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TO EVERYONE
WE EXTEND
NEW YEAR GOOD
WISHES

THE ITHACAN

Official Publication of the Students of Ithaca College

TO EVERYONE
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WISHES

VOLUME II [Single Copy 5c]

THE ITHACAN: FRIDAY, JANUARY 8, 1932

[Yearly subscription, delivered \$2.00]

NUMBER 12

Article on School Problems Issued By Doctor Job

Interesting Article About Problem of Equalization in Its Affiliation With Education

In the January issue of *The School Executives Magazine* appears an article entitled "Discarding the Deadwood of Tradition." Written by Dr. Leonard Bliss Job, dean of Ithaca College, the article deals with the problems of and the necessity for the equalization of educational opportunity and financial support. *The Ithacan* secured the permission of Dean Job and presents a summary of the first installment of the discussion.

"In recent years, no problem has attracted as much attention among persons interested in educational administration as has the problem of equalization. Equalization has two major aspects: the equalization of opportunity and the equalization of school support.

"The principle of equalization has not been accepted generally as basic to the administration of public education. It is, however, based upon the soundest and most generally accepted principle operative cannot be overestimated when one speaks of public education; namely, the primary and fundamental responsibility and the state for the education of the children of the state. No serious, and most certainly no successful, exception has ever been taken to the principle, of state responsibility for education. The soundness of the principle may, therefore, be accepted here without further justification. The interest of the state in education cannot be over estimated when one remembers that the perpetuation of the state depends chiefly upon a sound system of education. Regardless of the character of government, education is the chief reliance of government for its own perpetuation. In a democracy we find the greatest need for a general system of public education.

"In the principle of state responsibility this need is expressed and in the principle of equalization there is the full expression of the democracy's attitude toward public education. The democratic state cannot escape the necessity of providing or seeing that education is provided for all. Among the American states, varying degrees of accomplishment may be noted in the attempt of the states to provide education for all. On the other hand the states may, and most of them have, side-stepped the issue of state support of education.

"Equalization of Opportunity. To the lay mind the equalization of opportunity means simply the provision of more or less convenient opportunities for everyone to attend public elementary and secondary schools in which tuition is free. This concept seems to be misleading, if not inadequate. It is doubtful if the public elementary and secondary schools provide equal opportunities for those who attend them. It seems quite clear that, in the secondary schools particularly, the opportunities offered are of value to some and next to valueless to others. It is safe also to say that the modern public elementary and secondary schools do not necessarily provide the education from which the state may derive the desired benefits. The state's interest in education lies in providing opportunities for its children to acquire those knowledge, attitudes, ideals, and abilities which promote good govern-

(Continued on page four)

NOTICE TO ALL SENIORS

Miss Howland, registrar of Ithaca College, requests that all the members of the Senior class—including graduating Juniors—come to her office and have their credits checked. This checking must be accomplished as soon as possible.

INITIATION HELD BY PHI DELTA PI BEFORE HOLIDAY

On Saturday evening, December 12th, seven girls were received into the membership of Phi Delta Pi, national physical education fraternity. Following a solemn ceremony, at which Winifred Barnes, Viola Covell, Beulah Cunningham, Mary Dunne, Orris Hall, Marjorie Lotour, and Marian Wooster were initiated, a banquet was held in their honor at the Ithaca hotel. Dean and Mrs. Job, Mr. and Mrs. Hill, and members of Beta and Iota chapters were also guests of the evening.

The tables were arranged in a "U" shape formation, and were artistically decorated. Royal purple and gold was the predominating color scheme, and each member and guest was presented with a small basket of purple violets.

During dinner the fraternity songs were sung and were answered by our guests from Beta and Iota. Marjorie Latour sang a solo of her own composition. The new members responded to their introduction with a toast to Phi Delta Pi.

President Grace Salton introduced Dean Job as the guest speaker of the evening. He gave a very interesting talk on the "History of (Continued on page four)

GROUP SERENADES VARIOUS HOUSES BEFORE HOLIDAY

The girls of Mu Phi Epsilon had a party on the Thursday night before Christmas vacation. After the feasting and fun-making, the most thrilling part of the evening was reached. The Mu Phis went caroling. First to Williams hall and Dean Powell they went, singing their familiar tunes. Then to Kappa Gamma Psi where a party was in progress. The party was delayed while the men stood about and listened. At Westminster hall there was a willing response from the girls on third floor.

Around the corner and up the hill to Egbert hall, Kappa Kappa Kappa, Sigma Alpha Iota, Newman hall and Delta Phi. By this time there were new and deeper voices added to those of the girls and all of the carolers were in fine spirits. Up the last bit of hill they hurried to Phi Mu Alpha where the caroling was resumed at the foot of a sleeping household. Not for long was this peace allowed to remain, for the singers accepted the kind invitation of Mrs. Whittaker to have some coffee. Once inside, the singing and dancing brought the sleeping hosts downstairs. When the last cup of coffee was consumed and the last "Merry Christmas" was sung, the caroling ceased and all went home to bed.

ANNOUNCEMENT

Following the Cortland game Saturday night, Jan. 9, there will be dancing in the Gym. sponsored by Phi Epsilon Kappa. A charge of twenty-five cents will be made for gentlemen. The ladies may dance free of charge. Come and bring your friends.

STUDIO RECITAL HELD BY PUPILS OF BERT R. LYON

At the home of Mr. and Mrs. Bert Rogers Lyon, December 13, occurred the second of a series of Studio Recitals, which has been planned for the school year. Mr. and Mrs. Lyon are always charming hosts. About forty people were present including students, members of the faculty and some from outside of Ithaca.

The first recital was principally a solo recital. This program was entirely ensemble, including duets with piano accompaniment, one number for voice and violin only; two for women; voices, piano, and male quartette, one for piano, voice and clarinet; another for men's voices, piano and two violins.

The choice of program numbers as to beauty and quality, and the added fact that this choice was from classic writers gave the program as a whole an unusual character.

Brahms' compositions predominated. Some numbers are seldom included on recital or concert programs; each a selection for a definite musical purpose. It would be a difficult thing for the observer to select, from the standpoint of technique, the most outstanding number, though he would naturally like one better than another, considered in the light of personal likes and dislikes.

The program revealed three things particularly: first, forethought on the part of Mr. Lyon in selecting out of his tremendous knowledge of vocal literature, the fitting things for the definite purpose of this recital; second, devoted preparation in rehearsal both on the part of Mr. Lyon and the students; third, another definite contact with the best of vocal ensemble writing. One number written for voice and violin only, by Holst, presented by Miss Lorraine Johnston and Reginald Sweet merits the following: The sweetness of Miss Johnston's soprano, the adaptation of the violin to the voice along with an appreciation of the varying rhythms and moods of the three members in the group marked this item of the program as extremely unusual and beautiful.

