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## The Establishing of Youth in Control of Our Social Destinies

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ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation and gratitude for the patience, profound criticism and invaluable aid so willingly rendered by Miss A. Crittendon Preston as her advisor. Due honor is paid Mr. N. T. Archer who has so generously aided the writer in the preparation of this thesis.

I. D. B.

# C O N T E N T S

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## THE RESPONSIBILITIES OF YOUTH I IN CONTROL OF OUR SOCIAL DESTINIES

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## CHAPTER I

### THE ESTABLISHING OF YOUTH i n CONTROL OF OUR SOCIAL DESTINIES

#### -Introduction-

My purpose in selecting this particular subject for a thesis is to discuss a matter that has in recent years received an extraordinary amount of attention. No problem, or set of problems, with the possible exception of those relating to war and peace, has been the occasion of more general discussion and debate than the problem of youth.

Recently I have had occasions to read no end of articles in current magazines and periodicals dealing with various phases of this subject. The problem of youth is by no means new. In fact, it is as old as the world itself. My discourse, however, shall deal with many of the problems which must be faced by modern youth who are growing up in a vastly different world from that in which the older generation lived and worked.

What is the worst that can be said of youth? What is the best? You say youth is impatient, a virtue in this sense. Both impatience and patience are important elements in social progress. Youth is idealistic, youth dreams. Let youth dream. What matters it, if his dreams at times lack reality? This is the stuff of which dreams are made. Without the irrepressible idealism of youth, it is doubtful whether the older generation could carry on. These dreams of a world as it ought to be save the day for us. Without them the world might become a mad house. Youth is venturesome. Youth dares to dare. It looks into the face of danger and difficulty unafraid. What matters it, if at times youth's daring does not always count the cost? To fly across the Atlantic, as Lindbergh did, or to reach the South Pole from the base at Little America, as did Commander Byrd, requires both daring and caution. Therefore, I say, youth makes progress because he possesses the following qualities--to be patient, to dream, to dare.

Youth is the answer to the homely old proverb, "Nothing venture, nothing have. Take daring out of life, and it becomes both uninteresting and convention-

alized." Is life worth living, depends a good deal for its answer upon whether the zest for adventure, risk, danger; it is doubtful whether life is worth very much.

It is my candid opinion that it is for the younger generation to take these problems from the failing hands of their elders and carry them on themselves.

Fundamentally speaking, youth is the sole hope of tomorrow. Therefore, I say youth should be prepared to face the issue squarely. Education is the best method I can suggest for preparing the youth for the future. The most important contribution a college can make to the State is the production of the highest type of citizens--men and women who have both character and conviction. Conviction minus character fills up our jails and penitentiaries; conviction plus character is our only safeguard against sinister specters that are arising on every hand to threaten the very existence of civilization itself. At the outset of a college course youth should be determined to learn to think through, to think straight, and to think right.

The heritage of world conditions descends direct-

ly to the young people who are on the verge of becoming adults. Youth in defining the world they are to live in think of economics first, because they are soon to be engaged in making a living; second, idealistic and religious outlook; and third, their intimate interest of the near future, marriage, divorce, and birth control.

In this day the economic situation looks very grave indeed for the youth. However, through the help of various relief agents it is hoped that the situation may be remedied and youth may be able to find employment and thus provide comfortable homes and adequate living conditions for their families.

One of the greatest grounds for hope in the future progress of humanity is that each succeeding generation will slough off little by little the weaknesses and limitations of the fathers. Youth if properly trained and educated can carry on and complete the tasks which the fathers have begun but have left unfinished. In this manner youth can remake the next generation. The oncoming youths of today can avoid the mistakes of the present generation. The world in which youth is now taking part is a world that



their elders have largely molded. Whatever wrong is found can be laid to their parents or elsewhere. Since elders have seen the responsibility that is to be placed on youth they have attempted to devise some adequate means of helping them. Hence, we have the youth movement because people are beginning to realize more and more the necessity of helping the youth in his adjustment problems. Formerly in every place in every sphere but America there were youth movements.

