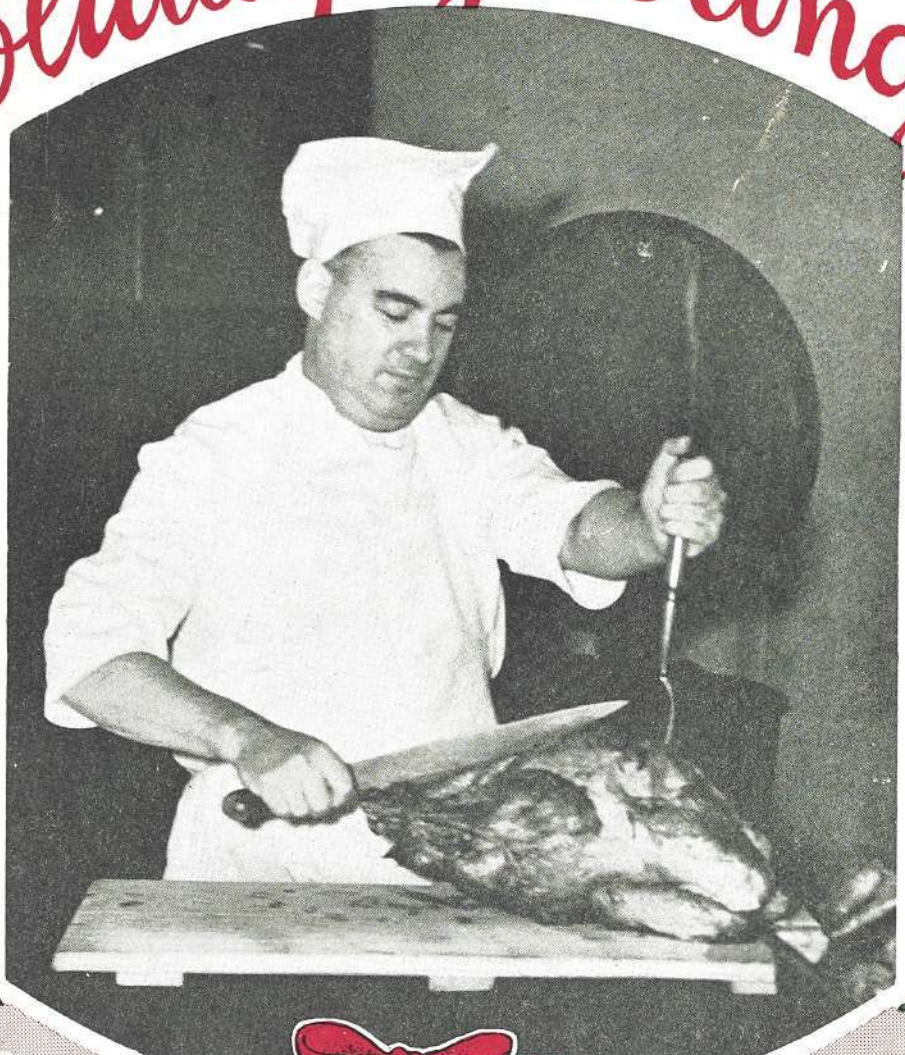


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November
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1946 Vol. 15 No 9-10

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THE STATE EMPLOYEE

Official Publication of

The Association of State Civil Service Employees of the State of New York, Inc.

Vol. 15, Number 9-10

November-December, 1946

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This Month's Cover

TONS OF TURKEY

Tons of turkey are supplied by the State each Thanksgiving and Christmas Days for the patients in State Hospitals. Our cover shows Arthur J. Morris, Food Service Manager at the Hudson River State Hospital at Poughkeepsie, starting in on the Thanksgiving birds at that institution.

The Department of Mental Hygiene informs us that there were purchased for the State Hospitals for Thanksgiving Day 105,550 pounds of turkeys—more than 52 tons! And a like amount will be purchased for the patients' Christmas dinner.

The photograph was taken by Fred M. Nielson, Cameraman with the Department of Mental Hygiene.