Suffice it to say that for all participants that each seemed to "dig in" and set himself to the task of doing a splendid piece of work musically. Mrs. Van Rensselaer, one of Mr. Lyons students at Elmira, used her very splendid contralto voice in Brahms' *Rhapsodie*, written for alto solo and male quartette.

IN SYMPATHY

To the family of Miss Ruth H. Slusher of Westminster Choir school, the students and faculty of Ithaca College extend sympathy.

ATTENTION OF ALL STUDENTS!

Every student of every class who has not already had an appointment for a sitting at White's Studio should do so at once as all individual pictures should be taken by January 15th. Please co-operate with the staff in this matter; we want every student of Ithaca College to have his picture in his year book.

At the recommendation of the Student Council the price of the year book has been reduced to \$4.00. Any student who has paid more than this amount for his year-book may have his money refunded by Robert York, business manager.

Watch this paper and the bulletin boards for announcements of sitting for group pictures.

GIFT FROM SANTA NEW YEAR'S BOON TO ONE AND ALL

This article is not written for sophisticates; it is compiled (a good word to remember since it is in all the best dictionaries) for the ingenuous (another good one) individual who still believes in Santa Claus and in New Year resolutions. Of course, if you can't say honestly that you adhere to the faith of your fathers—at least in these respects—don't read any further for you are about to be disappointed. "And now children the father bear said in his deep bass voice 'No more seven-thirty classes' and the faculty council trembled and replied in a very weak voice 'Yes, Sir—that is we mean No Sir' And everyone cried with joy and father bear put on his skin and went home."

Well it is true (believe it or not) that the second semester will find Ithaca Collegians slumbering until classes begin at 8 o'clock! These very same classes that begin at the comfortable hour of eight will continue until 11:50 just in time for scrambled eggs and will recommence at 1 o'clock to continue until you are all tired out. Now that you have read this (of course we knew that you would, and Dr. Job knew you would and Albert Edmund Brown maintained that you should) don't you think you ought to save just a little place in your heart for Santa Claus?

GERTRUDE EVANS INSTALLS A NEW CHAPTER IN WEST

During the past three weeks Miss Gertrude Evans, director of public relations in Ithaca College and also national president of Sigma Alpha Iota, made an extensive tour in the interests of her fraternity.

Leaving Ithaca December 9, Miss Evans went to Hays, Kansas for the purpose of installing the sixty-fourth chapter of Sigma Alpha Iota in the Kansas State College located at Hays. The charter members of this new chapter, twenty in number, included three members of the faculty and Mrs. Edward Malloy, wife of the Dean of Music. She is a prominent violinist. Miss Evans was assisted in the installation by Mrs. James Quinlan of Portland, Oregon, national first vice-president, and Mrs. C. M. Sale, of Oklahoma City, Oklahoma, national editor and executive secretary.

Miss Evans was impressed by the fine courtesy extended the visiting officers of Sigma Alpha Iota by the entire college, and particularly by the chapter of Phi Mu Alpha which is the only other music fraternity in the institution.

En route to Hays, Miss Evans visited the Sigma Alpha Iota national executive office, at Oklahoma City, and stopped at Chicago where she conferred with other national officers, going later to Ann Arbor where she was the guest of two of the founders of the fraternity. She later went to New York for similar conferences and an informal visit to Alpha Theta chapter of Sigma Alpha Iota located in Columbia University.

W. S. G. A. OFFICERS ENTERTAINED BY DEAN OF WOMEN

Dean Powell entertained the presidents of the sorority houses and dormitories of Ithaca College and the executive board of the W. S. G. A. at a tea which was held in the Bank Restaurant, Tuesday afternoon, December 15. Following the tea, a short business meeting was held, Alice Hulbert being the presiding officer. Miss Powell spoke to the girls as to the success of the various officers and students and of the splendid cooperation during last year. She also is very pleased with the high standard maintained by the women of Ithaca College and is looking forward to further progress in 1932.

IN SYMPATHY

To Miss Katherine Harris and to Donald Hubbard *The Ithacan* extends the heartfelt sympathy of the students of Ithaca College.

Paul A. Lester Meets Tragic Death On Elevated Viaduct In Headlong Twenty-Foot Drop

Former Instructor in Trombone and Theory in Ithaca College; Affiliated With Williams School of Music in Brooklyn; Widely Known for His Splendid Talent and Sterling Musicianship in Professional Field

TWO FINE PLAYS TO BE OFFERING OF DRAMATIC DEPT.

The next production of the Williams School will be "Barabbas", a one-act religious drama, and "Damn Deborah", an historical three act play, with a prologue and epilogue.

"Barabbas" is woven about a biblical tale, which concerns Mary Magdalene and Barabbas. It is a very beautiful story of how the Magdalene influenced Barabbas to give up his life of robbery and to follow Christ. The play will be given in the various churches in and about Ithaca.

Those taking part in the play are as follows: Barabbas, John Fague; Toras, Richard Seiler; Simeon, Peter Buono; Thaddeus, Thomas Murray; Hamath, Paul Devine; Mary Magdalene, Emily Roberts; Ida Clark, Cecelia Keifer and Marie Forsberg, to be played alternately. The assistant director will be Ann Pusateri. The technical staff is as follows: Stage manager, Virginia Keller; assistant, Arthur Shepherd; costumes and scenery, Mina Lav.

The play "Damn Deborah", written by Walter Roberts, is based on the military career of Deborah Sampson; and its salient features approximates those of her life. That this woman, masquerading as Robert Shurtleff, served in the Continental Army for many months, without her sex being discovered, is an historical fact, duly established, accredited, and authenticated.

The prologue and the epilogue take place in the living room of the Sampson homestead at Middleborough Four Corners, Massachusetts. The first, second, and third acts take place in the Sergeant's barracks in a Continental Army Camp on the east bank of the Hudson River near Tappan Zee. The action of the entire play takes place between April 1781 and October 1783.

The cast for the girls is double, following the precedent established by "Beau Brummel", and the entire cast follows: Deborah Sampson (Sergeant Robert Shurtleff) (Continued on page four)

FROSH CAGERS TO PLAY ROMULUS IN VARSITY PRELIM

Ithaca College basketball fans will be given a treat Saturday in the form of three games.