In Italy the youths march because marching is a part of their school training; not academic marching but marching as participation in a social activity of fundamental importance to them. Children in Italy know only too well what marching really signifies and the little soldiers march in the spirit of those who are giving themselves in service to their country. Mussolini reviewed the marching ranks and explained to them that success of the new program for a greater and better Italy was in their hand. Important government officials outlined programs and assigned work in which the young people were to cooperate. Hitler is following the same procedure in Germany. In Russia, the marching legions of younger men and women, giving

freely of strength and time to further the five-year plan, tell a similar story. What does this mean for education in America? The trouble in America seems to be that in our eagerness to liberate personal talent, we have slighted the social constituents of life to such a degree that unified social action is impossible. Our government, however, is gradually getting away from this point. It is determined to do something for the unemployed youth because they realize they can ill afford to lose the skill and energy of these young men and women. This is for its immediate affect upon youth morale, as well as its obvious practical desirability.

In summarizing this chapter it is worthy to note that Italy's youth movement is building and developing a strong military unit for national and international defense. Italy believes that her perservation lies in having the youth to be able to protect her against any foreign invasion.

Germany in her youth movement is trying to develop racial purity and social unity through the development of racial consciousness in its adolescent

citizens.

CHAPTER II

America is not quite ready to have such a definite and unified plan for a youth movement because of the democratic spirit of government and training that exists. The leaders of American life have seen no reason for having a detailed youth movement for the democratic principles of its educational, political and economic life within itself makes each youth responsible for his own problems. In recent years the problems have become so complex that they have perplexed the minds of our foremost scholars. What could we expect but confusion and disillusion in the minds of our adolescents?

Leadership is something handed out to youth with the diploma. It is rather something to be struggled for, to be won on its merits, like everything else in life. It is something which is only acquired after individual effort.

The issues before youth are not real and inescapable. They can be met only with clear heads and brave hearts and above all, with a realization of our utter dependence upon a power higher than ourselves.

Youth has many problems to face. The economic, social, as well as his own personal problems of marriage

CHAPTER II  
ESTABLISHING YOUTH IN CONTROL  
OF OUR SOCIAL DESTINIES

To make you see the necessity of establishing youth in control of our social destinies, try to get the picture of society continually milling around helplessly, bolting, blindly this way and that, because it lacks young men and women, college graduates to tell it in what direction to go. College men and women are by the very fact of their unique training, leaders for whom the world has long been waiting. It is not to be believed, however, that leadership is something handed out to youth with the diploma. It is rather something to be struggled for; to be won on its merits; like everything else in life, it is something which is only acquired after individual effort.

The issues before youth are not real and inescapable. They can be met only with clear heads and brave hearts and above all, with a realization of our utter dependence upon a power higher than ourselves.

Youth has many problems to face. The economic, social, as well as his own personal problems of marriage

and parent-hood. The race before them is long and hard. The following illustration gives a vivid description of the road youth must travel to face his problems. Picture youth standing on the top of a hill looking down the road across the valley to the same road as it rises sharply to the brow of another and apparently steeper hill. Youth learns that only when he descends into the valley and begins to climb, the steepness of the ascent disappears, and the hill he thought impossibly high and difficult is really not so abrupt as he had supposed. Similarly, the closer we get to life's problems the less difficult they seem to be.

Youth needs help in becoming established. The college can help in educating the youth by teaching students to use their minds. Too many look upon the educational process as an affair of pouring real information into a vacuum. Real thinking means thinking through. The older teacher has become a clog in the rut. They fail to distinguish between the essential and the non-essential. For a chief bulwark of defense they too often fall back on generalizations, which are always dangerous because they are never wholly

true and unlikely to fit the case at hand. The type of teacher I am interested in is one who impresses his personality upon a child. This type of teacher is not in the rut but is an artist of the highest type. He is superior to a painter or sculptor, who imparts a semblance of life to inanimate matters. The teacher carves the image of God in living flesh, and causes out of savage instincts the masterpiece of the human soul.

A method of helping youth is the youth project. Our social institutions have not been able to adjust their programs to meet the needs of millions of young men and women between the ages of 16 and 25, who are not in school and are not employed.

No doubt the present schools and other organizations could modify their programs to make a little progress toward meeting the needs of this large group; but many students of social problems believe that the solution of the problem lies in a new kind of institution which would be entirely free from tangible traditions and inflexible practices of existing types.

