THE NEW YORK PRIMER

A PICTURE BOOK *for* The More
Easy Attaining An *Understanding*
of NEW YORK'S *School* Problems

by LUTHER GULICK
and RUDOLF MODLEY

THE REGENTS' INQUIRY • MCMXXXIX

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PREFACE

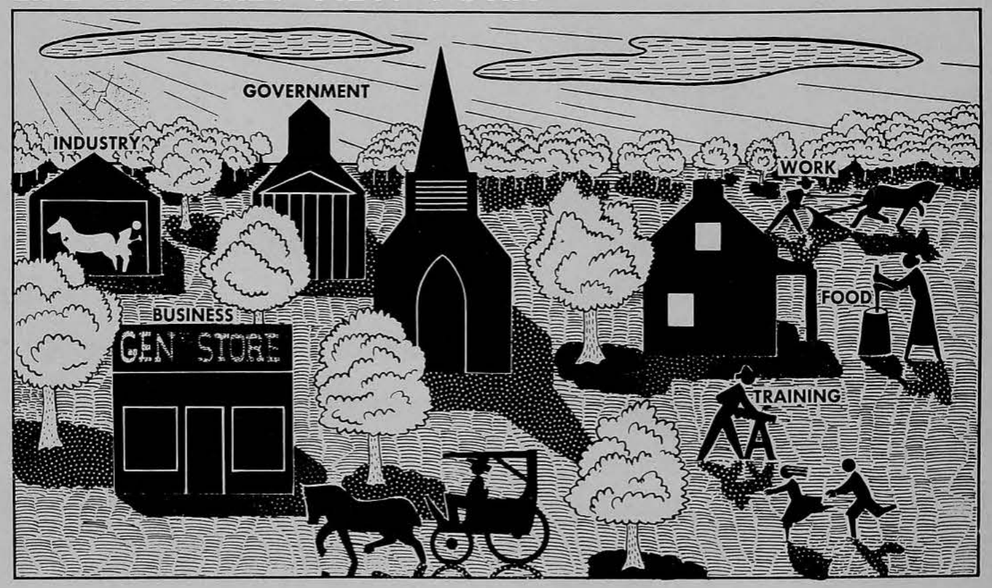
Fifteen printed volumes and many typewritten and mimeographed reports record the chief findings and recommendations growing from the work of the many experts who served in the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. In this PRIMER there has been brought together in pictures and words of one syllable the high spots of the Inquiry so that he who runs may read and think. The first PRIMER used in New York's schools, up until about 100 years ago, was designed with "easy syllables" and an illustrated alphabet "For the more easy attaining the true Reading of English." This new PRIMER is similarly designed for citizens and parents for the more easy attaining and understanding of New York's school problems today.

Those who want more information and a fuller statement of recommendations will find them in the summary volume of the Regents' Inquiry, EDUCATION FOR AMERICAN LIFE which may be purchased through any book store. This PRIMER, like all of the publications growing from the Inquiry, sets forth the views of the authors; the Regents do not assume responsibility for them. Dr. J. B. Maller and Mr. Sterling Anders have assisted in the development of this booklet. For the artistic and technical work we are indebted to Pictorial Statistics, Inc.

LUTHER GULICK

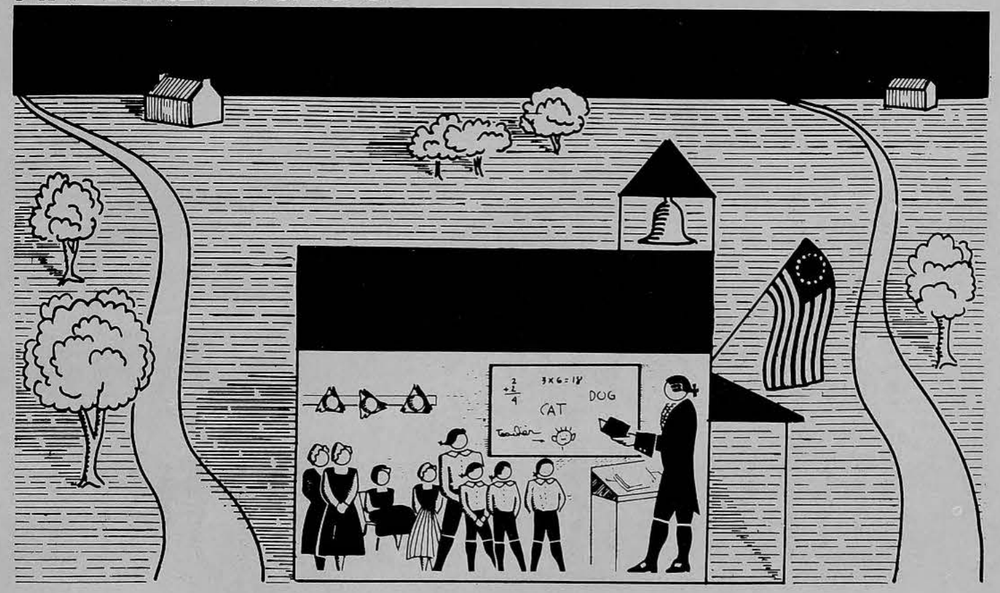
A century ago life in the State of New York was simple and Home was the center of activity, work and play.

LIFE IN EARLY NEW YORK



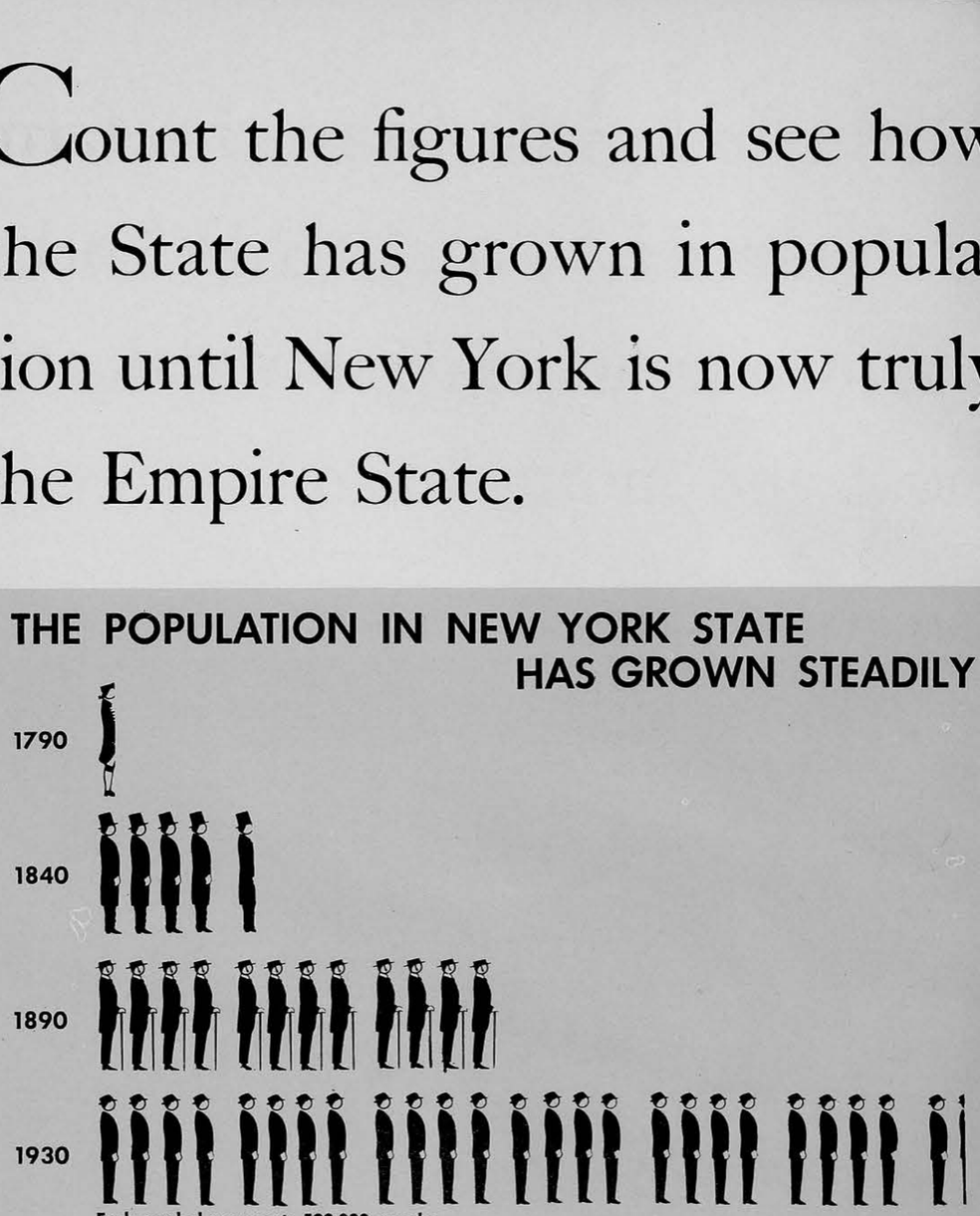
Boys and girls went to school in those days, too, to learn to read, write and figure and to be good.

AN EARLY SCHOOL



Count the figures and see how the State has grown in population until New York is now truly the Empire State.

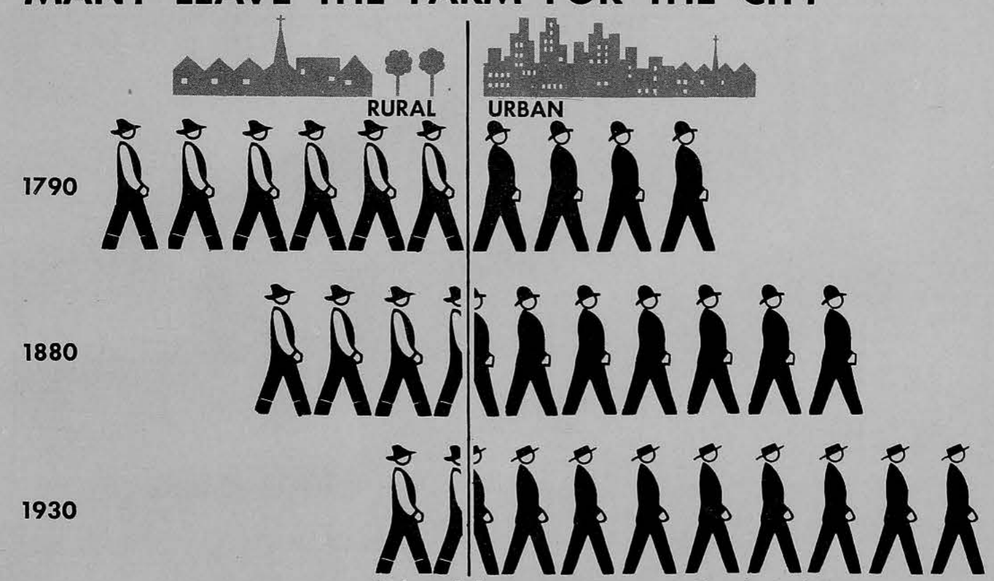
THE POPULATION IN NEW YORK STATE HAS GROWN STEADILY



Each symbol represents 500,000 people

A steady Drift from the farm to the city has made New York's people less and less rural and more and more urban.

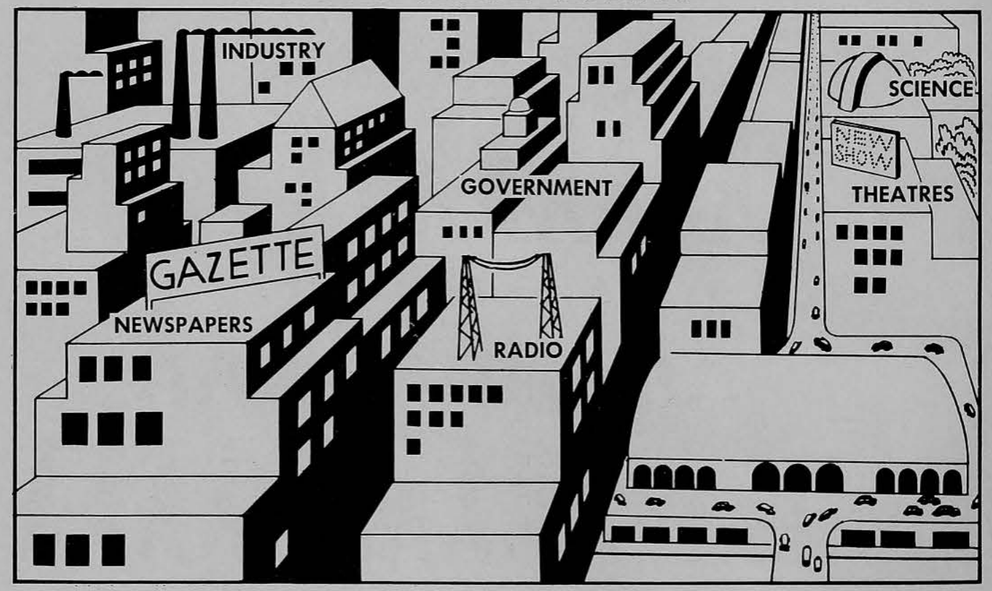
MANY LEAVE THE FARM FOR THE CITY



Each symbol represents 10 per cent of total population

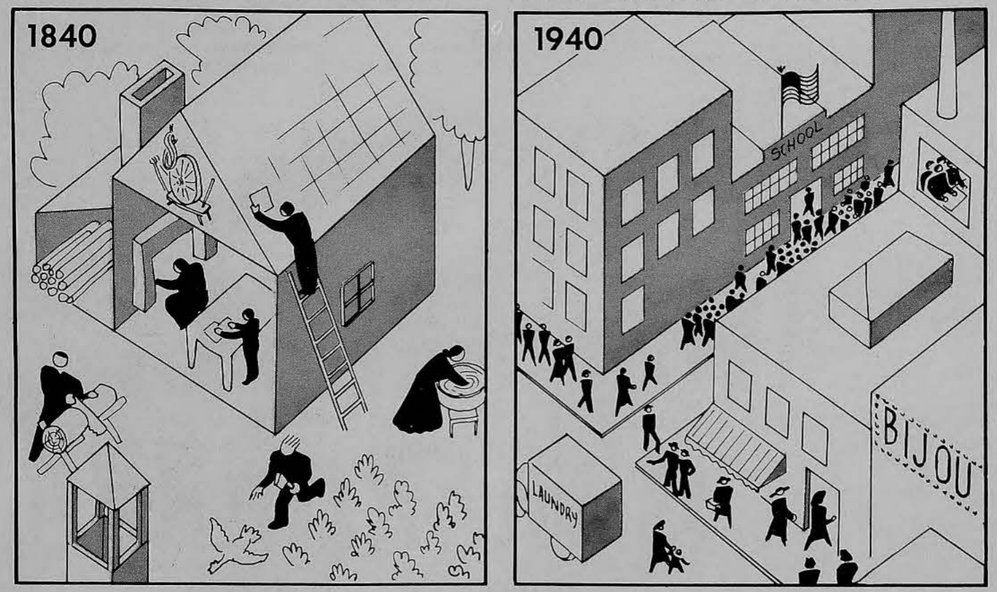
Everywhere today city ways, electricity, the automobile, store clothes, canned foods, and congested living dominate life.

