upon my breakfast table contained an orange from California and one from Florida; a banana from Central America; an apple from Virginia and another from Washington State; and grapefruit from Texas. My toast was made from Dakota wheat ground into flour in Minneapolis. It was buttered with Wisconsin butter. I had an egg from Ohio, salt from New York State, pepper from the East Indies, bacon from Chicago, coffee from Brazil, and sugar from Cuba. My wife sipped tea from India and my son had cocoa from West Africa"—from OUR INDUSTRIAL WORLD (Grade 7 or 8), by Dr. J. Russell Smith of Columbia University.

THERE is no alphabet for the Chinese language, for it is not a letter but a syllable language. Each written character is the equivalent, not of a sound, but of a word or one syllable, for no Chinese word has more.

THREE weeks—a short, short story, not by Elinor Glynn! Three weeks after publication (January, 1932), USEFUL SCIENCE, Book II, was adopted by the State of Florida . . . Three weeks after publication (February, 1935), USEFUL SCIENCE FOR HIGH SCHOOL, Book III, was adopted by the State of Kentucky, together with the other two books of the series.

IN the published list of 1934's ten best motion pictures, not one is an original. All were successful as short stories, plays, or novels.

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With its headquarters in a colorful Tyrolean town, high in the Austrian Alps, the college was founded six years ago under the auspices of a group of progressive American educators interested in bringing about a better international understanding and in making European study and travel possible for young Americans of limited means. John Dewey of Columbia University, Harry M. Overstreet of the College of the City of New York, and Jay B. Nash of New York University, are on the educational advisory board, and through contacts established in the leading countries of Europe the students have an opportunity to meet interesting Europeans, to take hikes with foreign students and to come to see the real life of the people which the tourist rarely experiences.

The students, both men and women, spend several weeks at the Tyrolean headquarters of the college where both American and foreign leaders of thought come to give lectures and lead discussions on problems of the day, and where Alpine hiking, Tyrolean peasant

dances and yodeling, and enjoyment of the rustic mountain life provide unusual recreation.

Following a visit at the college all American students break up into small groups for travel through Europe according to their predominating interests—music, drama, psychology, social and economic conditions, or adult education. Mr. Bennett will lead a group especially interested in social and cultural trends, and in the course of their travels will cover Paris, Salzburg, Vienna, Prague, Dresden, Berlin, Helsinki (capital of Finland), Copenhagen, and London.

Mr. Bennett was also principal of the Yonkers High School for sixteen years, acting also as special lecturer for summer sessions at Syracuse and St. Lawrence Universities. During his entire public school career Mr. Bennett has been active in various civic and educational organizations. He has served as president of the New Jersey High School Teachers Association, as well as president of the High School Principals of New York State. Since his retirement

from active teaching and administrations in 1934, Mr. Bennett has devoted his time to writing and lecturing.

E. Jennie Steele is Dead

E. Jennie Steele, aged 92 years, died at her home in Owego on February 22. In 1916 she retired after nearly fifty-eight years of continuous service. On September 14 of that year the Board of Regents meeting in Syracuse voted to honor Miss Steele by having placed in its journal of proceedings a memorandum to commemorate her service as a teacher. The memorandum read as follows:

"For more than a half century Miss E. Jennie Steele has been a capable and devoted teacher in the public schools of Owego, New York. This splendid woman is both loved and revered in that community. Some of the leading and successful citizens of our state have been her pupils. They cherish for her a sincere appreciation, and bear testimony to her admirable qualities as a woman and teacher who inspired her pupils with high ideals. After that long period of effective and brilliant service, Miss Steele has retired from her teaching activities. She has been gifted in many ways, but in none more so than in her keen mentality, serenity of mind, and sweetness of disposition. These beautiful traits she continues to possess. Recently the people of Owego gave a reception in her honor, which was marked by a rare eclat, happily expressive of the community's gratitude.

"Upon motion of Regent Moot, it was voted that this minute of esteem be recorded in the proceedings of our board, and a copy thereof be forwarded to Miss Steele to commemorate her golden jubilee."

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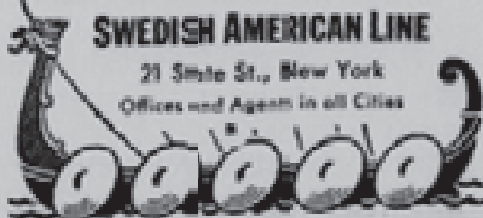
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choice of courses leading to graduation.

Under the new plan certain general objectives are stated as guiding principles, but each student will choose the greater part of her course in consultation with her special faculty committee. To secure both concentration and range of election, a student's committee will consist of a member of each department in which she wishes to major and a member from some other department. Freshmen will be advised by the Dean, as formerly.