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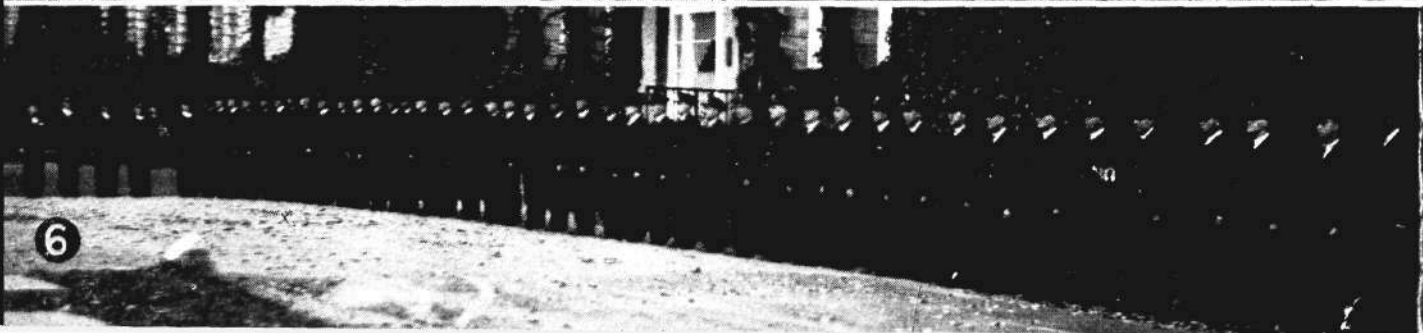
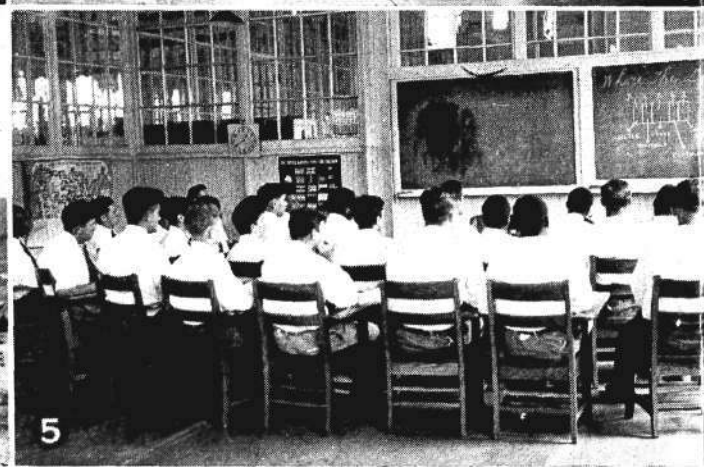
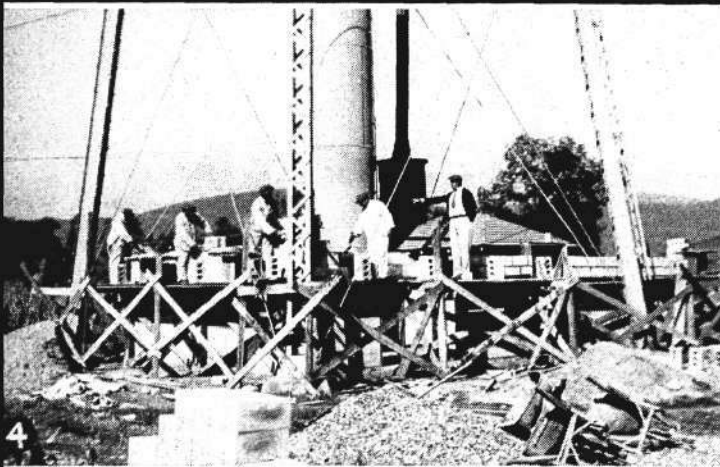
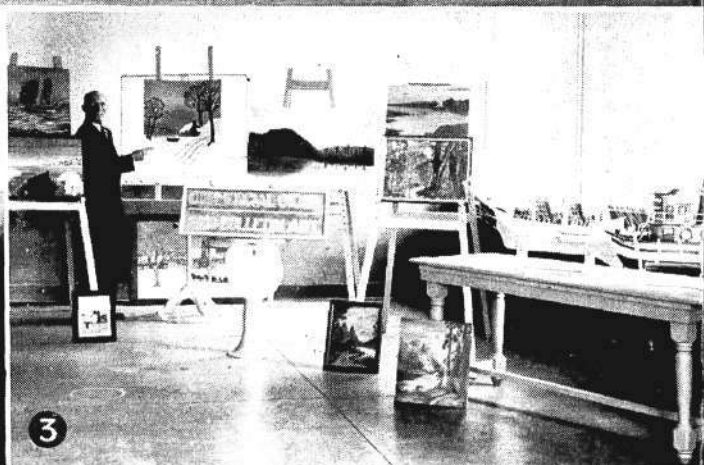
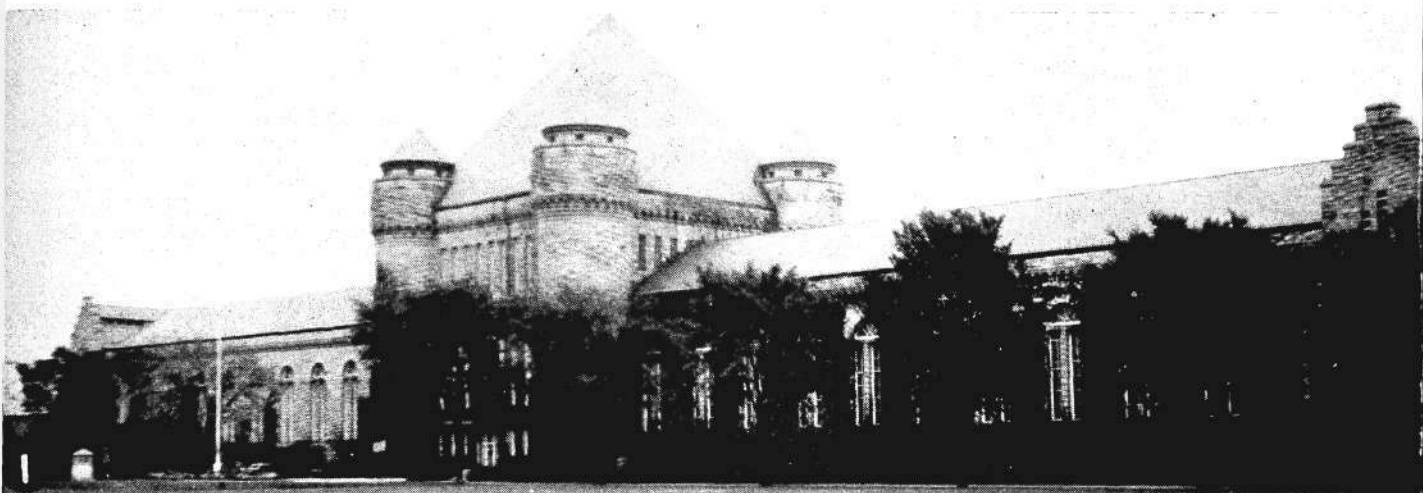
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REHABILITATION AIM