LIFE IN NEW YORK STATE TODAY



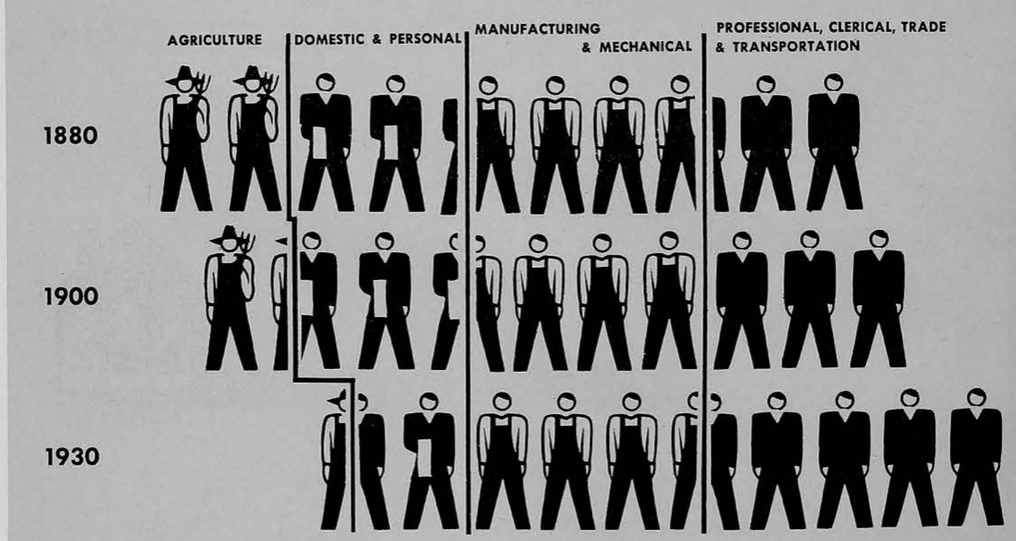
From the Home have gone many activities. We go out to work, to play, to buy things which used to come from the Home.

MORE TIME IS SPENT AWAY FROM HOME



Gainful work is changing. We have fewer farmers but more people in offices, shops, businesses and transportation.

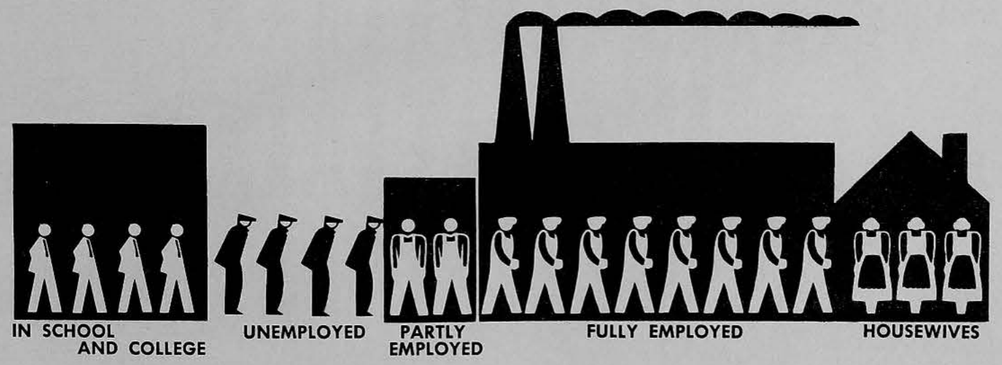
JOBS ARE CONSTANTLY CHANGING



Each symbol represents 10 per cent of all workers

It is Harder to find work partly because of the Depression but also because of changes in kinds and conditions of work.

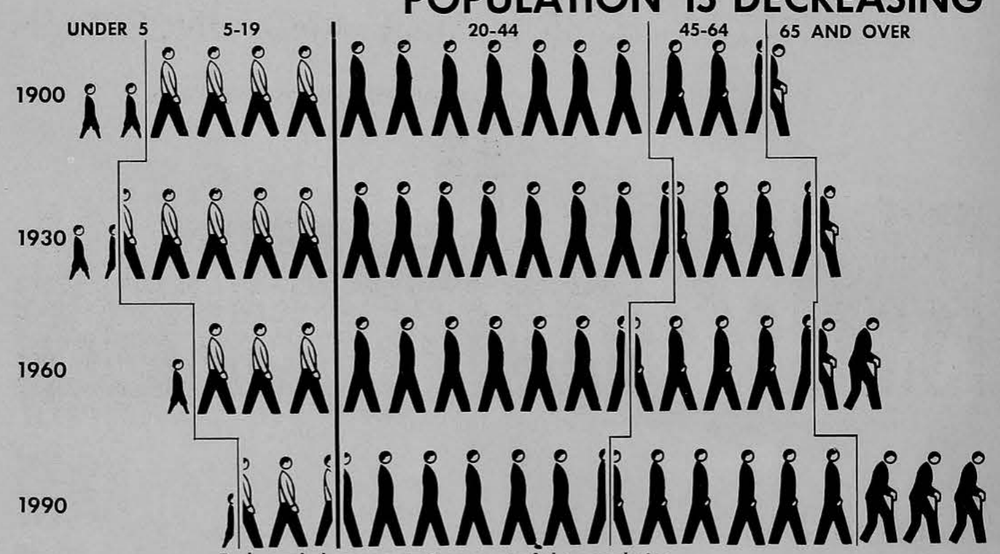
EMPLOYMENT FOR YOUTH IS SCARCE AND UNCERTAIN



Each symbol represents one million youth or approximately 5 per cent of all youth, 16-24

In New York, age groupings are changing. There is a smaller proportion of the young and a larger group past middle life.

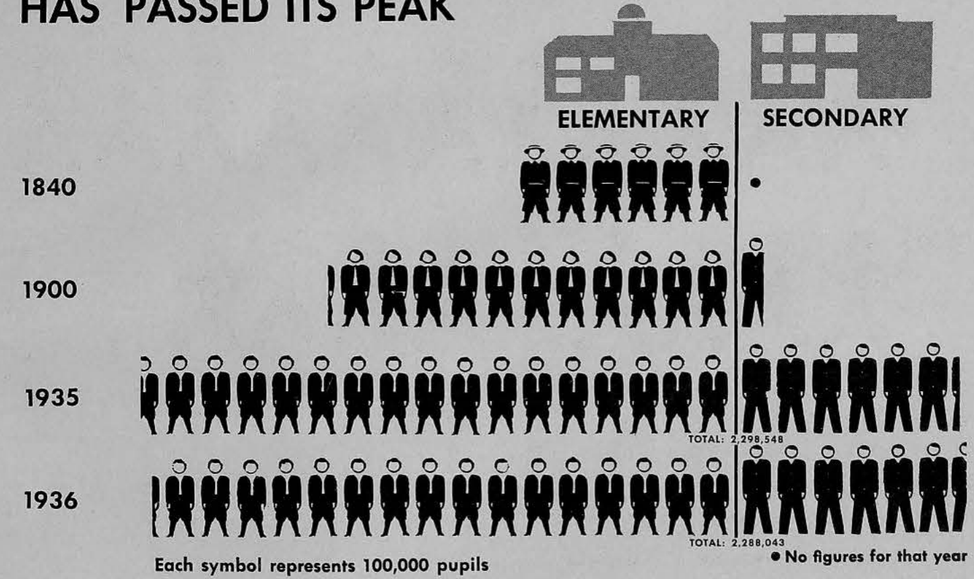
THE PROPORTION OF YOUTH IN THE POPULATION IS DECREASING



Each symbol represents 6 per cent of the population.

Through Junior High School, enrollments are falling. While upper grades still gain, the total has passed its peak.

ENROLLMENT IN NEW YORK PUBLIC SCHOOLS HAS PASSED ITS PEAK

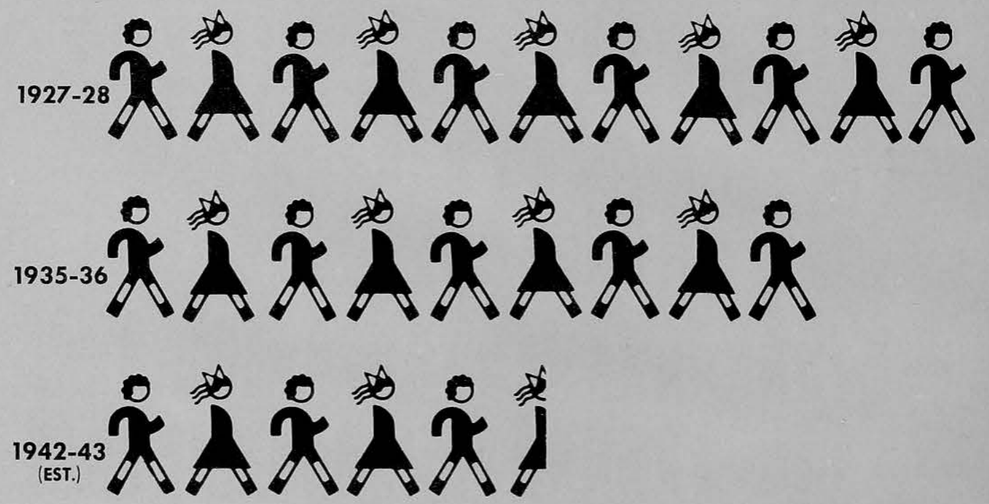


Each symbol represents 100,000 pupils

• No figures for that year

From the Kindergarten come fewer each year. First grade enrollments will be cut in half by 1942.

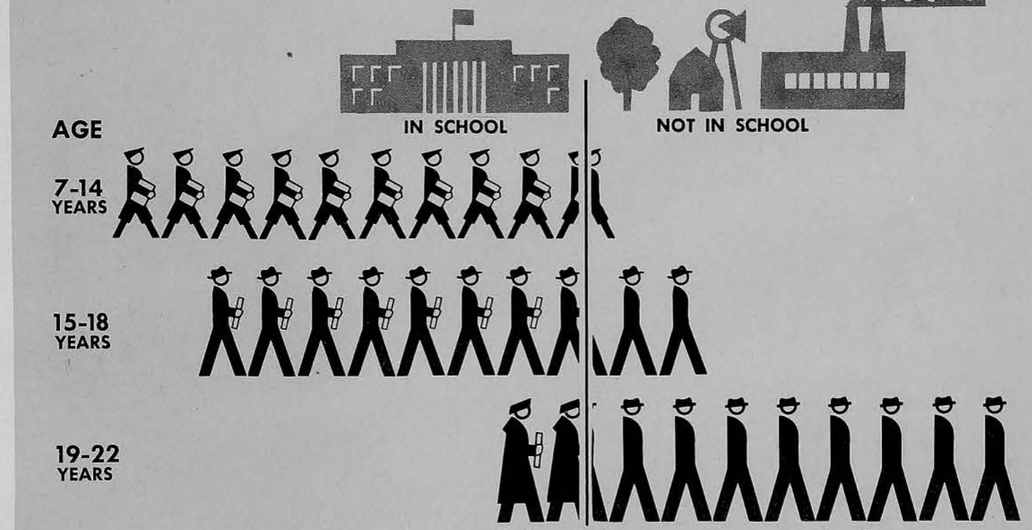
ENROLLMENT IN THE FIRST GRADE (NEW YORK CITY)



Each symbol represents 10,000 pupils

New York Lads and Lassies all go to school until they are 16 or 17. About 20 per cent go on to advanced education.