Character, personality, and health will weigh heavily with the Committee on Admissions. To enter under the new plan a student will be expected to present a satisfactory secondary school record, take a scholastic aptitude test, and offer twelve units of work completed in the last three years of preparatory work. Three of these units must be in English. The other nine are elective, but certain recommendations are made which vary with reference to what the student expects to take in college.

Elmira is a small college with a faculty large in proportion to its student

body. Individual contact between faculty and students has always been one of its characteristic features. This situation makes it possible for each girl's course to be given individual direction centering in her own interests and aptitudes.

While all students satisfactorily completing 120 hours will receive the bachelor of arts degree, specially qualified students may work for an A.B. with Distinction in a particular field. These will take a comprehensive examination and will be released in part from class attendance for individual study.

It is expected that the new system will not only adapt the curriculum to the individual more effectively than the traditional system of requirements but will encourage students to formulate more clearly their purpose in attending college.

M. Genevieve Howell M. Genevieve is Dead

Howell, for thirteen years a successful teacher of home economics in Pittsford High School, died on Febru-

Springstead-Brubacher's **JUNIOR ENGLISH FOR EVERYDAY USE** meets in spirit and exactly the requirements of the 1934 Syllabus in Oral English, Composition, and Grammar. The Seventh, Eighth, and Ninth Year books are now available. They are for use in *all* schools, whether of the 8-4 or 6-3-3 type. Senior English for Everyday Use, Tenth Year, will soon be published and will be followed by the eleventh and twelfth years. A complete program for grades seven through twelve in New York State.

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ary 15 after a short illness. Miss Howell was a graduate of Leroy High School and of Mechanics Institute, Rochester. Later she received her degree at Columbia University.

A former Pittsford principal, A. B. Helmkamp, paid her the following tribute:

"To those who knew Miss Howell, as she went in and out among us in the faithful, joyous performance of her duties, the news of her death comes as a shock and with a deep sense of loss. She gave herself to her work loyally, wholeheartedly, and without stint. In her were embodied the highest ideals of the teaching profession.

She had a vital force that made itself felt in all who knew her and her influence will long continue in the richer and fuller lives of many girls who found in her a wise and sympathetic counsellor, for whom she widened the horizons of life, developing talents that otherwise might have remained latent, and to whom she

demonstrated the beauty and art that lie hidden in the homelier tasks of daily living. She was a teacher and a friend."

Allegany School of Natural History Dates for the ninth season of the Allegany School of

Natural History in Allegany State Park, New York, have been set for July 5 to August 24, 1935, according to Dr. Robert E. Coker, of Chapel Hill, North Carolina, Director of the School, which is conducted by the Buffalo Society of Natural Sciences in cooperation with the New York State Museum and affiliated with the University of Buffalo.

Faculty and college-credit courses as announced by Dr. Coker are: Dr. Robert B. Gordon of Ohio State University, field botany; Gordon I. Atwater of the University of Iowa, field geology; Aretas A. Saunders of Central High School, Bridgeport, Conn., natural history of birds; Professor William P. Alexander of the Buffalo Museum of Science, nature study; Dr. Robert E. Coker of

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AMERICAN READING INSTRUCTION, published in December,
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the University of North Carolina, field zoology.

Administrative staff will include: Mrs. Robert E. Coker, dean of women; Esther W. Eno and Oscar M. Waddell, of the Buffalo Museum of Science, secretary and camp manager, respectively.

Announcements giving details may be obtained from Buffalo Museum of Science, Buffalo, New York; New York State Museum, Albany, New York; University of Buffalo, Buffalo, New York; Dr. Robert E. Coker, Chapel Hill, North Carolina.

Bellport Has a Home Room Newspaper

The publication of a home room newspaper in Earl Robinson's home room in the Bellport High School has occasioned much interest. It supplements the school paper and provides much more complete participation in expression. Students who do not consider themselves "good enough" for the school paper venture to contribute within their own group.

It has proved especially worth while in integrating the group. The whole room has learned to work together.

Regional Meeting of the Progressive Education Association

A regional meeting of the Progressive Education Association will be held at Buffalo, Friday and Saturday, May 10-11, 1935, according to information made public by National Secretary Frederick Redeker at Washington, D. C.

Invitations to the two day conference are being issued to all educators in western New York, northern Pennsylvania, and southern Canada. Special panel discussions sponsored by nationally known leaders in the Progressive Education Association will make up much of the program.

Plans are being made for an attendance of more than 1500 educators in this section of the country.

Dr. Frederick J. Moffitt, superintendent of Hamburg Public Schools, is pres-



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ident of the Regional group. Dr. Robert Thompson of Predonia State Normal School will be in charge of the Conference program.

NOTES

Harold H. Elting, for the past four years teacher-coach at the Port Jefferson Station Terryville School, has been chosen principal of the school to succeed *Dodd B. Craft*, who will go to Setauket High School in September as successor to Principal *Leonard V. Nash*, who recently submitted his resignation.