Beginning at 6 o'clock the Ithaca College frosh will play Romulus High School. Cortland Junior Varsity will play the local Junior Varsity for the second preliminary, and the final game of the evening will be the Cortland-Ithaca varsity game.

Cortland and Ithaca have long been rivals in every field, but in none has the rivalry been so keen, or the good sportsmanship so evident as in the basketball contests. For those who have not secured Athletic Association tickets, the admission charge will be fifty cents. Dancing after the game will be under the supervision of the Phi Epsilon Kappa fraternity. Surely, here is an evening's entertainment! Support your team!

One of the most tragic of occurrences took place when Paul Lester, graduate of Ithaca College in 1930, instructor in trombone and theory at the school during 1931, a virtuoso of extraordinary ability on the trombone, and a beloved and respected individual of great personal charm, met a sudden death on the viaduct of the elevated railroad in New York city at 8th Avenue and 155th Street. Ithaca College students and a host of friends outside the institution were shocked and grieved beyond expression at their loss as well as because of the frightful circumstances of the accident itself.

Mr. Lester, recently resigned from the faculty of Ithaca College, had been teaching at the Ernest Williams School of Music in Brooklyn, and had been playing professionally in New York. Already his splendid talent and sterling musicianship had won him a place of prominence and given a little more time his reputation would have been established as a trombone virtuoso of the first rank. That he would have come into national, if not world-wide repute, would have been only a matter of a year or two. His professional activities were already extended to the American Orchestral Society, as first trombonist, and would have included engagements at the NBC studios as well as with Lombardo's orchestra whose excellence in popular playing is unquestioned.

The name of Lester had been revered at Ithaca College ever since Paul arrived, not only because he was capable of miraculous feats on his instrument but also because of his beautiful character and his modesty. He stands out as one of the finest and most remarkable personalities that Ithaca College has ever known.

To quote *The Journal-News* of January 4th, 1932:

"He had been living in Brooklyn where he was employed as an instructor in the Williams School of Music and he also played a trombone in several orchestras. Last New Year's eve he played with Wes Thomas' orchestra at the Hotel Roosevelt. During his four years in Ithaca he was a member of this organization and its New York engagement provided Lester with an opportunity to rejoin his mates. After bidding them goodbye Friday morning it is understood that he played an engagement in Kingston that night and on the following evening was a guest at the home of a young woman residing near the scene of his death.

"After informing Lester's family at Williamstown, Pa., of the accident, New York police notified friends of his in this city Walter Beeler and Harris Dersham, student friends of Lester's immediately left for New York.

"Lester was a graduate of the Williamstown High School. After receiving his Bachelor of Music Degree at the college in 1930 he remained here as an instructor in the band school department. Last fall he went to Brooklyn to assume a similar post in the Williams School of Music headed by Ernest Williams, former director of the Ithaca Band school. In addition to his duties at the musical institution (Continued on page four)

FINAL EXAMINATION SCHEDULE

For the first semester of 1931-32

Three-, four- and five-hour courses meeting at 7:30 will be examined at 8:00 Monday, February 1	One- and two-hour courses meeting at 7:30 will be examined at 10:00 Monday, February 1
Three-, four- and five-hour courses meeting at 1:30 will be examined at 1:00 Monday, February 1	One- and two-hour courses meeting at 1:30 will be examined at 3:00 Monday, February 1
Three-, four- and five-hour courses meeting at 8:30 will be examined at 8:00 Tuesday, February 2	One- and two-hour courses meeting at 8:30 will be examined at 10:00 Tuesday, February 2
Three-, four- and five-hour courses meeting at 2:30 will be examined at 1:00 Tuesday, February 2	One- and two-hour courses meeting at 2:30 will be examined at 3:00 Tuesday, February 2
Three-, four- and five-hour courses meeting at 9:30 will be examined at 8:00 Wednesday, February 3	One- and two-hour courses meeting at 9:30 will be examined at 10:00 Wednesday, February 3
Three-, four- and five-hour courses meeting at 3:30 will be examined at 1:00 Wednesday, February 3	One- and two-hour courses meeting at 3:30 will be examined at 3:00 Wednesday, February 3
Three-, four- and five-hour courses meeting at 4:30 will be examined at 1:00 Thursday, February 4	One- and two-hour courses meeting at 4:30 will be examined at 3:00 Thursday, February 4
Three-, four- and five-hour courses meeting at 11:30 will be examined at 8:00 Friday, February 5	One- and two-hour courses meeting at 11:30 will be examined at 10:00 Friday, February 5

THE ITHACAN

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In Memoriam

Last Sunday Death took PAUL ABEL LESTER from parents who adored him, from an Alma Mater that gloried in him, from a fraternity that was better because of him, from friends who loved him. Death came and took a fine soul from earth, snatched a great musical talent from a waiting public, and blotted out a character and personality that were as beautiful as any one could find. Death took youth and strength and beauty without giving him a chance to stretch ardent hands to grasp life's fullness. Death has done this and we resent it with our hearts, with our souls and with our intellects. We do not rationalize in favor of some unseen wisdom, some all-incomprehensible scheme of things—no! we are not resigned—rebellion is in our hearts! And we shall fight the fight that conquers even Death—the fight that makes Death and its attendant horrors retreat into the shades where they belong.

We could not cheat Death of its physical prey, but in the realms of spirit it plays no part. And so in spirit we shall remember and we shall love and we shall honor—all those of us who knew him. And when we speak of him it shall be with reverence and with tenderness. And this we shall do even unto the end for time will heal our hearts, will seal the wound and cover it with beauty. And behold, there is no death!

MID-TERM ACTIVITIES

ON THE first page of this issue of THE ITHACAN is listed the schedule of mid-term examinations for students in the various departments of the College. Each student should check up with this schedule and with his classes so that there will be no doubt as to the time assigned for each examination.

Plans are now being formulated for Block Week which will follow Examination Week. While no official statement is forthcoming from the Student Council, it is understood that the Scampers, the Prom, the Breakfast and Tea dances will be presented as formerly.

Last year the Scampers were omitted and their absence was very conspicuous during the Block Week festivities. This year it is expected that they will occupy the first two evenings of the week.

It is probable that the Student Council will sponsor a Wednesday evening informal with the Junior following on Thursday of Friday evening. An active Prom Committee is already busy with the preparations.