PERCENTAGE OF ALL NEW YORK YOUTH IN SCHOOL (PUBLIC AND PRIVATE)

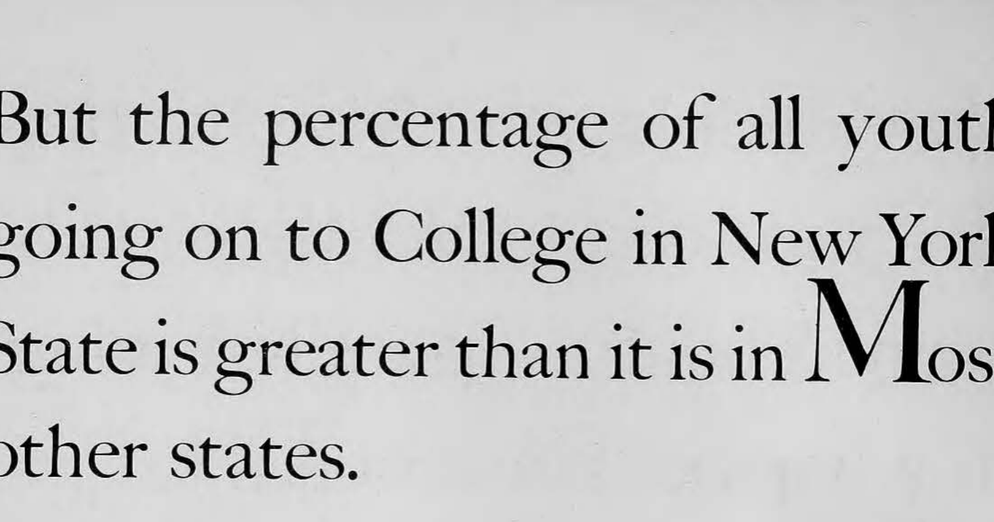


Each symbol represents 10 per cent of each group

But the percentage of all youth going on to College in New York State is greater than it is in Most other states.

HIGHER EDUCATION IN SIX STATES

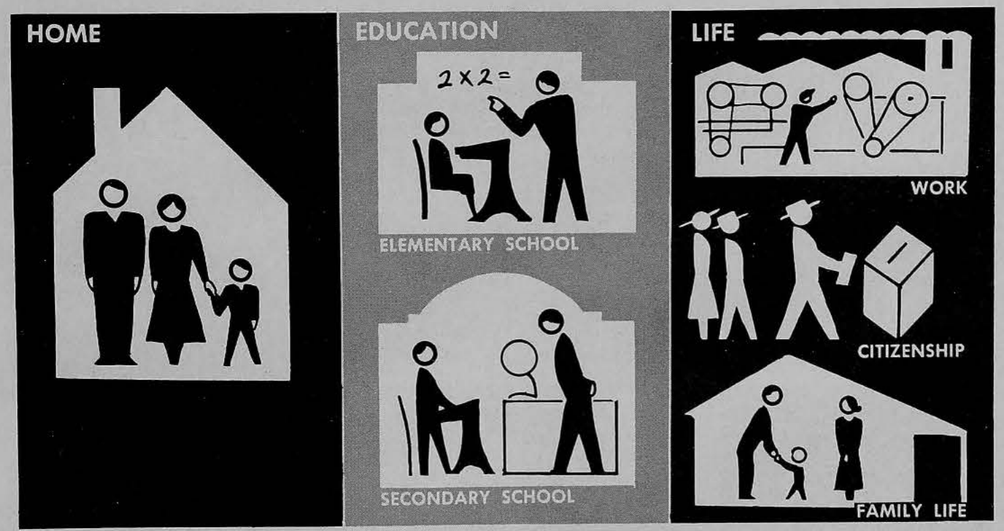
(COLLEGE STUDENTS PER 100 YOUTHS 18-21)



Each symbol represents one per cent of all youth 18-21.

The schools aim Now to prepare for Life, for Work, for Citizenship, and for Family Living. How far do they succeed?

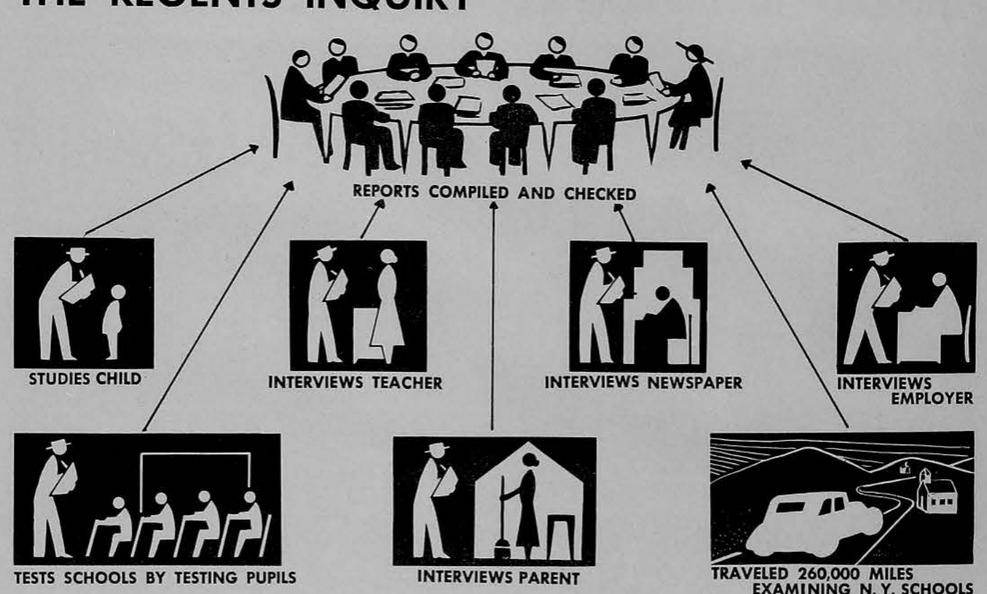
FACTORS AND AIMS OF EDUCATION



Have our schools fulfilled their task? If not, where does the fault lie?

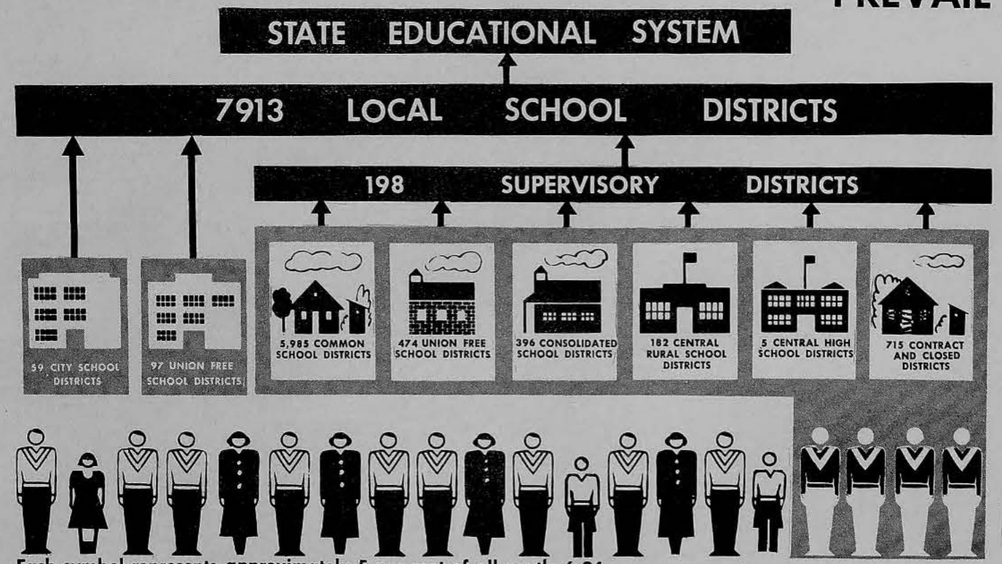
To answer this question about Our schools we have The Regents' Inquiry into the Character and Cost of Public Education.

THE REGENTS' INQUIRY



Pupils attend schools operated by thousands of independent crazy-quilt "districts" set up under the law of 1812.

MANY OLD-FASHIONED SCHOOL DISTRICTS STILL PREVAIL

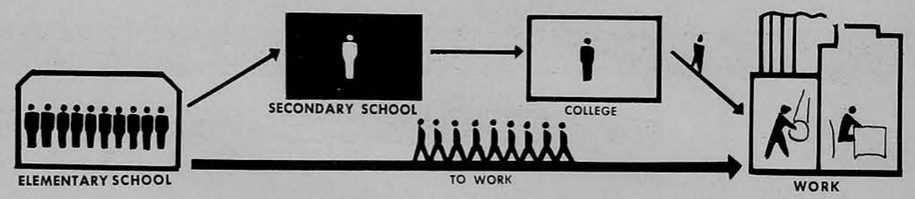


Each symbol represents approximately 5 per cent of all youth, 6-24

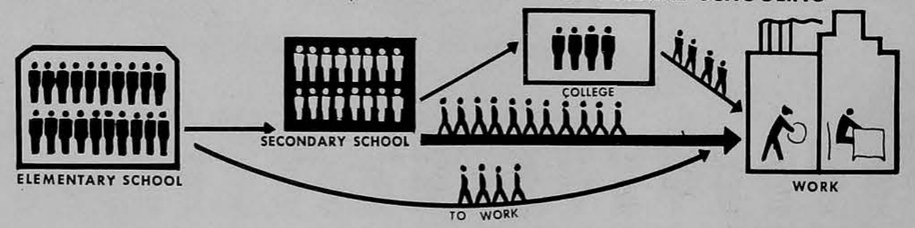
Youth used to Quit at the end of sixth grade to go to work. Now nearly all go on to High School before beginning work.

THE SECONDARY SCHOOLS FACE NEW TASKS

1870 ONCE THEY TRAINED A SELECTED FEW PRIMARILY FOR COLLEGE

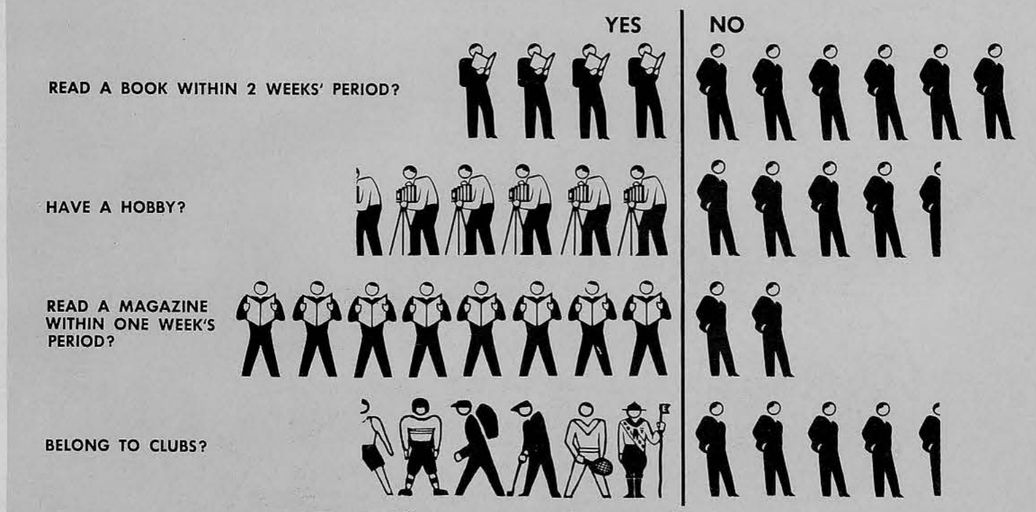


1930 NOW THEY TEACH ALL THE CHILDREN, AND FOR NEARLY ALL OF THEM, LEAVING SECONDARY SCHOOL, MEANS THE END OF FORMAL SCHOOLING



Recreational and Social interests must be developed in youth, especially along lines which can be continued.

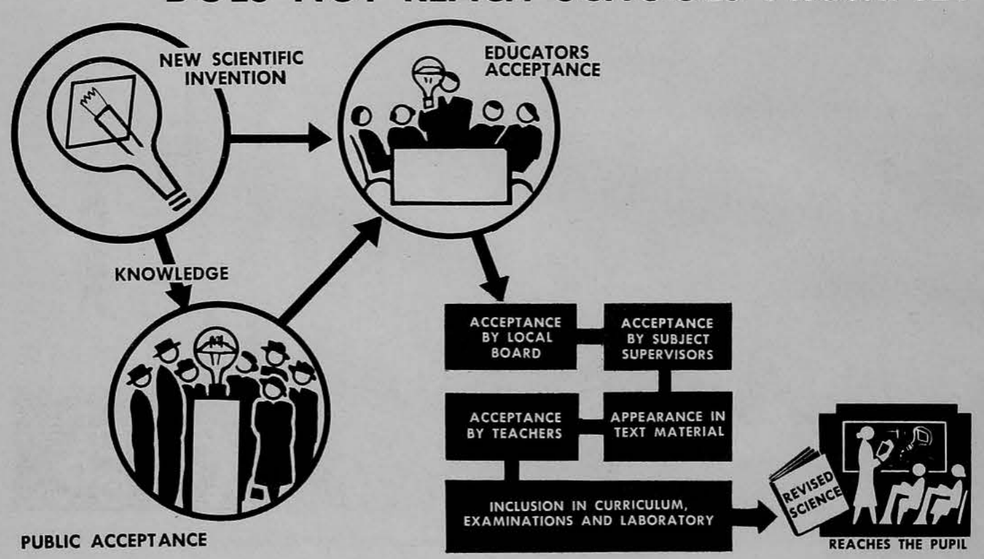
WHAT ARE THE INTERESTS OF SCHOOL BOYS AFTER GRADUATION?