John E. Ridder, principal of the Fultonville School, has been appointed principal of the Fort Plain School for the coming year.

Philip Bonney, principal of the Lake George High School for the past five years, died February 27.

Alice M. Colton, a teacher in the elementary schools of New Rochelle for thirty-one years, died March 20. Her training and experience before the New Rochelle connection were received in Poughkeepsie.

Anna H. Smith, a Catskill teacher, died March 20. Mrs. Smith at her death had completed nearly fifty-two years as a public school teacher.

Stephen Merriß, principal of the high school at Franklin, has been engaged as principal of the Staatsburg School.


Robert P. Dye, principal of the junior high school and vice principal of the senior high school at the Randolph Central School, has accepted the supervising principalship of the Mayville schools.

YOUTH AND UNEMPLOYMENT

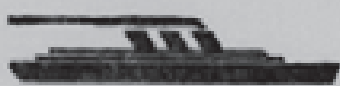
(Continued from Page 621)

tional training or activity directly related to advancement in the working world rather than purely recreational or cultural programs. The possibility of providing real work experiences, through a work relief program or otherwise, together with continuation of education in some form, should be definitely explored.

As young people reach the teens and twenties, their personalities, interests,



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and aptitudes diverge more and more, so that they may be considered as a uniform group only with respect to age. School and educational programs for the great numbers of young people remaining in or returning to school beyond the legal school-leaving age must be enriched and at the same time be made more flexible and more readily adapted to the wide range of interests of an age group that, on the whole, can find no satisfaction in routine.

Not the least of the perplexities confronting young people today is lack of self-confidence and conviction as to the fields in which lie their best chances of achievement and satisfaction. Furthermore, when jobs are scarce, they feel the need of being fitted to do more than one kind of work—of trying out their abilities in more than one type of occupation. To help them in meeting these problems, guidance and adjustment service by persons with broad knowledge of industry and skill in determining individual capacities are greatly needed.

Valuable experience in the development of such service was gained through the Adjustment Service in New York City and by the tri-city experiment of the Employment Stabilization Research Institute under the auspices of the University of Minnesota. The Junior Consultation Service jointly maintained in New York City by the Junior Division of the New York State Employment Service and the Vocational Service for Juniors is also making a notable contribution in these fields.

Our purpose in all these activities, and others which I hope may be developed, is not merely to help young people over a difficult period, but to equip them with education and training suited to their own special interests and abilities which will be of permanent value. At the same time we must not lose sight of their great need of avocational interests



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Shop Projects in Electricity. Herbert G. Lehmann. List, 96c.

The Psychology of the Audience. H. L. Hollingworth.

American Prosody. Gay W. Allen.

My Own Science Problems. Science in Our Social Life. Science in Our World of Progress. George W. Hunter and Walter G. Whitman.

COMMONWEALTH BOOK COMPANY
Chicago

The Commonwealth Vocational-Guidance Monographs. Series A. No. 9—Catering and Restaurant Management. No. 15—Office-Machine Operators. Edited by Anne S. Davis.

GINN & COMPANY
Boston

Directed Studies and Tests in Business Law (Workbook). Kennard E. Goodman and William L. Moore. 64c.

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The New Path to Reading. Pre-Primer, 16c.; Primer, 60c.; Book 1, 64c. Anna D. Cordts.

Adventures in Old World History. Hattie L. Hawley. List, \$1.12.

Neighborhood Stories. (A third grade geography). Wallace W. Atwood and Helen G. Thomas. List, 76c.

Second-year Algebra. Herbert E. Hawkes, William A. Luby, and Frank C. Touton. List, \$1.24.

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The Personal Secretary. Frederick G. Nichols. \$2.00.

D. C. HEATH & COMPANY

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Progressive Plane Geometry. Webster Wells and Walter W. Hart. List, \$1.36.

General Principles of Language. Wilton W. Blancke. List, \$1.60.

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(Continued from Page 629)

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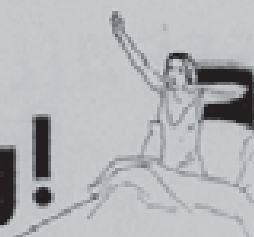
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(Continued from Page 611)

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future, help pupils to positions but it must help them to think clearly, act wisely and enjoy life fully according to their several stations.

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(Continued from Page 626)

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♦ ♦ ♦

HAVE WE BROKEN FAITH?

(Continued from Page 604)

tion expects performance of the high duties of citizenship in peace and in war. There are no first-class citizens, second-class citizens, or third-class citizens. Before the high tribunal of our nation, all citizens stand alike to exemplify the ideal with which our nation began—that all men are created equal. Yet who will say that all the opportunities which are provided for the development of citizenship are first-class? Broken faith extends beyond the crisis of the moment. The problem is more than one of meeting an emergency. Perhaps our faith in intelligent self-government has wavered through the many years in which our nation has professed it to the world.