A great deal of heated discussion accompanied President Brown's request for a renewal of the Scampers. He based his plea on the fact that if the Scampers were permitted to be dropped this year, a grand school tradition would be thereby forfeited. Opposing him were half the Student Council who maintained that the Scampers would be presented at the cost of much student time out of a year which is already filled with so many activities. The first vote was a deadlock; the second vote carried the proposition in favor of the "ayes".

Plans will be announced soon regarding all Block Week functions, of this there is a certainty; this year's Block Week will surpass them all. Lovers of dancing and entertainment had better plan to stay in Ithaca for the various events to be presented.

Jay Fay Gives View of Music And Education

The Ithacan feels honored that Jay W. Fay, head of the Ithaca Military band school, permits us to print the following article. This is the first time that it has been printed.

—EDITOR'S NOTE

"I am come," said the greatest of all Teachers, "that they might have life, and that they might have it more abundantly." The prime function of every human being is to live fully and richly. The fundamental concern of society is to secure the richest and most abundant life for every individual unit of which it is composed, consistent with the exercise of the same privilege by every other unit. Education is the process of development of the human being to the point where he can enjoy the fullest measure of life in the material and social environment in which he finds himself, with ever increasing power to change the environment itself and remodel it nearer to the heart's desire.

This view of education implies a profound concern for bodily, mental and spiritual health, without which life is restricted and adaptation is incomplete. It implies economic independence for each individual, since poverty is a limitation both upon the individual himself and upon those who have to support him. It is concerned with a thorough understanding of the self and the material and social environment, eventuating in right conduct in all the relationships of life. Above all it is interested in the fullest possible development of those inherited capacities which experience has proved to be socially desirable. Education must take into account all the factors entering into the fullness of life, for otherwise some might be overdeveloped to the detriment of others, and we might have, for example, a community of human ants, where solidarity, a most desirable social trait, is achieved at the expense of individual growth.

Education is a continuous process from birth to death. It may be observed in the random movements of the helpless infant, seeking automatically to make adjustments with its material surroundings. It is never absent at any point in space or time to the last thoughts of the dying old man, groping confusedly for the meaning of life and the significance of approaching dissolution. Education must not be narrowly conceived as a process taking place in the schoolroom under the guidance of teachers, begun in the Kindergarten and terminating upon the presentation of the diploma. The home, the gang, the church, the club, ever enlarging business, political and social relationships, all contribute to the process of development which we call education.

Society, however, like all life, tends to become more complex. The amoeba, a unicellular bit of protoplasm, with no specialized organs for nutrition, locomotion, excretion or reproduction, is replaced by the human body, in which 26 thousand billion cells, each with a life of its own, are grouped by the million into organs taking over special functions of life. In primitive society a man hunts his own food, makes his own shelter and clothing, and there is no differentiation of function. Later on one man devotes his time to the making of shoes, and by barter obtains the other necessities of life. Today a man performs a single operation out of hundreds entering into the manufacture of a shoe, and the simple process of barter is complicated by all the machinery of money and credit. These phenomena are gathered up by Spencer into his famous formula, which Will Durant says "made the intellect of Europe gasp for breath, and required ten volumes and forty years for its explanation." "Evolution is an integration of matter and

a concomitant dissipation of motion, during which the matter passes from an indefinite, incoherent homogeneity to a definite, coherent heterogeneity, and during which the retained motion undergoes a parallel transformation." Education is no exception to this law of growth. Beginning in more or less conscious imitation of adults by children, the school with its teacher and material equipment grew up, and lastly, a process still in operation, educational phases of the home, the playground, the church and industry were gradually delegated to this special organ of society. These critics who bewail the overcrowding of the curriculum and advocate a return to the three R's have not read the lessons of biology and history, and are trying like Dame Partington to sweep back the tide of progress.

The school of today must provide for the interaction of the individual with every item in its environment. The Kindergarten, the Pre-School movement, the training of prospective parents indicate that the reach of the school is back to and even anterior to birth. On the other hand some professional schools do not let go until the individual has spent over one-third of his life span within the walls of the school house, and a profound concern for adult education seems to point the way toward an ever increasing part played by the school as the special agent of society for the development of the individual.

In examining the course of study of progressive schools of today we find a large stress laid upon the mastery of communication, an important tool of social adjustment. Oral and silent reading, writing, spelling, language and literature bulk large in time allotment. Manipulation of number comes next in importance, and with reading and writing poses as a tool subject. In the opinion of modern educators mathematics except for specialists is receiving an attention all out of proportion to its importance in full and abundant living. Then comes a group of subjects designed to familiarize the child with the meaning and significance of his environment. Nature study, later science, geography and history, both illumined in later years by foreign language, can be made potent factors in the understanding of and the establishment of right relations with the material and human environment in its two dimensions of space and time. Unfortunately they have yielded up to date largely factual knowledge with a minimum of genuine understanding. Industrial arts for the interpretation of facts in industry, manual training for refined muscular coordination and as an aid to vocational efficiency, music and art complete the curriculum. All these subjects are present in rudimentary form in the Kindergarten, and are elaborated and expanded in later Grades through the High School.

A by-product of the school, one which is absorbing more and more the attention of educators, and which is destined to be the central fact of the education of the future, is the evolution of individual and social behaviour as a result of teaching and as a result of the interaction of human beings in a miniature community. That is, the test of education will be character, and the main effort will be to develop interests, attitudes and ideals, which in the light of understanding

will express themselves in right conduct in all the affairs of life.

These preliminary considerations are intended to lead up to the proposition that music is a necessary thing in education. That it is already a fact in education is admitted, though on a small scale and not yet a century old. That it is a desirable thing in education is almost self-evident, because the place of music in the enrichment of life is easily established, and education is guidance of growth toward the richest life for all. That music is a necessary part of education is more difficult to establish, but should follow from our preliminaries on both practical and theoretical considerations.

Music is a large fact in life. The mother's song lulls the babe to sleep. The hymn of consolation accompanies the lifeless body to the grave and solaces the stricken survivors. From morning till night, from Sunday to Saturday, from January to December, our life is filled with music. In the home, the piano, the victrola, the radio; in the school, the daily singing and the playing of the band and orchestra; in the church, the choir and the organ, at social functions, the dance, the concert,—in every relationship of life we find music. We hum at our work, we whistle down the street, we become vocal under the cold shower. We honor our heroes with banners flying and bands playing, we open our political meetings with the singing of the national anthem, we eat our meals in restaurants to the strains of music. If education must take into account all the factors entering into life, it cannot neglect the omnipresent factor of music. Its duty is to foster an attitude toward music, a love for it, and a discriminating taste that will unerringly reject the vicious and the tawdry and cleave to the fine and noble.