Each figure represents 10 per cent of each group.

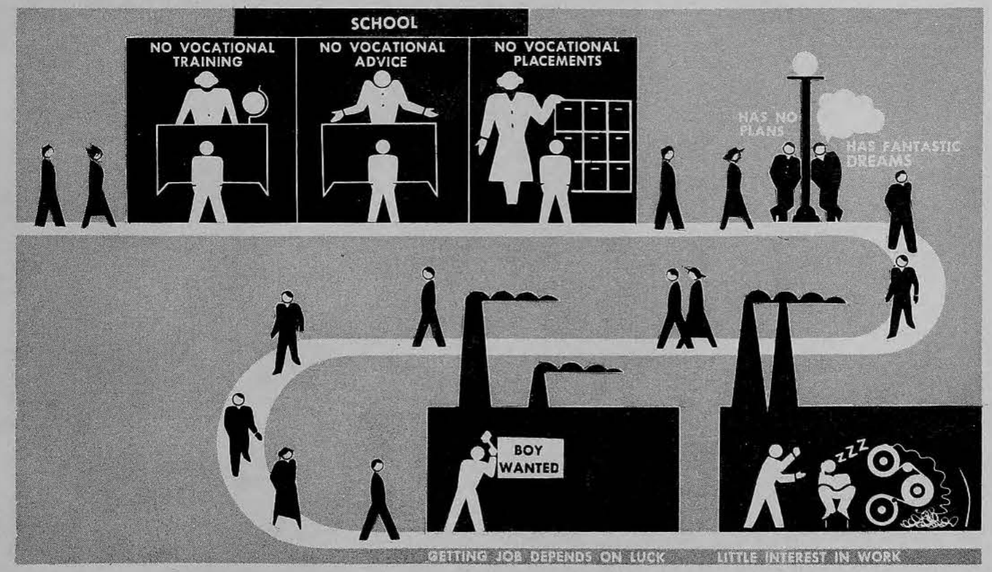
It Takes too long for new knowledge to percolate through texts, programs and teachers to the boy and girl in the classroom.

MUCH NEW SCIENTIFIC KNOWLEDGE DOES NOT REACH SCHOOLS PROMPTLY



Too many youth come out of school Unprepared for work and Unadvised. They have unrealistic plans and often land in the wrong job.

JOB PREPARATION IS LACKING



Valuable energy is Wasted when those responsible do not find a plan for working together. Education is no eXception. We need a policy.

EDUCATIONAL POLICY IS LACKING

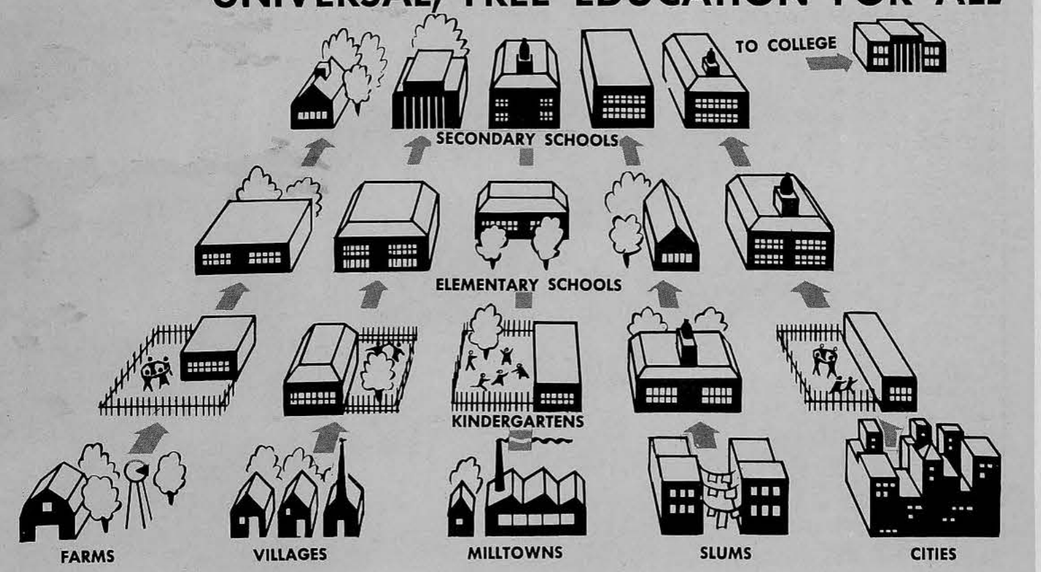


PARENTS, SCHOOL MEN, THE STATE DEPARTMENT, BOARDS OF EDUCATION, THE REGENTS, THE LEGISLATIVE COMMITTEES, ARE ALL IN THE SAME BOAT

Wherever they live, New York State wants Youth to have an equal opportunity to go to good schools.

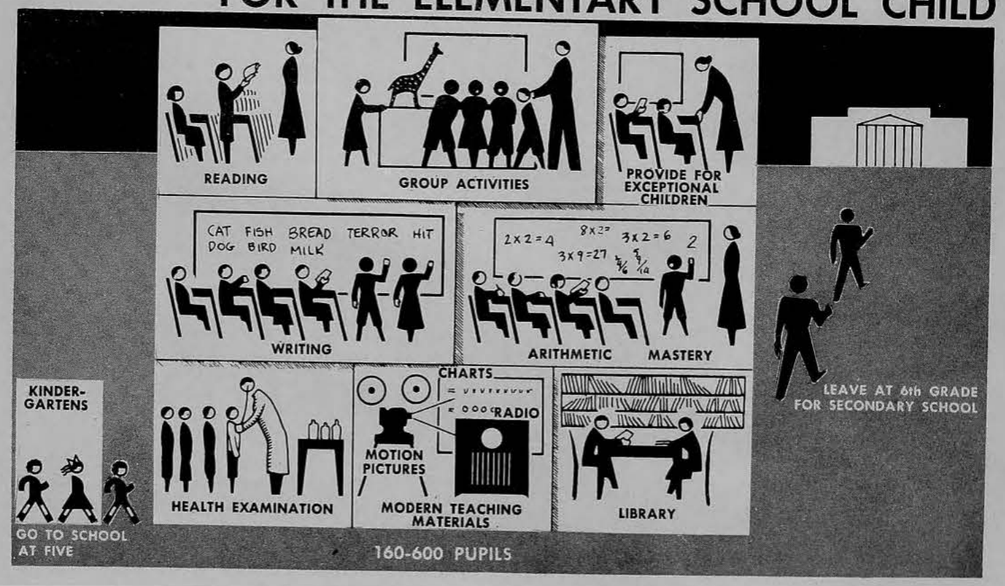
NEW YORK STATE WANTS:

UNIVERSAL, FREE EDUCATION FOR ALL



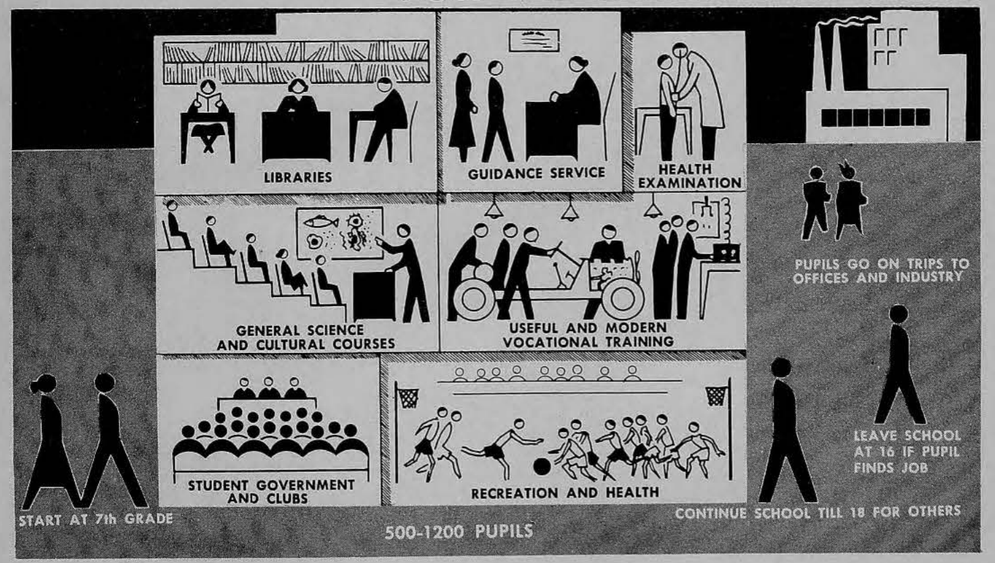
Zest fills the work in the modern Elementary School that New York wants, from Kindergarten to the sixth grade.

NEW YORK STATE WANTS: **BETTER EDUCATION FOR THE ELEMENTARY SCHOOL CHILD**

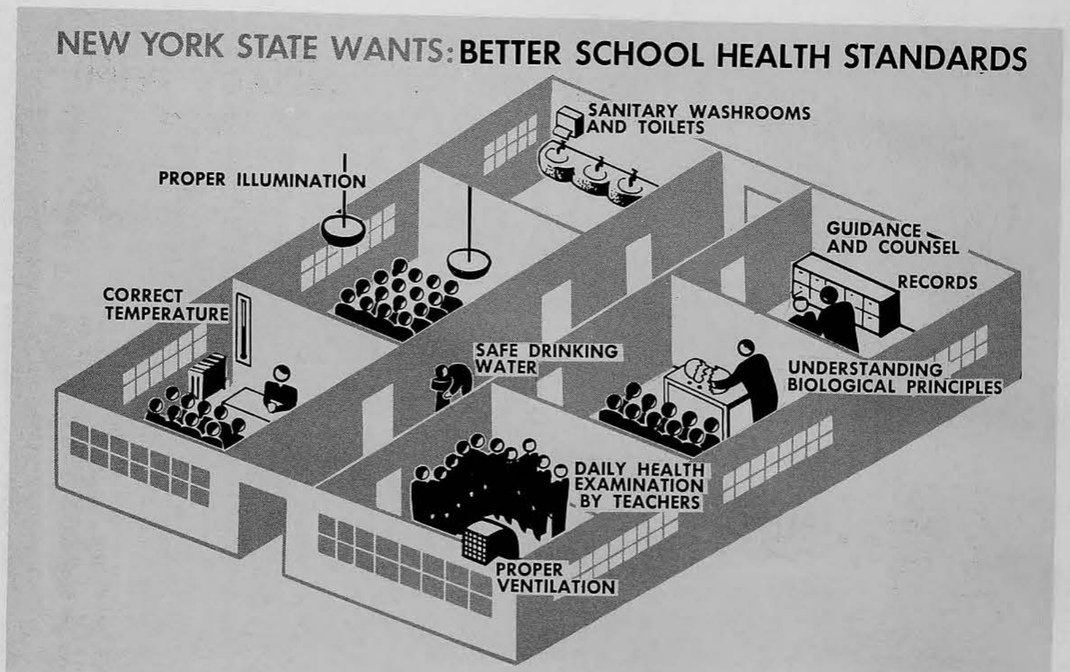


& the Secondary Schools must offer a better education, especially for the youth who does not go on to College.

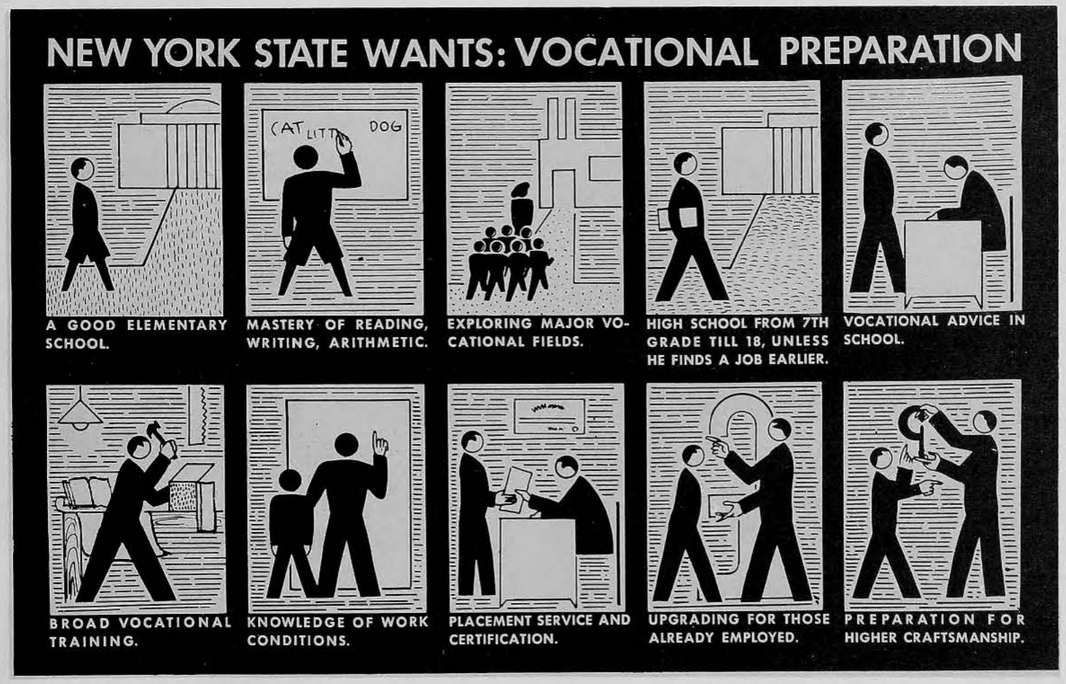
NEW YORK STATE WANTS: **BETTER EDUCATION FOR THE SECONDARY PUPIL**



New York wants **A** more efficient school health program and **B**etter health standards as an investment in future welfare.