One such type of institution has been called a camp. These camps offer a rare opportunity for carry-

ing out a vital and functional program to help youth in their adjustment problems. Important educational values ought to be achieved through carefully planned camp activities. The program should provide for work, guidance, vocational education, education in the principles of democracy, and recreation. The guidance program should help provide young men and women with data which will help them solve their own adjustment problem. It should function to help youth in their adaptive behavior in the whole range of daily living. It is believed that camps of this kind will help American youth to solve the problems which are confronting them and to accept courageously and intelligently the challenge of a new social order.

The government has taken an interest in the young people of this country. They are realizing that youth deserves a better chance than they are getting. College enrollments were dropping off; students who had prepared themselves for their chosen vocations could not find jobs. Their skills, through disuse were declining. Their knowledge whether of stenography, mechanic arts, or medicine, was being forgotten. In short, they were losing their employability.

The government recognized this fact and called a meeting to discuss the youth problem. This conference agreed that these should be in the Federal Government agencies which should give constant study to the needs of youth. It was unanimously agreed that no country could afford to spend  $2\frac{1}{2}$  billion dollars per year on a school system and then see the good which the schools intended to do mean nothing and nullified in large part by years of enforced idleness after school days had ended.

Following the recommendations of the conference, the National Student Federation took a prominent part in developing the proposal for establishing a Division of Youth Service in the United States Office of Education. The Division of Youth Service intends to (1) conduct studies which will yield a clear and comprehensive picture of the situation which youth confronts; (2) to work with the many states and communities throughout the country in devising a constructive broad program adequate to meet the situation revealed.

In the Houston Post for June 27, 1935, an article was run relating to youth. A fifty million dollar program for training youth people and supply-



ing them with jobs was put under way Wednesday, June 26, 1935, by President Roosevelt.

Officials estimated that the plan would take care of half a million young men and women between 16 and 25.

The new plan was divided into four sections designed to:

Give young persons work in private industry.

Train and retrain them for private employment

Allow them to finish high school and college

Give them work relief on youth projects.

Families, employers and civic leaders should make every effort to help youth and as far as possible include these young people in whatever work is opening up in a community. If the elders do not help them there will be a generation of people who do not know how to work because they have never held jobs, and who ignore the old standards of morals and ethics because they cannot live up to them. Economic conditions are different but human nature remains the same, and an

embittered, unfulfilled and disappointed generation will be more dangerous to our future happiness than any loss in material possessions.

In this age of over-crowded vocations, it is more than ever imperative that young people begin early to study the vocational field, to select their life work, and to specialize in those subjects that will best fit them for that work. I think schools are being called on to undertake responsibility to help this need by incorporating vocational as a regular subject into the curriculum. This plan would be as devised or to include every student enrolled. The such plan was first introduced in a Southern California high school during 1928-29. The plans were drawn up in the following order:

1. It is the purpose of this vocational guidance program to encourage you to make a study of yourself, and a study of the various vocations that go to make up the world's work so that you may be able to decide upon the best job and the vocation to which you are best adapted, and from which you may receive the most benefit.

### CHAPTER III

#### DECISION REGARDING A LIFE CAREER

In this age of over-crowded vocations, it is more than ever imperative that young people begin early to study the vocational field, to select their life work, and to specialize in those subjects that will best fit them for that work. I think schools can best meet this need by incorporating vocations as a regular subject into the curriculum. This plan should be so devised as to include every student enrolled. One such plan was tried successfully in a Southern California high school during 1932-33. The plans were drawn up in the following order:

1. It is the purpose of this vocational guidance program to encourage you to make a study of yourself, and a study of the various occupations that go to make up the world's work so that you may be able to decide upon and select the vocation to which you are best adapted, and from which you may secure the most satis-

faction and happiness for yourself, and render the greatest service to your community.

II. It is necessary to be sure that we are taking the subjects in school that will help us most when we get out into life. This makes it necessary to have some idea of the work we expect to do for our life's task.

III. Each person must ask, "What particular vocation shall I choose?" There are six steps which must be taken by the person who refuses to drift, and determines to know why he chooses his vocation.