OF "NAPANOCH PLAN"

The correctional program in operation at Napanoch is especially designed for the custody, training and care of mentally defective delinquents, sixteen years of age and over, who have been convicted of a criminal offense and found to be feeble-minded by two qualified examiners.

The treatment of the offender is based on scientific classification, segregation and a practical individualized plan of education, training and care best suited to the delinquent's interests, needs, capacities and potentialities.

One of the most commendable aspects or features of the Napanoch approach is the hopeful outlook assumed by the entire staff and personnel toward the rehabilitation of the unfortunates committed to their care. The employees are unusually human, intelligent, understanding and progressive with the result that no delinquent is considered as hopeless—the forgotten man—or a lost cause.

An equally healthy and praiseworthy condition is the fact that every employee considers himself an educator and teacher and assumes the obligation and responsibility of teaching inmates "How to live successfully."

The personnel strive to achieve their objective—complete and permanent reclamation—through a constructive, cooperative and coordinated process which includes medicine, psychiatry, psychology and sociology—education (general social, character, physical, vocational, rec-

This article was especially prepared for us at the Institution for Male Defective Delinquents at Napanoch. The Superintendent at Napanoch is Major Thomas J. Hanlon, who started in state service as guard at Elmira Reformatory after having served 18 months in the U. S. Navy in World War I. At Elmira he became Chief Guard (Sergeant) and Assistant Superintendent as result of promotion examinations, and was appointed Superintendent at Napanoch in September, 1942, from the original Civil Service list.

reation and military) and religious and moral training.

The physical and mental health of the inmate is given first consideration with a full realization that, in order to apply himself wholeheartedly, be cooperative and profit from the other phases of training, he must be up to standard, mentally and physically, insofar as it is humanly possible.

With the objective clearly understood the new inmate is studied, examined and diagnosed by our medical staff. Medical care is prescribed in accordance with his needs whether it be hospitalization, rest, observation or psychotherapy for mental illness or, in the case of physical disabilities, medicine, surgery or special treatment of the glands, eyes, ears, nose and throat.

The psychologist interviews, tests and observes each inmate soon after his arrival so as to discover his mental capacity, scholastic achievement and mechanical aptitude. His find-

ings and recommendations are used in formulating a program of education and training.