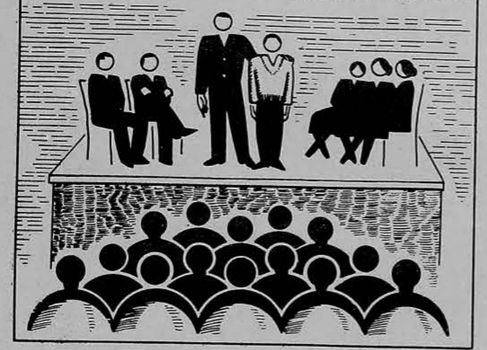
New York State wants **C**hildren to get with their **D**iplomas a better **E**ducation **F**or work and adequate vocational **G**uidance.



New York State wants more ample opportunities for Higher education for qualified youth Including graduate study.

NEW YORK STATE WANTS: COLLEGES AND UNIVERSITIES MADE AVAILABLE TO GIFTED STUDENTS

PROVIDE MORE STATE SCHOLARSHIPS TO BRILLIANT STUDENTS

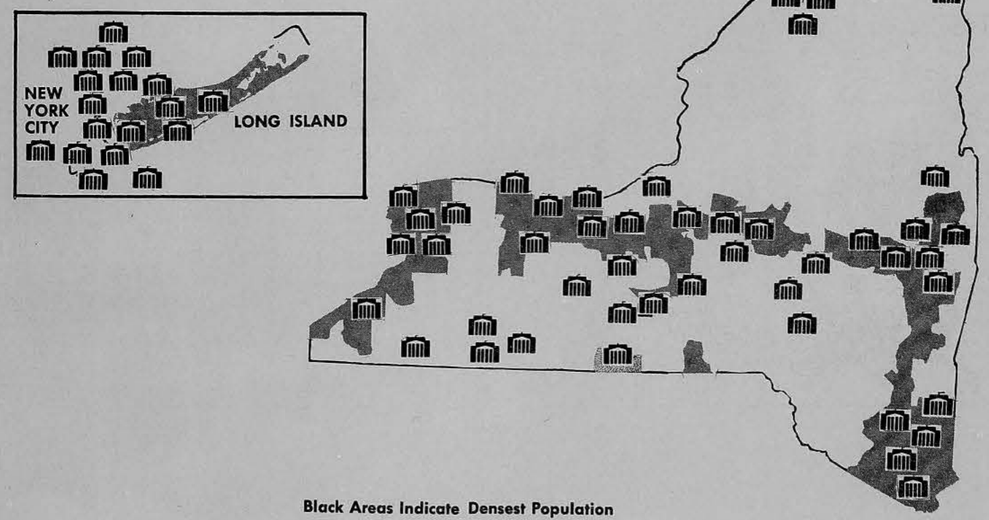


PROVIDE 100 REGENTS GRADUATE FELLOWSHIPS



Colleges Jam the State, but tuition and living costs Keep many students away. More and better scholarships are required.

COLLEGES ARE AVAILABLE BUT MORE SCHOLARSHIPS ARE NEEDED



Black Areas Indicate Densest Population

New York State wants more ample opportunities for Higher education for qualified youth Including graduate study.

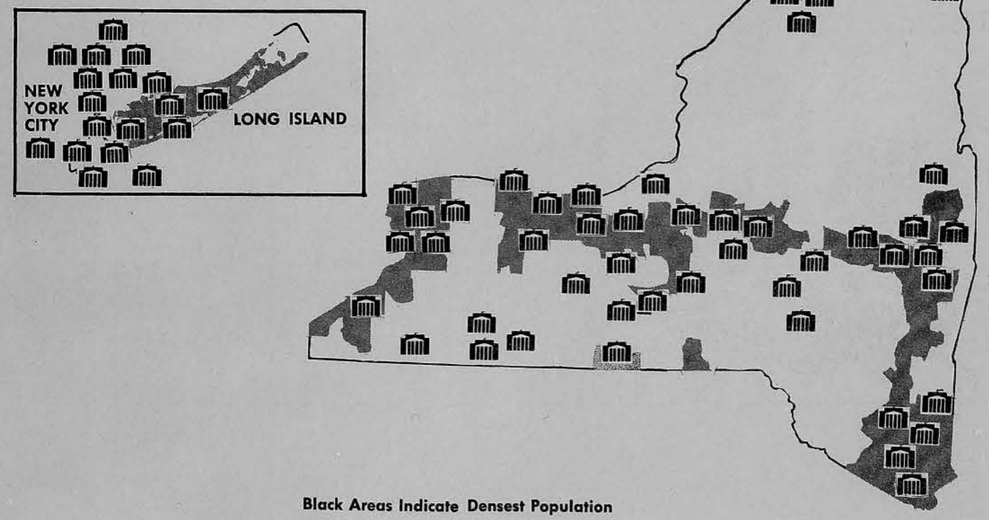
NEW YORK STATE WANTS: COLLEGES AND UNIVERSITIES MADE AVAILABLE TO GIFTED STUDENTS





Colleges Jam the State, but tuition and living costs Keep many students away. More and better scholarships are required.

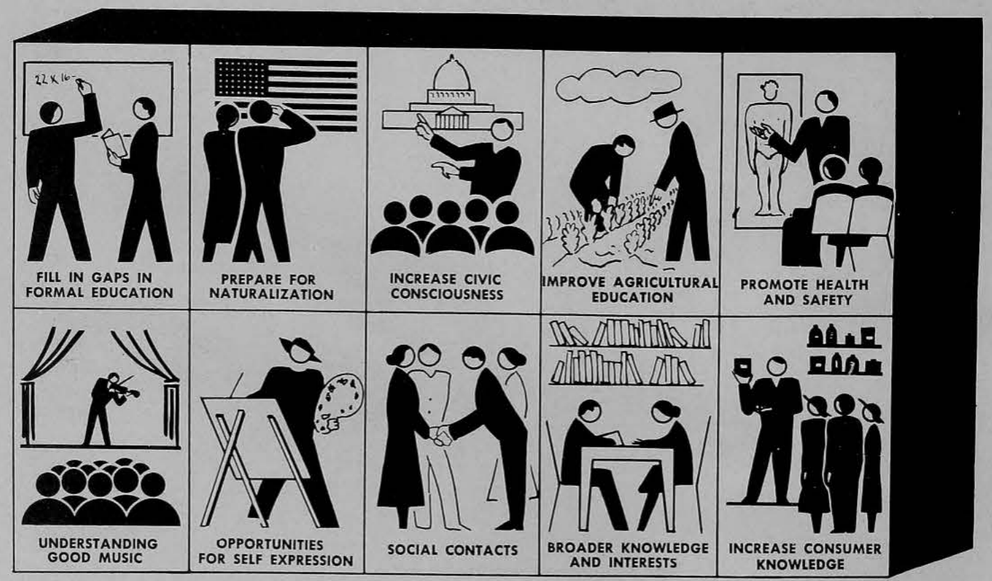
COLLEGES ARE AVAILABLE BUT MORE SCHOLARSHIPS ARE NEEDED



Black Areas Indicate Densest Population

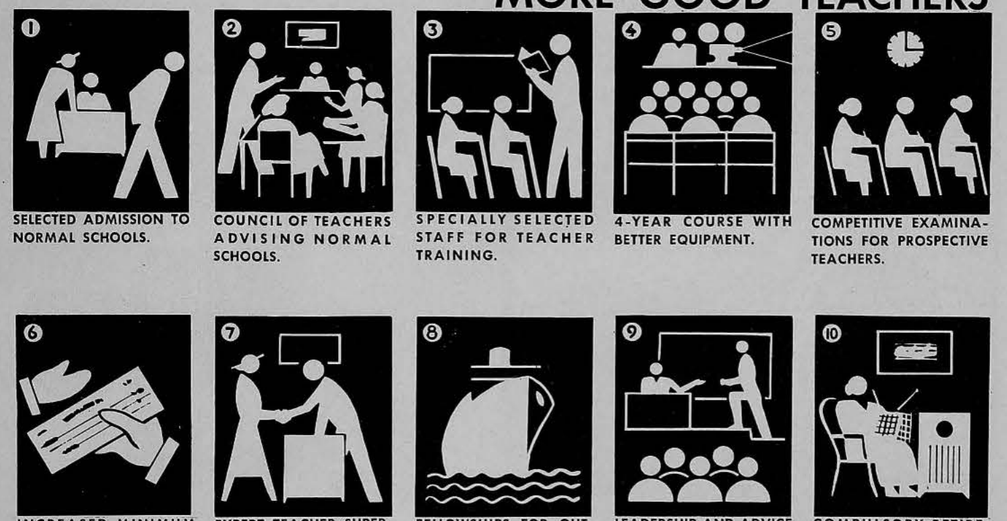
Learning never ends. But the chances to improve oneself systematically after leaving school need to be developed.

NEW YORK STATE WANTS: **EDUCATION FOR THE ADULT**



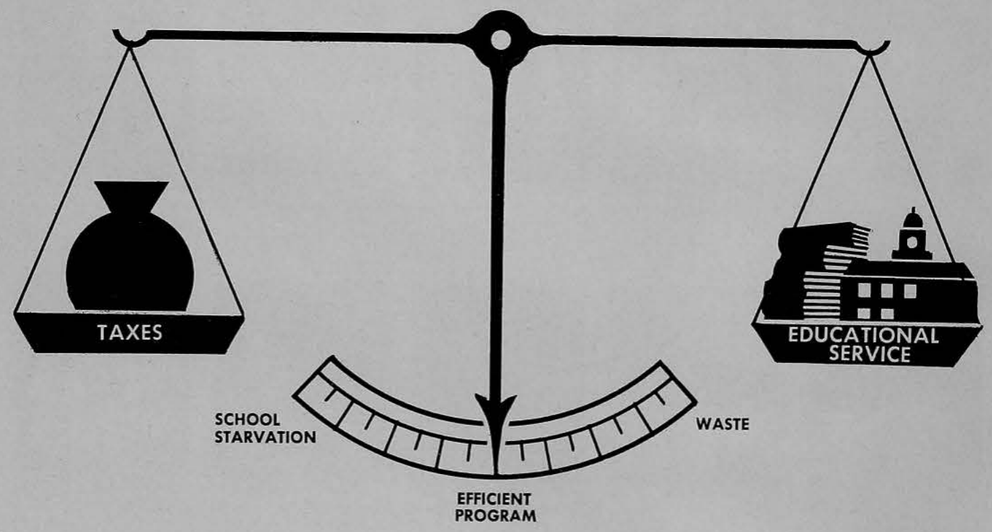
New York State wants More good teachers because all depends on the brains, knowledge, skill, and character of the teacher.

NEW YORK STATE WANTS:
MORE GOOD TEACHERS



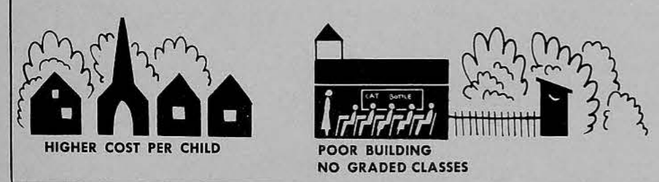
No waste in school expenditures is a demand of the State. Service and taxes must balance in an efficient program.

NEW YORK STATE WANTS: EFFICIENCY AND ECONOMY IN THE SCHOOL PROGRAM

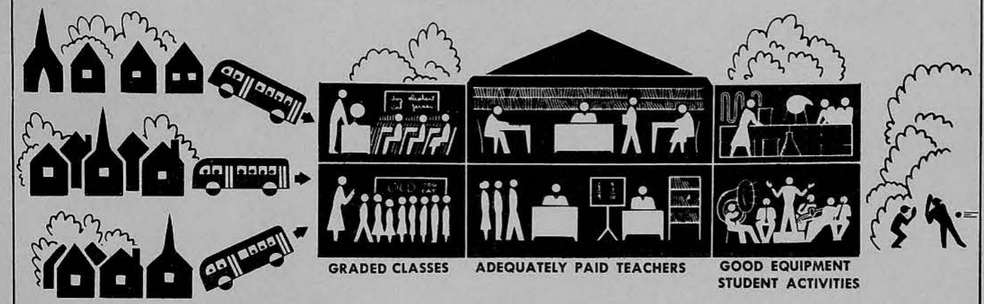


School Opportunities in small communities can be improved by bringing together several districts to run a single school.