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Education must provide for production of music by the talented few and for eager and intelligent consumption by the interested many. Its rationale will be the development of interests and ideals, and its test of achievement the overt conduct of individuals with reference to music.

The case for necessity of music in education on theoretical grounds is also strong. The school aims to make possible the fullest and most abundant life. Life is measured in terms of conduct. Conduct again is motivated by a choice of values, and the work of the school may be estimated by the values it establishes in the hearts of its children. Up to the present the school has devoted itself largely to the inculcation of a single set of values, namely the true and the false. It has been less successful in the field of ethics, the realm of the good and evil with the choices that follow in action. Extra-curricular activities, athletics, student-government, the socialized recitation, incidentals of education, have done more to form a sense of justice, fair play, good sportsmanship, honor and loyalty, cherished as virtues and expressed in conduct than all the so-called primary activities of the school put together. But there is a third set of values, the beautiful and the ugly, to which the school is beginning to pay attention, that *must* be cultivated, and here follows the principle of the *necessity* of music in education, if the fullest and most abundant life, the goal of education, is to be achieved. Music and art are indispensable to life, and therefore necessary things in

education. Art has conspicuously failed to function. It rarely opens up the world of form and color to the uninitiated. Too often it has been taught from the point of view of production, and success or failure in art teaching is measured by the percentage of children who learn to paint or draw an object that can be recognized by the spectator. It will be really productive of life values when as a result of art instruction in the schools there will be no one left of whom it can be said.

"A primrose by the river's brim
A yellow primrose was to him,
And it was nothing more."
A few will be taught to create, to express, and the rest will admire, appreciate, understand, thrill to the beauty of line, color, composition, thought and emotion, and find life richer and more abundant by the response.

Music again is often perverted to a mere enjoyment, a timekiller, a physical activity that acts as a relief from the more serious things of life, something that occupies the
(Continued on page four)

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FRATERNITY NOTICES

PAUL ABEL LESTER

At the beginning of this new year, One Thousand Nine Hundred and Thirty-two, our hearts are filled with sorrow. One of our faithful, loyal, and beloved brothers, PAUL ABEL LESTER, has been taken from us. Those of us who knew him well will always remember him for his kindness, for his manly conduct, for his sunny disposition, and for his beautiful, masterly musicianship. His untimely passing has removed from our fraternal association an irreplaceable personality. It goes without saying, that we, his brothers of Phi Mu Alpha Sinfonia Fraternity of America, deplore the fate of our departed brother, and we are resolved publically to defend his character and cherish his memory.

It has therefore been decided, that one copy of this tribute be sent to his bereaved parents in Williamstown, Pa., that one copy be entered in the books of the Secretary of Sinfonia, and that one copy be printed in the columns of *The Ithacan*.

Mu Phi Epsilon

With pleasant memories of a by-gone vacation still lingering in our minds we find it rather hard to get down to studying again. Everyone had a marvelous vacation.

During the holidays we had the pleasure of seeing Mary Elizabeth Dinning, who is working in New York city. She informed us of some interesting work which is being done by our Alumnae. Alice Hanson will play an important part in *The Mikado*, which is to be presented in Hartford, Conn. soon. Virginia Jarvis will present her pupils in the operetta *Apple Blossoms*, at Port Washington, L. I. Last year Virginia presented several successful musical programs.

At the mid-year program of the Etude Club at Schenectady. Helen McGivney sang a group of Brahms songs which were as follows: *Standchen*, *An Die Nachtigall*, and *Verge Gliches Standchen*. Gladys Reiner presented a short program at Muir and Lykens, Pa., on Christmas. She sang *Gesu Bambino*, by Yon and *Du bist die Ruh*, by Schubert.

Phi Delta Pi Catherine Cronin

Christmas vacation is over and we are back to school — soon to say that one semester is over. It doesn't seem very long since we returned to school from a summer vacation,—truly "time flies." With this thought in mind "time flies," let us also keep in mind the fact that final examinations are held at the end of this month. We don't mean to spread gloom, we hope to prevent gloom, and—"a word to the wise is sufficient."

Was Santa Claus good to you? Did you have a pleasant vacation? We hope so—we did.

Kappa Kappa Kappa

We wish to thank all those who sent us greeting cards during the holidays.

Most of the boys have returned from their vacations. The results of whoopee show up a bit in the form of depressed eyes and sunken cheeks. While making up your resolutions for the New Year we hope that you resolved to boost Ithaca College. Knocking an institution of which you are a member has about the same effect as clouting yourself with a hammer.

Generally speaking, antiques are usually a minus quantity about the Tri Kappa home. However, we have one in the form of a 1923 Chevrolet. Brother Seitz is the proud owner of the aforesaid contraption. We congratulate Brother Seitz on his able piloting of his craft to Buffalo and back. Maybe Charley Lindbergh was just an amateur after all.

A professor in a well known western college recently made the statement that we should wear a smile during the immediate depres-

sion and help draw it to a close. Well, Percy, if the depression doesn't end soon that's about all a lot of us will be wearing.

As I sat quietly in my room meditating on what I should write next, my door swung open. I was lustily clouted on the back, ordered out of my room, and asked for a cigarette so quickly that I didn't know what to do first. It is paradise to belong to a fraternity and be reminded in these gentle ways that you are in its midst.

Tri Kappa looks forward with great anticipation to future assemblies. We have a million new ones a week here at our happy home on the hill but the newest of the new is the forming of the Collegians. The aforesaid organization is a semi-pro basketball team under the management of Malcolm Mason. The team is composed of Brothers Crawley, Benjamin, Mason, Walden, and a group of others whose names have not as yet been submitted to the press. The Collegians will travel through southern New York in the near future to compete with teams in the largest cities of that section. Under the able management of New Walden we figure the only thing that will stop the Collegians is a request from Governor Roosevelt.

Quite a number of sister pins were ordered at Christmas time. Congratulations girls!

On the other hand quite a few of the boys had pre-Christmas quarrels with their girls. It is here that I pause to congratulate the boys.

During the vacation I went forth in a heated pursuit of a job. Upon seeing a sign in a store which read "Boy Wanted", I immediately dashed in and presented my credentials (which in my case is an empty pocketbook and a lot of old clothes). The storekeeper gazed at me and said, "Are you a college student?" "You bet," came my immediate response. "Nothing stirring," said my would-be employer, "I had a college junior working for me last year who couldn't write!" The moral of this is "Blessed are the morons for they shall inherit employment."

So as the student who was tardy with tuition said to Ben Johnson, "I'll be seeing you next Thursday."