1. He must discover his interests and abilities.

2. He must surely study the world of occupations.

3. He must make a choice of a vocation.

4. He must prepare for his chosen calling.

5. He must make a successful beginning in his vocation.

The purpose of this vocational guidance is-

6. He must make readjustments and secure such promotion and progress as are possible for him.

#### IV. OUTLINE FOR THE STUDY OF A VOCATION

1. How is the occupation important for the welfare of society?
2. What kind of tasks does the worker perform?
3. What are the advantages of following this occupation?
4. What are the disadvantages and problems?
5. How can a person prepare for this calling?
6. What other qualities must he have?
7. What income must be expected?
8. Does the occupation help the worker to live a full life as a citizen and private individual?

V. One must study a number of vocations so that he can make comparisons. The plan is to have students choose the two vocations which are most interesting to them.

The purpose of this vocational guidance pro-

gram is to supply information regarding occupations and to provide expert counsel which will assist you in choosing, preparing for, entering, and progressing in your vocation.

Following these six main suggestions the vocation choices made by the girls were listed. Among those listed were: beauty culture, banking, commercial art, dancing, doctor's assistant, dramatics, dressmaking, home making, salesmanship, library work, newspaper work, nursing, office work, social-welfare work, teaching, telephone work, music teaching.

Then followed the selected list of boys' vocations: agriculture, cattle raising, aviation, army and navy, auto repairing, banking and bonds, business, commercial art and lettering, civil engineering, civil service, dentistry, electrical work, forestry, law, medicine, metal trades, newspaper work, social service and salesmanship.

Teachers who were efficient in these subjects sponsored the groups. The hygiene teacher sponsored the nursing group, the gymnasium teacher handled the physical education students; the homemaking group was handled by the sewing teacher; the commercial teachers

advised those who wished to make a livelihood at secretarial and stenographic work. The list might expand almost indefinitely. It is best to let the teachers volunteer to lead the group he or she is most interested in.

These groups met once a month regularly. They discussed various angles of their chosen profession, heard talks, given by outstanding members in the field and worked out assignments. I think the above is a very good means and method of arriving at a vocational decision. It gives the child a chance to study his chosen profession from all angles and to learn something about it before definitely deciding to choose it as a profession.

ethics and customs, all these are pressing for solution and constitute in large measure the challenge of the day.

Into such a world as this venture forth our youth. Old methods and old standards must be cast aside for new. Therefore, the nation generation by generation is being led on a journey into an unknown land.

## CHAPTER IV

### THE CHALLENGE OF THE NEW DAY

It can hardly be denied that we are on the threshold of a new age. If ever the human race experienced a topsy-turvy world, in which everything seems to be upside down, it has been in the last two years.

This new day is crowded with problems. Never has there been a time when so many major questions have thrust themselves upon the attention of earnest minded citizens.

The situation both at home and abroad is filled with difficulties. Problems of international relations, of industry, problems relating to education, social ethics and customs, all these are pressing for solution and constitute in large measure the challenge of the new day.

Into such a world as this venture forth our youth. Old methods and old standards must be cast aside for new. Therefore, the modern generation in answering to the call of duty, sets forth on a journey into an unknown land.



On reading an article in "THE ORACLE" for June, 1935, entitled "Opportunities Liberia Offers Negro College Youth," by E. J. Yancy, I found that Liberia truly offers a challenge to Negro youth. I found this article very interesting because the challenge was principally for Negro youth. Mr. Yancy declares the following: "The general economic, social, industrial, political, and unemployment conditions of the world have made "After College What" a live topic among college youths of today. The Negro College youth, unfortunately, finds his problem much different from that of the white college youth. The Negro College youth's problem is a grave one and needs concentrated action and trained leadership to tackle its solution."

The Negro college youth can find his new world in Africa. To enter this new world calls for an adventurous spirit, a mental and physical equipment, and determination. The land, however, is rich and full of compensation. This country is Liberia, the Negro Republic on the West Coast of Africa. There, to the Negro college youth, are offered opportunities, prospects, possibilities, and advantages that are derived no place else.

The first and greatest of all of these opportunities is that of service, service to two and a half million Negroes under a Negro government, occupying a spot of land of about 45,000 square miles.

Liberia offers the Negro college youth unlimited business opportunities. The business is there but who gets it? The white merchants. To illustrate - during a four-year period the white merchants sold to the Liberians \$4,000,000.00 worth of food, and household goods excluding automobiles, gas, and all sorts of luxuries. Here the Negro college youth has the opportunity to put the Liberian coffee, cocoa, palm oil, rubber, ginger, and other products on the world market. He also has the opportunity to put these products on a modern basis through his agricultural and scientific knowledge.