A SMALL COMMUNITY ALONE SUPPORTS A SMALL SCHOOL

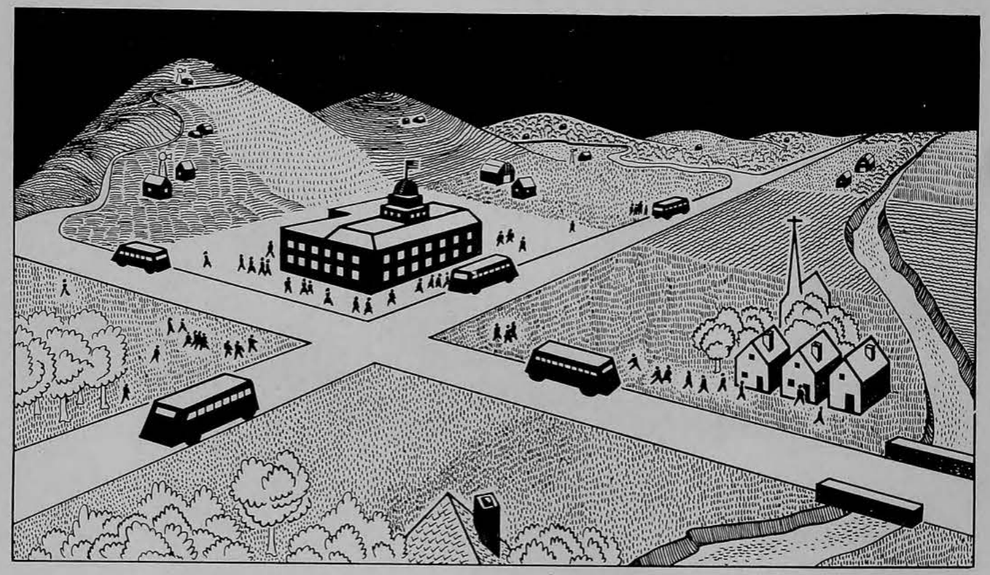


SEVERAL SMALL COMMUNITIES SUPPORT A LARGER SCHOOL



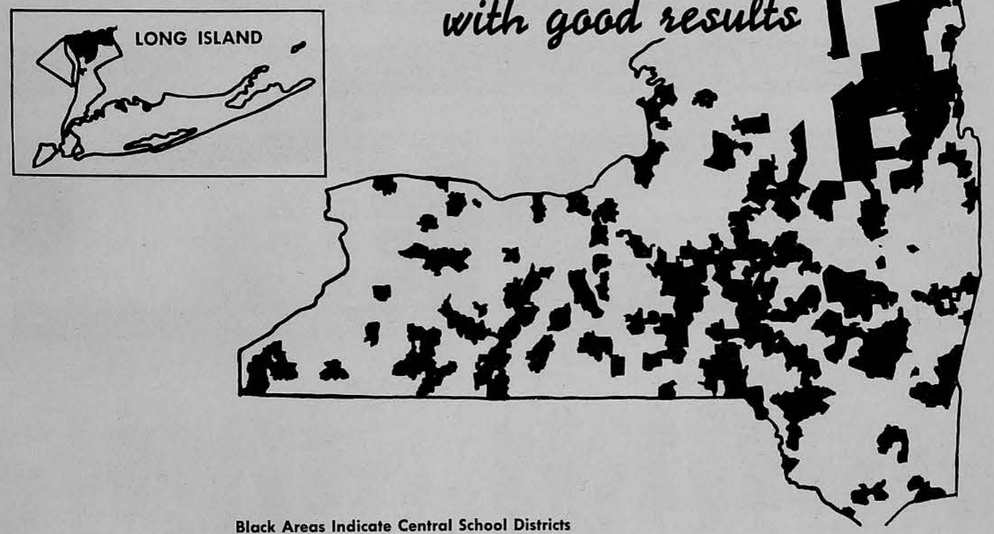
The Proudest school districts in New York State are the fine "central districts" with modern facilities and programs.

BETTER SCHOOL DISTRICTS HAVE BETTER SCHOOLS



The "central school district" idea has spread Quickly throughout the State since 1925 for it meets the needs of New York.

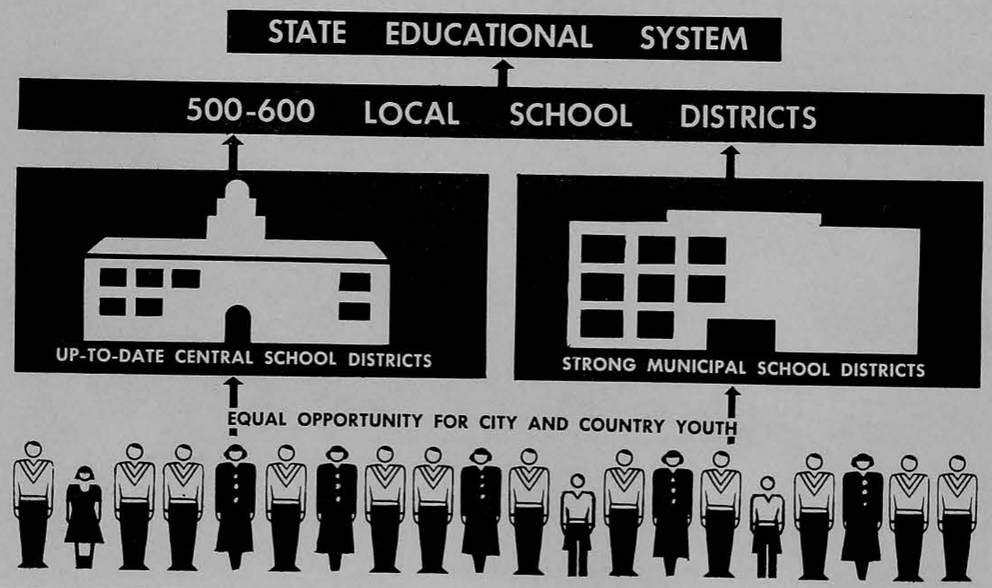
CENTRAL SCHOOL DISTRICTS HAVE BEEN FORMED IN MANY RURAL AREAS *with good results*



Black Areas Indicate Central School Districts

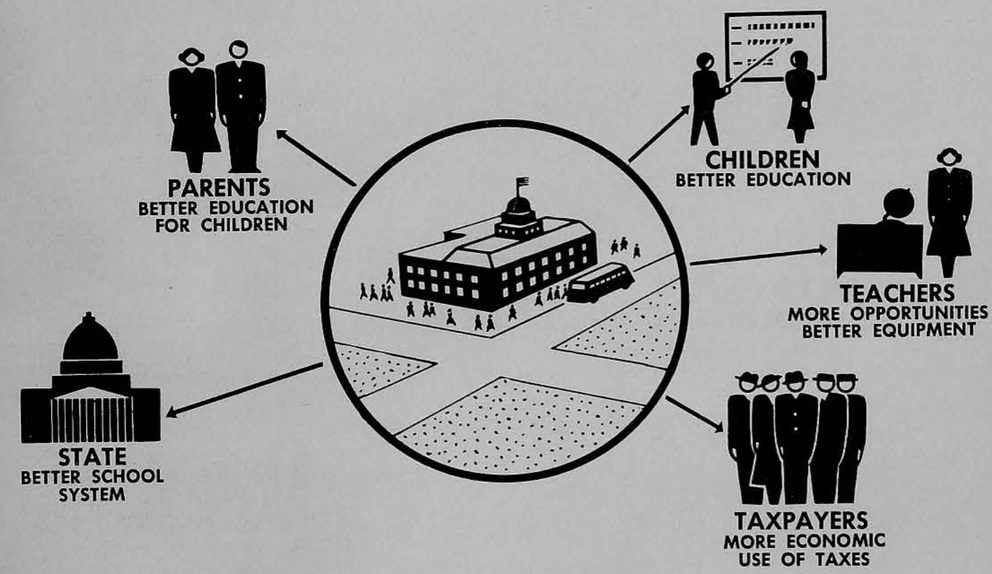
District Reorganization looks to the day when we shall have 600 Strong school districts instead of 6000 weak districts.

PROPOSED SCHOOL DISTRICT PLAN



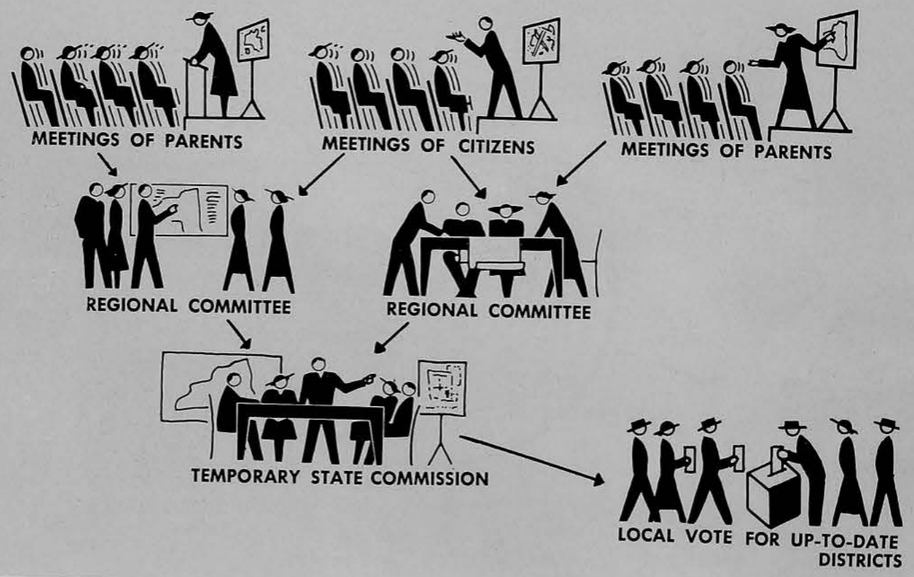
Taxpayers, teachers, pupils and parents share with the whole community the lasting benefits of better school districts.

WHO PROFIT FROM BETTER SCHOOL DISTRICTS?



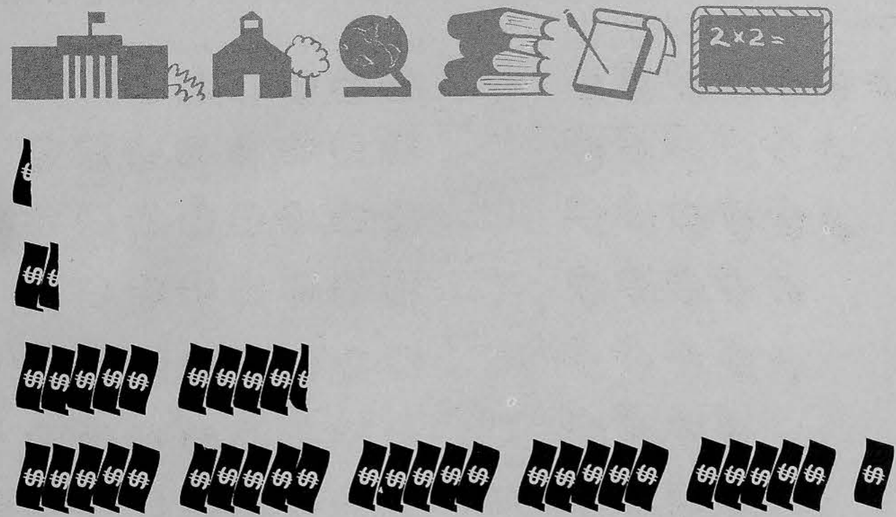
Up-to-date school districts can be established promptly and democratically by a State Commission with local help.

HOW TO GET BETTER SCHOOL DISTRICTS



With the approval of the Voters, school costs have risen sharply to meet the rise in enrollments and standards.

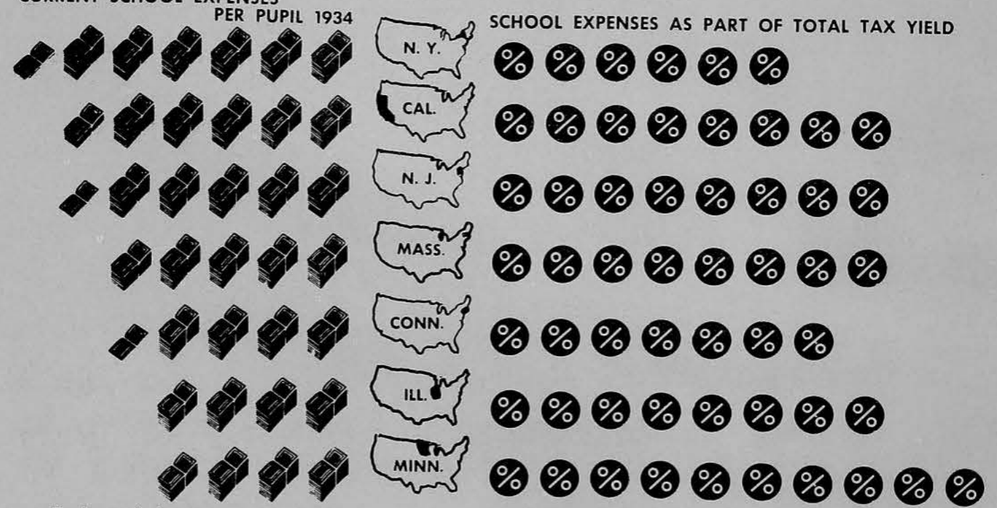
SCHOOL COSTS HAVE RISEN



Each symbol represents 10 million dollars

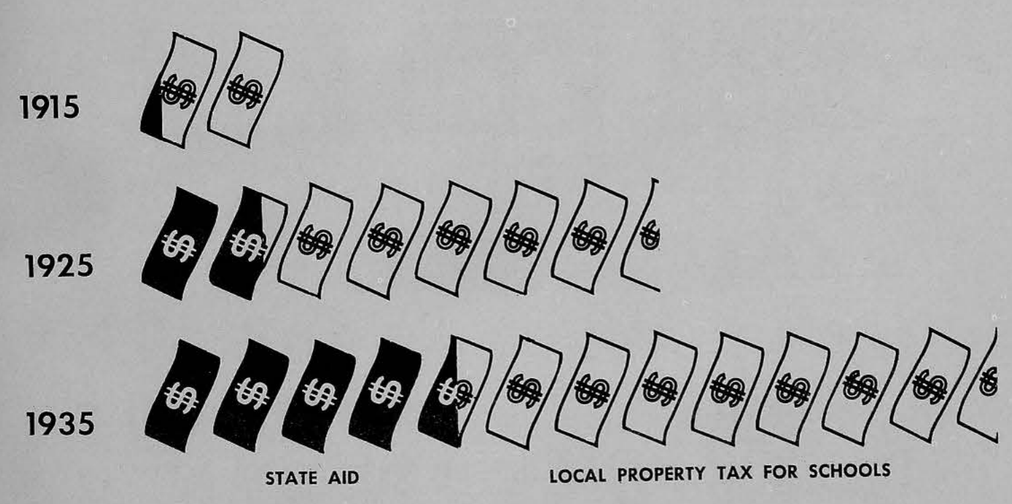
Though our school costs are high, so is our Wealth. Thus we spend a smaller per cent of our income for education.