Sigma Alpha Iota

Miss Mildred King of Sigma Phi chapter at Louisiana State University was a visitor in Ithaca during the holidays and was a guest at our home during her stay in this city. Miss King accompanied her brother, C. Solon King and Willis Ducrest of the same university who attended the Kappa Gamma Psi National Convention. Virginia Mather sang a solo at the Presbyterian Church of Latrobe, Pa., during the holiday.

Epsilon chapter of Sigma Alpha Iota wishes all the students of Ithaca College a happy and prosperous New Year.

Phi Epsilon Kappa Chick Collard

All of the brothers have returned and are in good spirits for the new year.

At this time we wish to extend to the Faculty and the student body of Ithaca College our best wishes for the coming year.

Just before the Christmas vacation we held our house dance, in honor of the new members. These were: William Shields, Spencer Western, Harry Lawler, Edward Kipp and Bernard Fasulo.

Saturday evening the Ithaca College basketball team will play Cortland in the Gymnasium. A large attendance is hoped for. Following the game there will be dancing sponsored by Phi Epsilon Kappa. Music will be furnished by a popular orchestra.

Kappa Gamma Psi

PAUL LESTER

Kappa Gamma Psi wishes to express its deep regret and heartfelt sorrow at the passing of a very true and worthy friend, Paul Lester.

To Brother Donald Hubbard we offer our most sincere sympathy in his recent bereavement.

As you probably know, during your Christmas recess we were highly honored by playing host to the National Convention of Kappa Gamma Psi. The sessions started Sunday afternoon at 2 p. m. and were concluded with a formal banquet Tuesday night. We were happy to entertain brothers Findlay, Hassell, Byron and Morgan from Boston, brothers Stopher, King and Ducrest from Louisiana and brother Allen of Penn State. We are pleased to announce the initiation of Kappa chapter from Chicago College of Music, represented by Brother Nash. We are distinguished in having Brother Hathaway elected National Secretary, and Brother Dersham as National Treasurer. Medals for distinguished service were presented to brothers Patten, Roman, Dersham, Hathaway and Wallis.

From all reports everyone had a very pleasant and prosperous vacation and are happy to be back to the old grind.

We wish to extend our New Year's greeting to the faculty and student body.

ORAL ENGLISH TEACHERS REQUIRE BROADER TRAINING

In a recent interview for *The Ithacan* Dr. Frederick Van Doren Martin, the director of the Martin School of Speech Correction, has the following to say regarding the general phases of the preparation necessary for the teachers of oral English: "No longer is the modern school system satisfied with teachers of oral English who have merely had a casual glance at speech in respect to an approach from a purely inspirational course in elocution. In fact, the present-day systems demand that such teachers shall have had definite scientific training in the basic principles underlying voice and speech production.

"At a recent convention in Chicago the professors who were in charge of the speech departments in various colleges decided by a unanimous vote to eliminate the terms *elocution* and *public speaking* from the curriculum because they bear a stigma. This stigma has resulted from the fact that the public associates these terms with the old-fashioned arm-flinging courses in drama and public speaking. Unfortunately, in many institutions of higher learning the old idea is still maintained as a relic from the

Chautauqua age of the past."

Dr. Martin went on to say: "Superintendents are no longer content to have the teacher of oral English take a few students gifted with histrionic ability and with them put on a play. The production may prove an interesting and worthy exhibit for the department, but in itself is no indication as to what the teacher is actually accomplishing in voice and in speech with the rank and file of her students.

"In order to bring the average of her students to a normal tone, it is necessary that the teachers should have an exact knowledge of the anatomy, the physiology, and the hygiene of the vocal organs. It is further essential that she should be able to solve the personal equation that arises in most cases."

That the Doctor can speak authoritatively on speech matters is substantiated by the fact that he headed the speech department in the schools of the city of New York, and that he has sponsored many similar departments in other large cities in America. Eight colleges now have courses given under the direction of former members of the Martin clinic.

The following is a reprint of certain excerpts from an article by Dr. Martin that is being published in the December issue of the *Bulletin of the American Association of School Physicians*:

"While it is true that the percentage of the school population needing special speech training is great, never the less, educators, and those in charge of the welfare of our children, should see that such remedial measures are employed by those properly trained to do such work. It is surprising to note the tendency in our school systems either to neglect this field entirely or else relegate the work as a side issue to teachers who have made but a cursory study of the subject and are often misled by the lectures or literature of mere faddists in the field of psychology, or to peripatetic speech specialists. Only too often the training of such children falls to the lot of an instructor in oral English or dramatics whose only special education has been in a school for expression where there has been no definite scientific or clinical study of the subject. Such instructor's chief resort is (a) the correction of a speech defect by the fallacious application of the International Phonetic system, which has proven futile in its application; (b) the development of voice through some baneful conscious control of breathing, which often proves injurious; or (c), some psychological trick or unnatural intonation of voice, as the "Octave Twist", all of which are the common stock in trade or "secret" of the many advertised schools for stammerers.

"In the selection of a place to study the subject of speech, a teach-

er should be guided by two principles: (1), Is the course a practical one, giving actual scientific practice in a clinic; or merely a series of lectures upon the theories of the subject (even though sponsored by a large university); and (2), Is the clinic employing technique which has proven successful and is eclectic in scope; or is the clinical work merely the experimental idea of some psychologist limited in view point and often in real training in the field.

"To be successful as a teacher of speech or voice one must be able to solve the personal equation which is encountered in each case. For its solution three primal factors are essential:

(1) A thorough knowledge of the anatomy, physiology and hygiene of the vocal organs. This will include:

(a) A clinical study of the mechanism of speech and voice production.

FIRST NEW YORK OPERA BROADCAST ON NBC PROGRAM

The first performance of grand opera ever to be carried outside of the auditorium of the Metropolitan Opera House took place on the afternoon of December 25th, when Englebert Humperdinck's fanciful production, "Hansel und Gretel" was broadcast to a world-wide audience over the combined networks of the National Broadcasting Company. Paul D. Cravath, chairman of the board of directors of the Metropolitan Opera Company referred to this technical and artistic venture as "a great event in the history of opera in America"; for, direct from the stage of this Mecca of music lovers, the delightful tunes were sent out to all parts of the United States as well as to many foreign lands. Through the medium of unique microphonic installations designed and arranged by O. B. Hanson, manager of plant operation and engineering for NBC, and Gerard Chatfield, technical art director for NBC, the send out was made possible. This inaugural operatic broadcast was the result of the combined efforts of M. H. Aylesworth, president of the National Broadcasting Company, and officials of the Metropolitan Opera Company including Paul D. Cravath and Giulio Gatti-Casazza who is general manager.