The Negro college youth has the opportunity of serving as health and sanitary advisors to the Republic, physicians in the government hospital. To summarize, it is well that it be stated that there are wonderful opportunities in Liberia for the Negro college youth in every field of endeavor. There he has the opportunities in the field of religion, politics,

business, law, medicine, dentistry, manufacturing, engineering, agriculture, banking, teaching, and in other occupations.

There is an undeveloped paradise waiting for American Negroes who are technically equipped, courageous, industrious, and thrifty, to go over and take. If we do not take it, I am quite confident that white folks will sooner or later.

Finally, Liberia offers the Negro college youth a challenge. A challenge to prove himself a man, courageous, resourceful, industrious, useful and ambitious. A challenge to preserve for the race a Republic of the first order and thereby prove the honesty, confidence, respect, true leadership, and cooperation of the race.

Negro college youth, here is your opportunity! Herein lies the challenge! If Liberia fails, you will have failed!

I certainly believe that there is a divinity that shapes our ends, but all history teaches that what ever divine power there may be in our individual lives or the life of the Nation, it works through human instruments. Our destiny is certainly not independent

of our resourcefulness or of our character. As we look back over history it is evident that our progress has been due to the fact that there were men and women in every generation who believed in something higher than themselves. Not only were they courageous in expressing their convictions, but their lives measured up to their faith. Whatever the future may hold for youth, they cannot face it if they have come to distrust their own personality and powers.

The questions are often asked: What will our world be like within the coming century? What of new sciences and philosophies? How will youth venture into the unknown? Recently I read some startling predictions made by men of standing who think in terms of new inventions and new philosophies, already in sight or scientifically conceivable.

These men prophecy houses of opaque or transparent glass clipped to light steel frames. The air indoors will be fresher than without--washed, humidified, and kept at a constant temperature. There will be pneumatic beds and floors. Dish washing and laundry will be done automatically. The future house will have an entertainment room where all the current events of

the world will be visually on tap.

As to travel in the future, Amelia Earhart voices the prediction that airplane passengers will travel 600 miles an hour on inter-city routes; a thousand miles an hour on trans-oceanic routes, where the plane will rise to 50,000 feet to escape atmospheric friction. The design of the plane will follow bullet lines with wings that can be drawn and reared at will.

According to Charles F. Kettering, Vice President of General Motors, the next decade will produce cars weighing less than 1,000 pounds, traveling safely at 100 to 150 miles an hour, and covering 80 miles on a gallon of gas. May be we won't be using gas at all. Additional information is radio-transmitted power, automatic energy motors, the harnessing of solar energy are among the more distant visions of the prophets. At any rate, the car of the future will have no gear shift, no clutch pedal; engines will probably be in the rear, eliminating sounds, odors and vibration from the interior.

The roads over which cars of the future will be drawn will be self-illuminating. The chemical com-

position of the road surface will enable it to absorb sunlight by day and this pent-up energy, released in darkness will bathe the highway in a brilliant by subdued glow. Therefore headlights will be unnecessary.

On railroads new locomotives already show marked advancing in steamlining, with all drive wheels and shafts concealed beneath a polished hood.

Agriculture also will undergo a change. Synthetic bread, sugar and vegetables substitutes will be developed in food factories which will replace farms. Proteins and animal food will be grown in laboratories. We shall escape the absurdity of growing these parts separately under a suitable medium, predicts Winston Churchill.

Even the abolition of epidemic disease in another 100 years is predicted, as is discovery of cures for cancer and tuberculosis. Science will determine the conditions under which no disease can survive and thus gradually eliminate all organic diseases.

Truly the oncoming generations have many new sciences and philosophies predicted for them. The

task is to make these predictions come true. I believe youth can if their minds are kept healthy and stable as they pass through a transitional period of instability, emotional, political, and economic--in our progress to some mode of life with greater inherent stability.

Joe Fennelly and his young storm troops in Kansas City have started something that all youngsters all over the country are flocking to. Youth was not crushed by their failure, instead they were very triumphant. The youth movement had passed from the rhetorical of words and slogans into the world of realities and action. Today it is a political force, not only in Wisconsin, but in the Nation.