WITH GREATER RESOURCES N. Y. SPENDS MORE FOR SCHOOLS



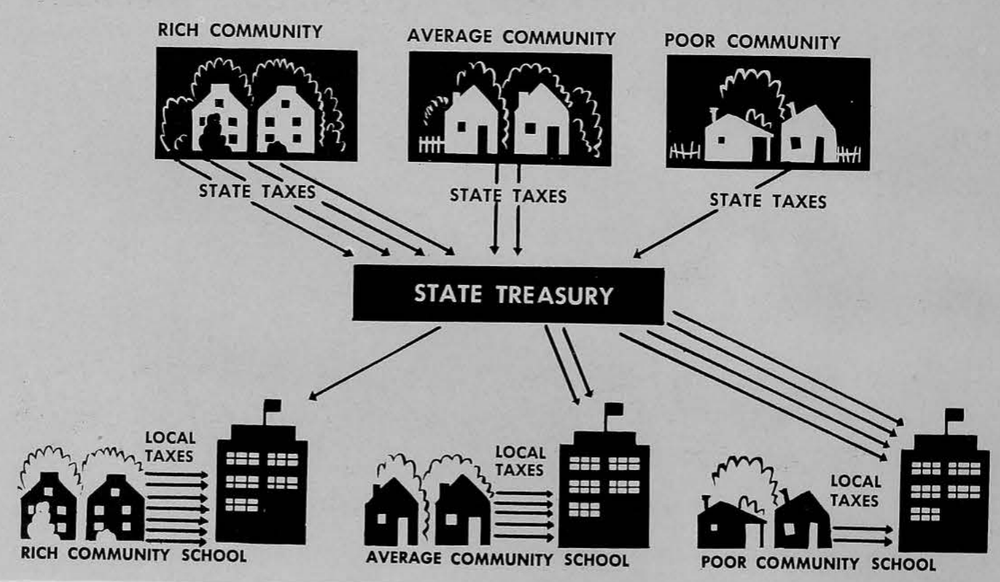
The eXpense of local schools has been shared more and more by the State to relieve the localities and help education.

STATE SHARE OF SCHOOL SUPPORT HAS ADVANCED RAPIDLY



More State dollars per Youth in school go to the poor than to the rich district. No district gets Zero $ of State aid.

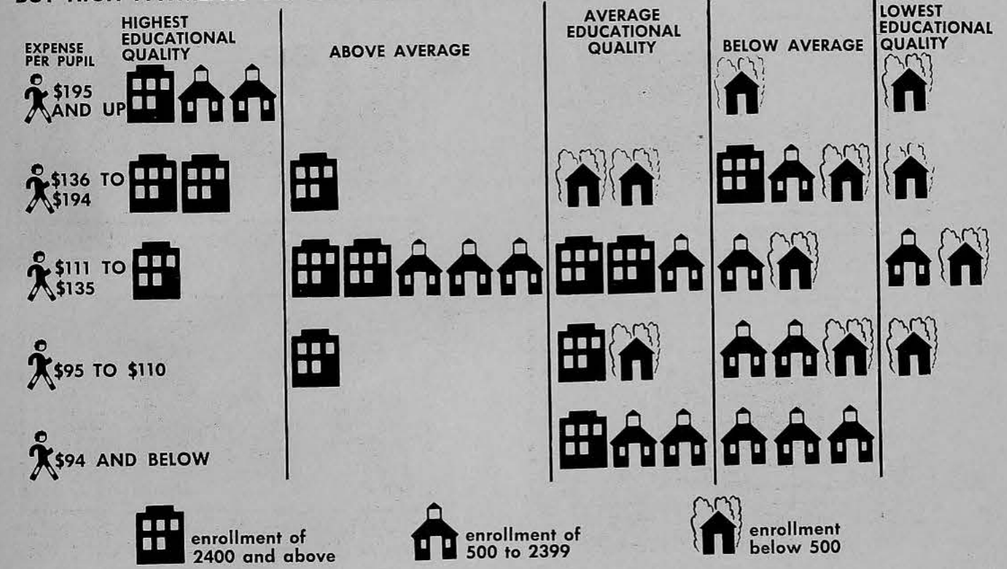
THE STATE HELPS EQUALIZE THE BURDEN



A good education costs money. But high payments do not guarantee high quality. The highest Costs and the poorest education are found in small Districts.

GOOD EDUCATION COSTS MONEY (43 COMMUNITIES)

BUT HIGH PAYMENTS DO NOT GUARANTEE HIGH QUALITY

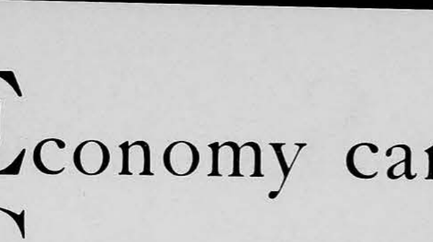


Economy can be Found by Getting rid of small classes,

Halving Interest cost, JacKing up business methods, cutting Losses, and Making NO Purchases of inferior Quality.

HOW SCHOOL MONEY CAN BE SAVED

1



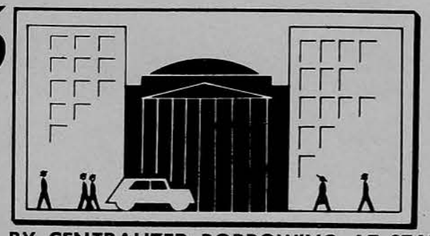
BY ABANDONING EXPENSIVE SMALL CLASSES AND SCHOOLS

2



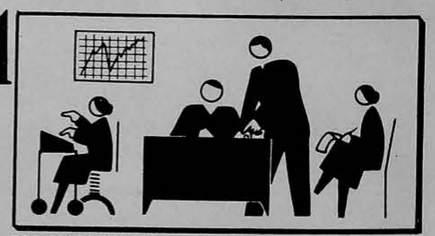
BY EFFICIENT PLANNING OF BUILDINGS AND CURRICULUMS

3



BY CENTRALIZED BORROWING AT STATE RATES AND UNDER PAY-AS-YOU-GO

4

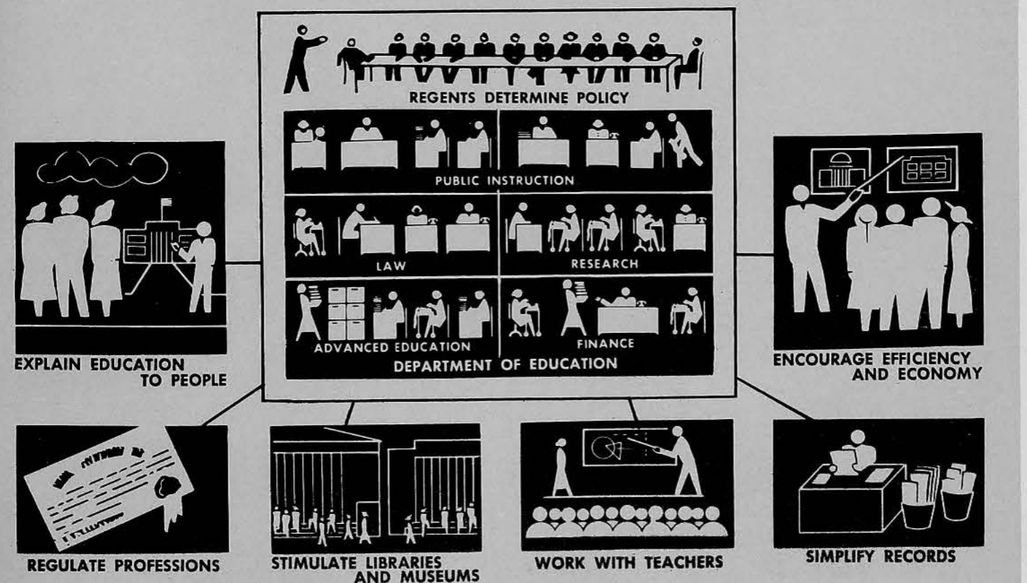


BY IMPROVED ADMINISTRATION BUSINESS METHODS AND COST ACCOUNTING

Re-shaping the State Education Department will enable it To Undertake new Vigorous

leadership, With emphasis on research rather than eXaminations.

RESHAPING THE STATE EDUCATION DEPARTMENT



Education is a right. It carries Young and old alike, with their Zeal for improvement, into a better World.



FOR FURTHER READING

The Regents' Inquiry into the Character and Cost of Public Education in the State of New York has prepared the following reports, published by the McGraw-Hill Book Company:

EDUCATION FOR AMERICAN LIFE, A New Program for the State of New York, pp. 167 $2.00
Eckert, Ruth, and Marshall, Thomas O., WHEN YOUTH LEAVES SCHOOL, pp. 300 3.00
Grace, Alonzo, and Moe, G. A., STATE AID AND SCHOOL COSTS, pp. 350 . . . . 3.50
Judd, Charles H., PREPARATION OF SCHOOL PERSONNEL, pp. 150 . . . . . 1.50
Laine, Elizabeth, MOTION PICTURES AND RADIO, pp. 165 . . . . . 1.75
Maller, Julius B., SCHOOL AND COMMUNITY, pp. 360 . . . . . 3.50
Norton, Thomas L., EDUCATION FOR WORK, pp. 260 . . . . . 2.75
Reeves, F. W., Fansler, T., and Houle, C. O., ADULT EDUCATION, pp. 171 . . . 2.00
Spaulding, Francis T., HIGH SCHOOL AND LIFE, pp. 377 . . . . . 3.00
Wilson, Howard E., EDUCATION FOR CITIZENSHIP, pp. 274 . . . . . 2.75
Winslow, C.-E. A., THE SCHOOL HEALTH PROGRAM, pp. 120 . . . . . 1.50

SET PRICE $23.00

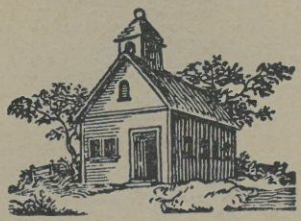
The following pamphlets have grown out of the Regents' Inquiry and can be secured from the offices of the Inquiry at 261 Broadway:

Espy, H. G., SECONDARY SCHOOL PROGRAMS $1.00
Gray, William S. and Leary, Bernice E., THE TEACHING OF READING IN THE ELEMENTARY AND SECONDARY SCHOOLS 1.00
Sackett, Everett B., SITUATIONS AFFECTING SCHOOL PERSISTENCE 50
SCHOOL ACCOUNTING AND FINANCIAL REPORTING. Prepared by the Finance Staff of the Regents' Inquiry 75
SCHOOLS FOR TOMORROW'S CITIZENS. (Can also be secured from Public Affairs Committee, 30 Rockefeller Plaza, New York) 10

The following studies are published independently by their authors with the permission of the Regents' Inquiry, and can be secured through the publishers:

Brueckner, Leo J., THE CHANGING ELEMENTARY SCHOOL. Inor Publishing Company, N. Y.
Waples, Douglas, and Carnovsky, Leon. LIBRARIES AND READERS IN THE STATE OF NEW YORK. The University of Chicago Press.