Deems Taylor, America's composer of opera, interpreted the music and action of the production for the radio audience from a sound proof booth in the Metropolitan. Previous to the performance, Mr. Taylor narrated the story of "Hansel und Gretel" in German, Italian, and French so as to familiarize foreign listeners with the plot. So well did he inter-disperse his remarks during the opera, and so vivid were his ex-

planations of scenes and actions that a listener unacquainted with the "gingerbread fantasy" could easily follow the operatic drama, even though it was sung in German.

A select cast under the conductorship of Karl Reidel performed this Post-Wagnerian opera. The part of Peter, baritone, was taken by Gustav Schutzendorff; Gertrude, contralto, by Henriette Wakefield; Hansel, soprano, by Editha Fleischer; Gretel, soprano, by Queena Mario; the Witch, soprano, by Dorothea Manski; the Sandman, contralto, by Dorothea Flexer; and the part of the Dew-nan, soprano, by Pearl Beausner. Clearness of tone, distinctness of

enunciation, and the necessary amount of deliberation for radio broadcasting, which were the outstanding qualities of the singers, greatly aided in the success of the broadcast.

According to information from the National Broadcasting Company, congratulatory messages testifying the success of "Hansel und Gretel" were received from Herbert Witherspoon, vice-president in charge of the Chicago Civic Opera; Serge Koussevitzky, conductor of the Boston Symphony; Mme. Frances Alda, noted prima donna; Dr. Walter Damrosch, dean of American conductors; and many other critics and musicians throughout the country.

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TREMAN, KING'S

PAUL A. LESTER MEETS SHOCKING DEATH LAST SUN.

(Continued from page one)

he was also engaged as first trombone player with the American Orchestral Society Symphony of New York city. Lester appeared recently as guest soloist with the Shrine Band at Kismet Temple, Brooklyn, and with the Ringold Band of Reading, Pa.

"During his undergraduate days at the college he won the gold medal contest for the entire school. His fame rapidly spread wherever he played as soloist for Patrick Conway's Band students who appeared in various cities of the East on its last tours under the direction of the late leader. Lester was a member of the student council, Oracle, honorary senior society; and Phi Mu Alpha fraternity. He served as president of Oracle and secretary of the latter.

"He is survived by his parents, Mr. and Mrs. Joseph Lester; two brothers and a sister, all of Williamstown."

The proof of the contention that Paul Lester met his death in a fall from the viaduct at 8th Avenue and 155th Street, in New York city has been thoroughly substantiated. The details of the accident are far from being ascertained and there is still a baffling mystery surrounding the entire affair. Suffice it to say that no evidence of foul play has been uncovered and it will be necessary to wait until further discoveries are made before much in the way of definite statement can be made. It is known, however, that scarcely any time elapsed between the fall and the time

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that he was rushed to the Bellevue hospital where he died shortly after.

Miss Elsbeth Jones and Miss Gladys Coatman assisted somewhat in the attempt to trace Mr. Lester's movements when they disclosed the fact that they had seen and spoken to him in the theatre district sometime between 11:30 and 12 on Saturday night. What happened after that until the time that he was seen on the roof of the elevated station is at present a question.

DR. JOB ISSUES FINE ARTICLE ON SCHOOL PROBLEM

(Continued from page one)

ment and progress in public welfare and social justice. To this type of school, Morrison has applied the rather happy title *The Citizenship School*. To Morrison, the end point of state participation in education seems to be the production of citizens trained in the "Citizenship School" for efficient discharge of their social civic responsibilities.

"The present traditional subjects and courses in public school curricula do not assure these desirable outcomes, for they may result by logic or by chance, depending somewhat upon circumstances. The state has not, however, contented itself with expressing in general terms the desirable and desired outcomes of the state's schools. It has sought to make these outcomes more definitely assured through enacting laws of varied sorts dealing with many phases of public education. It has sought to insure the desired outcomes through: enacting compulsory school attendance laws; fixing the minimum length of the school term; determining the minimum qualifications of teachers and fixing their minimum wages; determining standards for the construction of school buildings; providing for the professional training of teachers; requiring the teaching of certain courses and subjects in the public schools; requiring the use of certain textbooks; and excluding in some instances, the teaching of certain things believed to be in opposition to the development of public welfare.

"In this manner the state has sought to insure everyone a chance to acquire those abilities necessary for successful participation in the life of a democratic state. That the desired outcomes do result from the more or less carefully arranged plans is only occasionally brought to the attention of the state. The state, for decades, has attempted to provide opportunities open to all and because the results have not been wholly satisfactory may not be due to the range of the opportunities comprising the plan, but to defects in methods by which the plans were to be carried out. To be more specific, a perfect "cit-

izenship school" might be planned under the law and the maintenance of the school placed in the hands of local school officers whose school district is bankrupt. A set of perfect building plans is worthless to the district in need of a school building unless funds are available, or may be made so, for the construction of the building. So it is with the citizenship school unless districts upon whom the responsibility rests have the financial ability to carry out the plans for the school. Thus we see how closely the two phases of equalization are related. The state seems to have realized, in a reasonably satisfactory manner, its aim to provide, through statutes for those outward evidences of opportunities as expressed in school building, teachers, textbooks, courses of study, and compulsory attendance laws. With regulations and standards set up by the state, other things being equal, opportunity would likewise be equal. Other things, however, are not equal and because they are not, the intent of the state to equalize at least a minimum opportunity is defeated.

"Equalization of School Support—Equalization of school support demands that the burden of supporting the school which the state considers necessary for its own perpetuation be distributed so as to rest equally upon all districts. This is a simple statement of the theory of equalization of support. If one could visualize the "citizenship school" so organized and administered as to give everyone the opportunity he needs to develop his capacities to degree necessary to discharge fully his individual, social, civic responsibilities and so supported, that the burden rested equally upon all in proportion to their ability to pay, the principle of equalization in education would be realized. These conditions present difficulties which may seem to be insurmountable.

"These difficulties include those involved in:

1. Evaluation of property.
2. Varying ratios between property valuation and income from property.
3. Varying ratios between property valuation and aggregate popular income.
4. The effect a property tax has upon the property.
5. The varying demands among districts for what might be termed equivalent education.
6. The variable outcomes of educational programs comprising schools of certain grades maintained for a definite period.