Youths are getting together all over the country discussing these problems. They are passionately discussing truth and beauty and condemning the world which is for all its splendor and men for dishonesty and nullness.

From careful observation and study I find that an unusual number of men in their twenties are becoming scientists, that many young men are writing novels, breaking athletic records, and holding new

## CHAPTER V

### YOUTH ON THE MARCH

Joseph C. Fennelly and his youth movement undertook to smash a powerful political machine. It was a losing battle from the beginning. But Joe Fennelly and his young storm troops in Kansas City have started something that all youngsters all over the country are itching to finish. Youth was not crushed by their failure, instead they were very triumphant. The youth movement had passed from the shadowland of words and dreams into the world of realities and action. Today it is a political farce, not only in Missouri, but in the Nation.

Youths are getting together all over the country discussing these problems. They are passionately discussing truth and beauty and condemning the world bitterly for all its ugliness and men for dishonesty and soullessness.

From careful observation and study I find that an unusual number of men in their twenties are becoming scientific, that many young women are writing novels, breaking athletic records, and holding mens'



jobs with distinction. This is the new order of youth. This new order is concerned with making things real and with action.

There used to be a time when any advise, ideas or information was voiced by young people that the elders tabooced it. They called it so much tommy rot, etc. A man in business wanted to be let alone, he didn't want young boys ever telling him what to do. Today business men and elders ask the youth for information, for they know his ideas are good. They know that youth has something good to offer. The majority of men tell the youths of today, "I'm for you boy. Go to it. I'll help." This is certainly all the encouragement the youth needs to help put his program over.

Too often the youths are thrust aside. The youths of today are banding together to fight corruption in politics. The youths have little to offer for the cause except courage, honesty, and energy. But they know that there are somewhere wise and honest men, seasoned with years of experience, capable of being admired and willing to give

youth a chance. Why can't youth fight for them, put them into power?

The youth of today has made remarkable progress in all its undertakings. I remember reading an article once that was pertaining to the World War. It said the war had blown up the old order of doing things. There was a general idea abroad that everyone over 25 had been proved to be a fool. The world was to be made over and only the young knew how to do it. The twenties was a decade of professional youth. The kind of professional youth that in America talked more than did. The new generation coming on belongs to the thirties and is still young. It has come late enough to see that the world in spite of the youth movements of the twenties is about as bad an old world as ever. It can take an active part in whatever changes there are to be. Therefore upon young men and young women there should be urged the humility which the youth of the twenties so conspicuously lacked. Youth of today is not so quick to swallow with question most that the leaders tell them. They are avoiding the old mistakes. All this goes to prove that at last youth is finding his place or attempting to

find his place in the world; he believes in his own convictions and ideas.

In my conclusion, I think that youth is truly our sole hope of tomorrow. We should attempt to educate and train him not by the old traditional and narrow ways that we were trained by, but by newer methods that youth itself sets up. We should help them to cope with situations and meet problems that arise.

There should be developed within them a renascence of idealism. If youth suggest changes try to see his viewpoint for wanting the change. The thing is certain there are going to be changes and there will have to be changes. Teach him time to learn and then time to make use of what it has learned.

Youth should be taught that all real education is self-education, wherever it may be acquired. Teach them that they can control and direct their lives better if they learn to think clearly, objectively, and independently; but to beware of needless self-seeking the crowd. Teach them strategy and discipline, tolerance and kindness.

Least but not least, youth needs help in becoming established. This help may not come from the

## CHAPTER VI

### SUMMARY

In my conclusion, I think that youth is truly our sole hope of tomorrow. We should attempt to educate and train him not by the old traditions and customs that we were trained by, but by newer methods that youth itself sets up. We should help them to cope with situations and meet problems that arise.

There should be developed within them a renaissance of idealism. If youth suggest changes try to see his viewpoint for wanting to change. One thing is certain there are going to be changes and there will have to be changes. Youth has time to learn and then time to make use of what it has learned.

Youth should be taught that all real education is self-education, wherever it may be obtained. Teach them that they can control and direct their lives better if they learn to think clearly, objectively, and dispassionately; but to beware of needlessly offending the crowd. Teach them strategy and diplomacy; tolerance and kindness.

Last but not least, youth needs help in becoming established. This help may best come from the

parents, educational institutions and the govern-  
ment.

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