Yet the crisis we face is real. It is deeper than the crisis in the schools or in any one of our familiar social institutions or instruments of government. Again we are asked to decide whether democratic government shall perish from the earth. It is therefore more than an academic question that we ask, "Have we broken faith?"

♦ ♦ ♦

Human nature can be improved. The adventure is long. Danger and difficulty were daily companions of the pioneer stock who settled this country. Their primary task was control of their physical environment. Our task is the use of this heritage to make possible the better life they sought. Is our insight duller than theirs? Is our resolution less stern? Here is the call to youth for which I think they are looking with eager spirit.

—Charles W. Hunt

PERSONAL RECORDS

(Continued from Page 622)

accumulating. Lois Barclay Murphy in a recent thoughtful article, "When School Records Display Insight" states the same idea as follows: "Each year then instead of starting out with a series of questions which might take the whole year to answer, the teacher will have a series of clues to go on with respect to the child's abilities, work-habits, social resources, special talents, reasons for certain interests, techniques of encouragement or control and personality traits that affect his work."

A further justification for the keeping of adequate case studies lies in the fact that from them the problems of children may be analyzed and met. The scholastic records in John's folder, for instance, show that he is poor in English. The record of his social background reveals part of his difficulty. He comes from a home in which a foreign language is spoken. There are no books and magazines in his home written on his educational level. He is entirely dependent upon the school for all of his training in English, and for all of his reading material. His hobby record indicates part of the remedial treatment. It shows that he is interested in making things with his hands. Last summer, as the record indicates, he made an airplane which took first prize at the school's hobby fair held in the fall. The duty of the school as regards John is obvious. Here is an interest that may lead him far afield, it offers large possibilities for reading, composition, vocabulary building, and the mastering of many of the techniques in the subject in which he shows a weakness.

School records should also assist children, as they grow older, to appraise and appreciate their own growth and development. They have long been interested in physical growth and in the charts on which are kept, to their delight, records of increasing heights and weights. The other day a small girl displayed such a growth chart to a visitor with the significant remark, "Would you like to see how I am growing up?" And

¹Progressive Education 11:467, December 1934.



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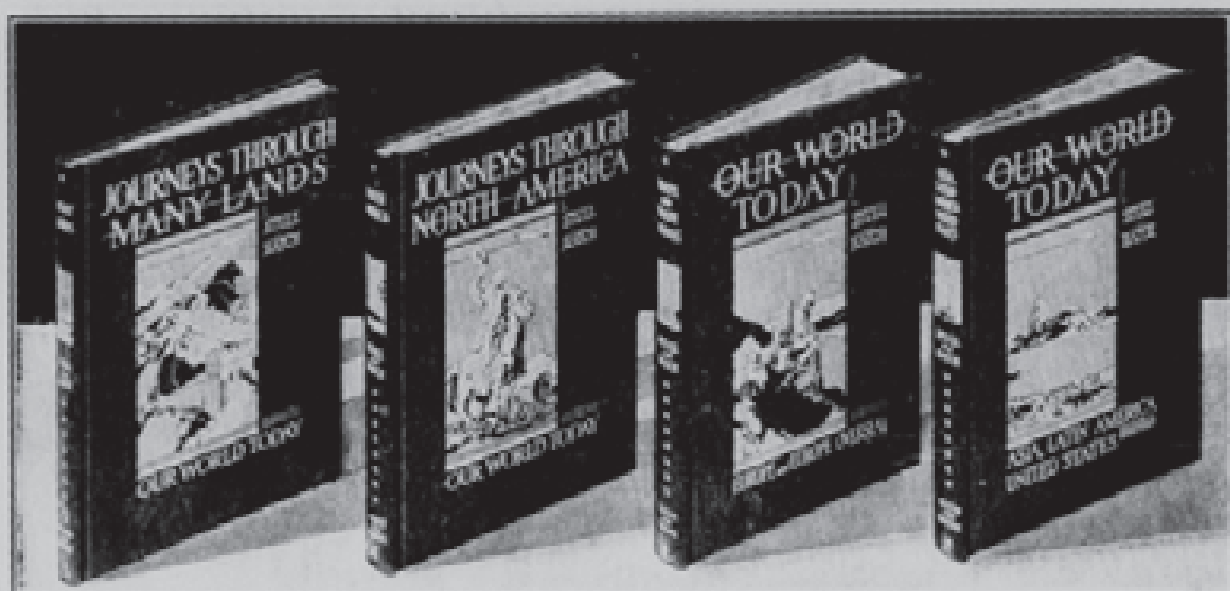
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