"To these difficulties should be added at least one other difficulty: 7. The distribution of funds in the possession of the state government in such a manner as to make the burden of taxation equal in all districts."

In the current article Dr. Job

analyzes the first six of the essential factors and in the second part of the article which is to be released in February he will consider the seventh factor and will present evidence to show that "equalization in education" is not an impossible task.

JAY FAY GIVES VIEWS OF MUSIC AND EDUCATION

(Continued from page two)

adolescent boy or girl and keeps them out of mischief. It is all this but much more. Its illumination is often obscured by pedantic teaching of the mechanics of reading. The child eager for the nourishment of tonal beauty is fed with the stones of notation and theory, and the opportunity for the enrichment of life is lost. But the appreciation of beauty in tone, rhythm, melody and harmony is a vital factor in complete living. It cannot be ignored. Life is sweeter for it. It speaks to the gentler emotions and soothes and unifies them. The study of music, the cultivation of a love for it, the perception of beauty, the loathing and aversion to all that is cheap and vicious, the cultivation of skill in creation and performance for a few and the appreciation of it by all when adequately performed is a necessary part of the fullest and most abundant, and therefore a necessary part of education.

INITIATION HELD BY PHI DELTA PI BEFORE HOLIDAY

(Continued from page one)

Physical Education," which was interspersed with amusing anecdotes of his own boyhood. Although his story of the basketball team was very comical, and hardly believable to us, who have so many advantages, it was very interesting to note the progress of physical education, and of education through the physical in the past two decades.

With the conclusion of Dean Job's talk, Dorothy McQueen, Grand Editor of the fraternity, gave a short talk and extended greetings and congratulations to the new and old members of Theta in behalf of Beta chapter and of Philadelphia Alumnae chapter. A representative from Iota told some of the incidents of their trip to Ithaca and congratulated the new members on their initiation to Phi Delta Pi. Although none of the alumnae members were present, telegrams were received from several of them; and were read at this time. And now Phi Delta Pi extends to her new members congratulations, and best wishes for every success in your chosen vocation.

CAROL AND HYMN SINGING FEATURE OF FINE PROGRAM

The pre-Christmas assembly was opened by an announcement of the Christmas recess by Mr. Newens, followed by an announcement of the meeting of the Music Education department to be held in Education hall at 4:30 to discuss the final arrangements for the dance.

Then the curtain of the Little Theatre was raised and Christmas carols and hymns were flashed on the screen. The singing program was divided into two parts and included antiphonal singing by the Chapel choir and Westminster choir, and group singing by the student body. In the balcony was the Chapel choir, directed by Mr. Kelly, and backstage was the Westminster choir, directed by

Dr. John Finlay Williamson.

The screen was later raised, and the Westminster choir continued the program, singing first a group of Carols, including: *Christmas Song*, 17th century, by Herzogenberg; *The Holly and the Ivy*, a carol by Boughton; *Beautiful Savior*, melody from the 12th century by F. Melius Christiansen; and *Praise to the Lord*, F. Melius Christeansen.

The second group was composed of *In Dulci Jubilo*, Latin-German from the 14th century, by F. Melius Christiansen; *Song of Mary*, from the Spanish of Vega, by Carl Aug Fischer; *Praise Ye the Name of the Lord*, by A. Nikolsky; and *Benediction The Lord Bless You and Keep You*.

ALTON FRALEIGH GIVES A PROGRAM FOR HIS CLASSES

In the high school at Breesport, on Dec. 17, the following program was presented under the direction of Alton Fraleigh who directs the music in the system: *Mazurka*, E. Mlynarski, and *Minuet in G*, Beethoven, played as violin solos by Reginald Sweet; Trombone solos, *Gaily Po'ka*, Hartly, and *Londonderry Air*, played by David Becker; a group of saxophone and clarinet selections played by Donald Hubbard including, *Lady of the Lake*, *Millicent*, *Showers of Gold*, and the *Spring Song*, and piano solos by Mr. Fraleigh consisting of *Notturmo*, Grieg and *Concert Mazurka* of Pessard. The recitalists were well received by an appreciative group.

TWO FINE PLAYS TO BE OFFERING OF DRAMATIC DEPT.

(Continued from page one)

left), Frances Noble and Cecelia Keifer; Prudence Bradford, her maternal aunt, Martha Nissley and Emily Roberts; Hannah Cabott, the housekeeper, Ann Pusateri and Marian Paltrowitz; Lady Betty Annesley, Judith Cohn and Marie Motter; Squire Jonathan Sampson, the father of Deborah, Richard Seiler and William Petty; Ephriam Sampson, the brother of Deborah, William Stelling and Joseph Short; Sergeant Ben Gannett, her comrade, John Fague and Thomas Murray; Private Rafe Westcott, Joseph Ashley; Doctor Daniel Binney, Raymond Brown and Arthur Rowland; Private Hotchkin, Paul Devine; Private Travis, Thomas Kelly; Corporal Mills, Peter Buono; Private White, Arthur Shepher; Private Rounds, Martin Goldsmith; Ensign Henry Blodgett; aide to the general, Edwin Whittaker; Captain George Webb, company commander, Donald Blanding; Private Peter, Charles Higgins; Colonel Henry Jackson, regimental commander, John Brown; General Essau Patterson, brigade commander, Richard Jones.

The technical staff is not yet completed, but Theodore Judway is acting as assistant director.

ENROLLMENT AND EXPENDITURES OF SCHOOLS IN 1931

The expenditure for education in the United States last year was \$3,200,000,000, according to an estimate made public yesterday by the Federal Office of Education. Pupils enrolled in public elementary schools in 1931 totaled 21,211,325; in public high schools, 4,354,815, and in institutions of higher learning, 1,099,468. Private and parochial schools, both elementary and secondary, enrolled about 2,700,000, it was announced. The total number of teachers in the United States was estimated at 1,029,000.

The 1931 elementary school enrollment was less than that of 1930 by about 21,370,000, it was pointed out, but high school registration jumped more than 300,000 in a year. In 1930 it was about 4,030,000.

An Appeal

THE CAYUGAN faces a grave crisis. The facts, to put them frankly before the entire student body are these: To finance THE CAYUGAN, at least 400 subscriptions MUST BE SECURED! To date, LESS than two hundred students have purchased the book. Thus 200 MORE subscriptions MUST BE IN THE CAYUGAN office by SATURDAY, JANUARY 16, 1932.

All the fraternities and sororities realize the graveness of this situation. They are going to show their spirit by GOING OUT AND SELLING SUBSCRIPTIONS!

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