THE NEW YORK PRIMER



By

LUTHER GULICK *and* RUDOLF MODLEY

THE REGENTS' INQUIRY · MCMXXXIX

THE NEW YORK PRIMER

A PICTURE BOOK *for* The More Easy Attaining An Understanding *of* NEW YORK'S School Problems

by LUTHER GULICK
and RUDOLF MODLEY

THE REGENTS' INQUIRY • MCMXXXIX

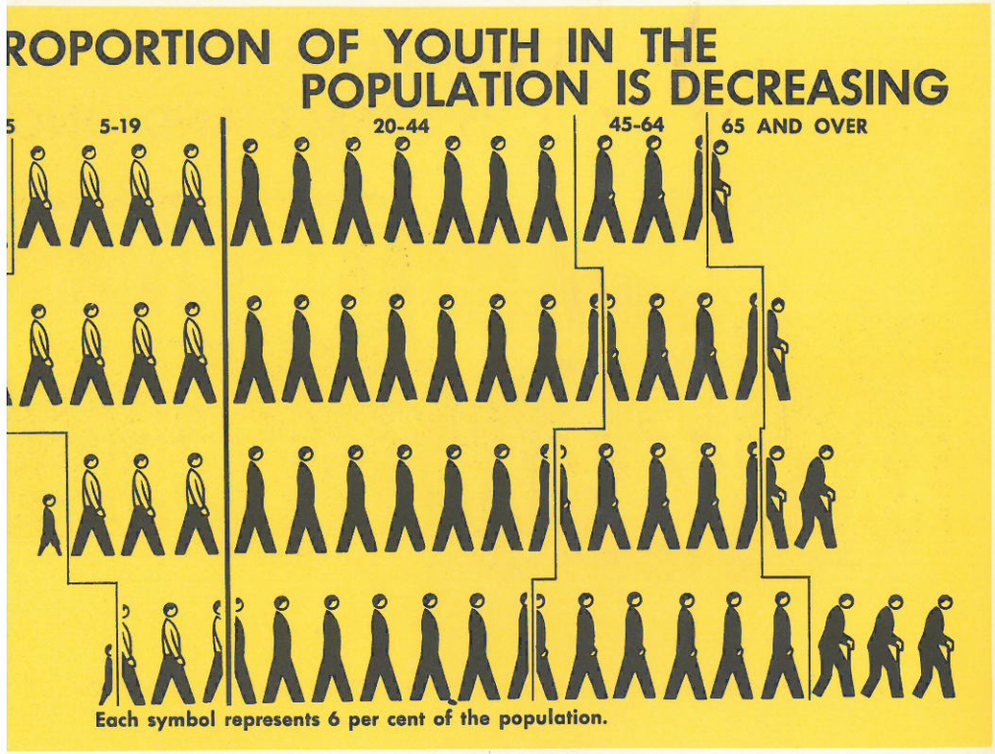
PREFACE

Fifteen printed volumes and many typewritten and mimeographed reports record the chief findings and recommendations growing from the work of the many experts who served in the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. In this PRIMER there has been brought together in pictures and words of one syllable the high spots of the Inquiry so that he who runs may read and think. The first PRIMER used in New York's schools, up until about 100 years ago, was designed with "easy syllables" and an illustrated alphabet "For the more easy attaining the true Reading of English." This new PRIMER is similarly designed for citizens and parents for the more easy attaining and understanding of New York's school problems today.

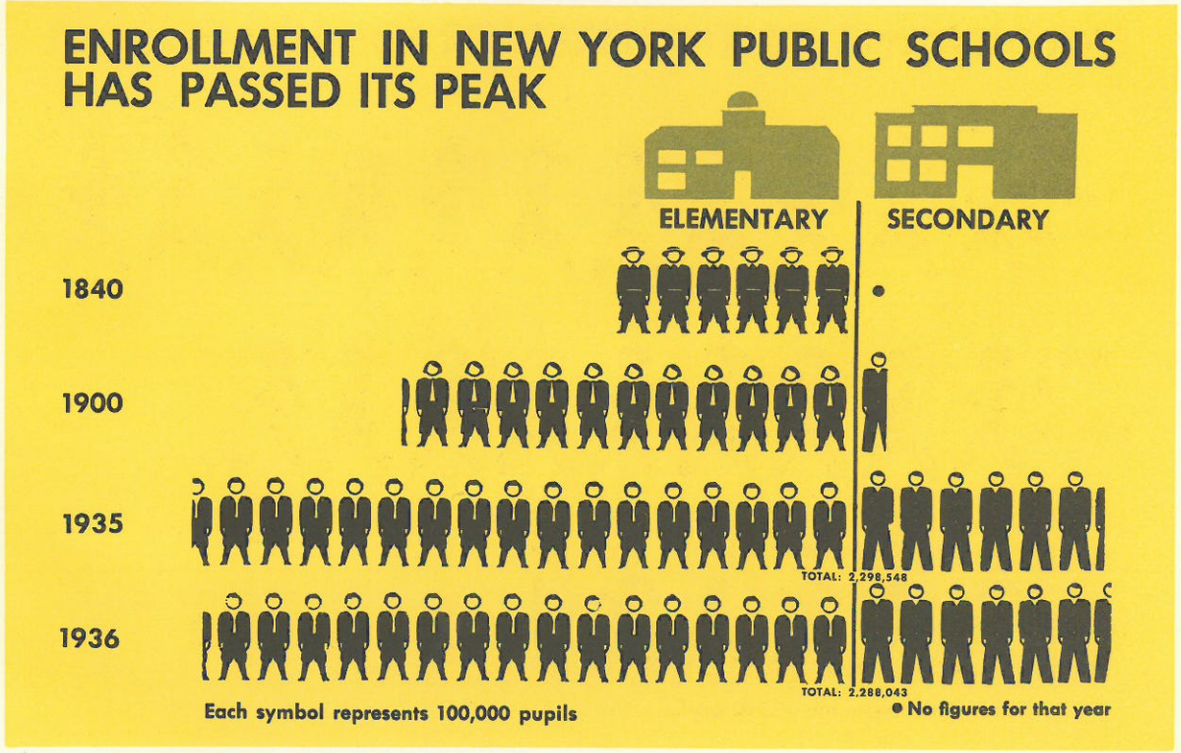
Those who want more information and a fuller statement of recommendations will find them in the summary volume of the Regents' Inquiry, EDUCATION FOR AMERICAN LIFE which may be purchased through any book store. This PRIMER, like all of the publications growing from the Inquiry, sets forth the views of the authors; the Regents do not assume responsibility for them. Dr. J. B. Maller and Mr. Sterling Anders have assisted in the development of this booklet. For the artistic and technical work we are indebted to Pictorial Statistics, Inc.

LUTHER GULICK

ew York, age groupings are
ging. There is a smaller pro-
on of the young and a larger
o past middle life.

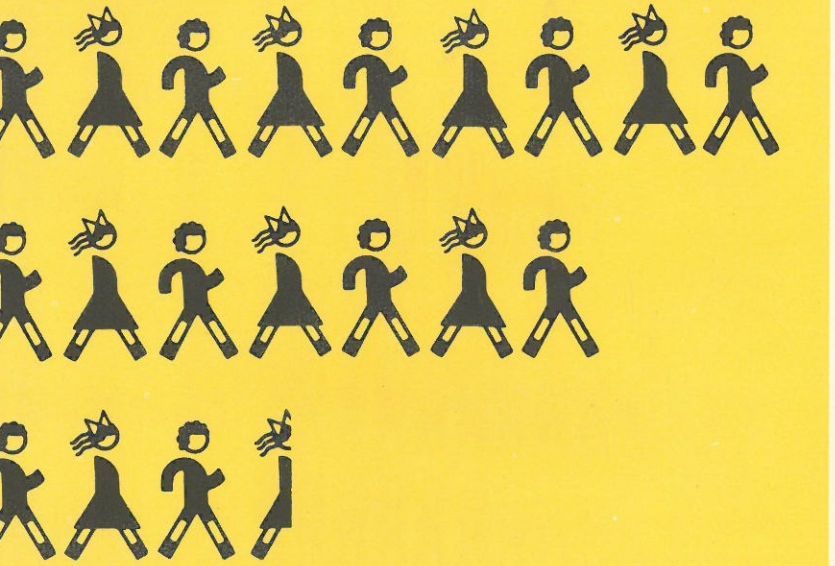


Through Junior High School, enrollments are falling. While upper grades still gain, the total has passed its peak.



e Kindergarten come
h year. First grade en-
will be cut in half by

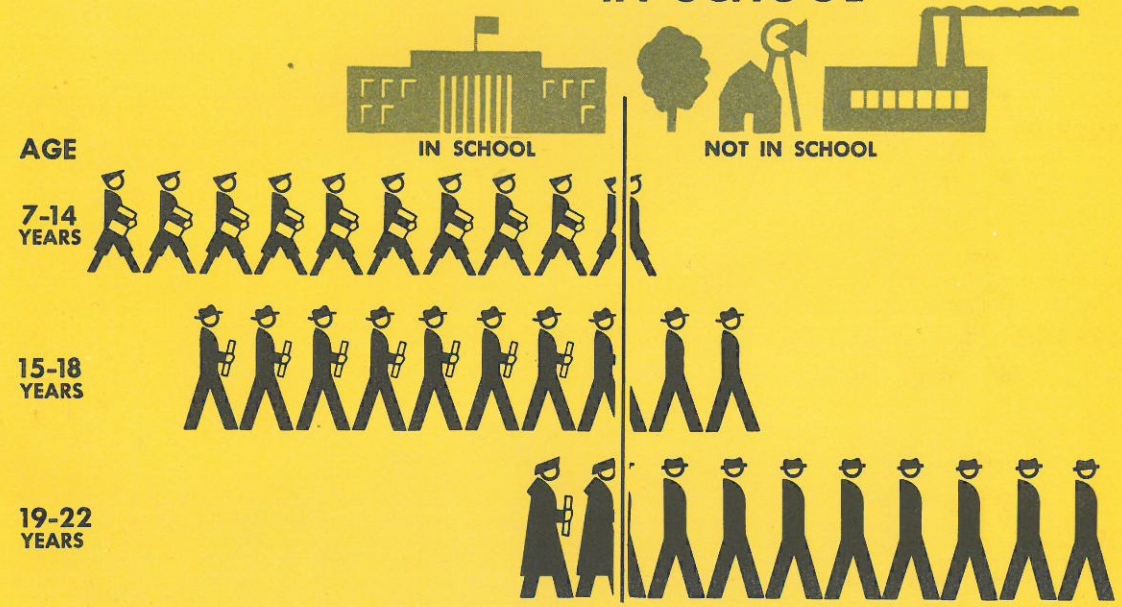
IN THE FIRST GRADE (NEW YORK CITY)



ts 10,000 pupils

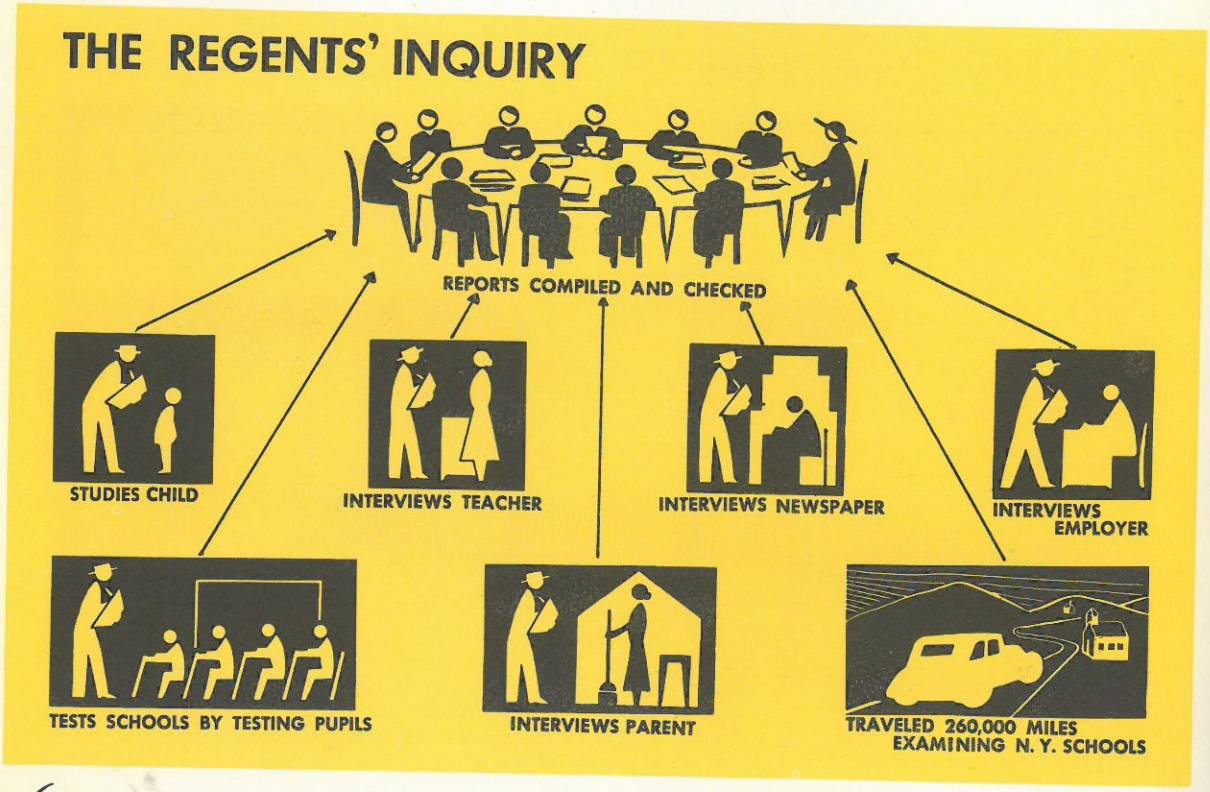
New York Lads and Lassies all go to school until they are 16 or 17. About 20 per cent go on to advanced education.

PERCENTAGE OF ALL NEW YORK YOUTH IN SCHOOL (PUBLIC AND PRIVATE)



Each symbol represents 10 per cent of each group

To answer this question about Our schools we have The Regents' Inquiry into the Character and Cost of Public Education.



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