With the medical, criminal, social history and psychological findings available the Guidance Committee, which is composed of the psychologist, a sergeant of the guard, a teacher and a guard, discusses the inmate's case with him and explains the opportunities offered for self-improvement along educational, moral and social lines. In addition, every possible effort is made to win the inmate's confidence, respect and cooperation.

The staff members also talk with each inmate in order to discover his interests, needs and possibilities and make recommendations to the Classification Committee in reference to the type of program most appropriate for him.

In the Reception Company every effort is made by the officer in charge to get the inmate off to a good beginning. The instruction and training in this unit consists of: The school of the soldier; manual of arms; calisthenics; respect for authority, law and order; good manners; personal hygiene and sanitation; and exploratory courses in vocational education.

Youthful Offender

The youthful offender is not placed in the regular population with the more hardened and sophisticated inmates. Instead, he is assigned to a special company in a guarded and protected environment under the supervision and guidance of a selected officer. This group eats together, attends school in a body,

KEY TO PICTURES

1. Front view of Institution.
2. Classification Committee — (l. to r.): Robert Wager, Asst. Supt.; Dr. A. G. Augustine, Senior Physician; Thomas J. Hanlon, Supt.; Angelo Syracuse, Educational Supervisor; B. Rohan, Industrial Foreman; L. B. Willelow, Capt.; F. D. Schonder, Sergeant; James J. Morrow, Guard; Mrs. Dorothy Backman, Stenographer.
3. Hobby and Art Class: E. Katzenberger, Instructor.
4. Class in Masonry: Construction Project under guidance of Raymond Rosakranse.
5. Academic Class.
6. Inspection of Officers Reporting for Duty.

has its own military and sports program and is housed in a unit separated from older inmates. This experiment has been in effect for nearly three years and has been found to be successful in training the young offender.

Orientation

In this class, by means of lectures, visual aids and discussions, an attempt is made to give the inmate a good picture of the opportunities offered to him for self-improvement, social progress and an early release on parole. The results obtained are most gratifying.

General Education

In this field of education emphasis is placed on health, reading, writing, arithmetic, social and character training, history, civics and current events. Every inmate is assigned to this branch of education because of its contribution to the development of a well-rounded personality and successful living.

Vocational and Industrial Education

To live successfully one must be able to earn a livelihood. The purpose of vocational and industrial education are the development of skills; good work habits; the interests and capacities essential to earning an honest living.

Classes in related mathematics, science and safety are also an important part of these classes.

Trades Taught

Twenty-two trades are taught:

Aluminum Spinning
Auto Mechanics
Baking
Brick Laying
Carpentry
Construction
Cooking
Dairying
General Farming
Laundry
Machinist
Masonry
Meat Cutting
Painting
Plumbing
Portering
Sheet Metal
Shoe Making
Steam Fitting
Tailoring
(Cleaning & Pressing)
Woodworking

During the past year the following projects were carried on successfully—the building of: silo, feed room, root cellar, demolition of old trade school building and boiler room. All of this work was accomplished by the inmates who were trained in the various trades at this institution.

Sixty-five thousand dollars worth of products were manufactured and sold to government agencies by the industrial department during the past fiscal year.

Applied Agriculture and Farm Mechanics

This course is offered to those inmates who have the necessary interest, capacities and possibilities for success in this particular field. The training consists of: Class instruction in theory; practical experience on our farm—planting, cultivation, harvesting of crops; dairying; the raising of hogs and chickens; the operation, maintenance and repair of trucks, tractors and other machinery.

Fifty-three thousand dollars worth of farm crops were produced on the farm during the past fiscal year.

Visual Education

Inmates learn by seeing as well as doing. Therefore, we have a visual education program using 16 mm, sound-on-film motion picture projector and slip-slide projector. The topics are:

Health	Recreation
Occupations	Leadership
Travel	History
Sports	Successful Living
Religion	Manufacturing
	Civics

Musical Training

Surprising as it may seem, many inmates have the interest and the ability to sing and learn to play musical instruments. In addition to the above values, music has a definite therapeutic value and is helpful in reclaiming the delinquent. The instruction in this field consists of: Classroom instruction in reading notes, time, etc.; band practice; glee clubs; church choirs and inmate shows.

Military Training

Every able-bodied inmate participates in military, the objectives of which are the development of: a

clean and neat appearance; healthy body and mind resulting in coordinated functioning; respect and obedience for authority, law and order.

Recreation, Sports, Games and Leisure-Time Activities

There is a recreation program for every inmate, either active or passive, designed to promote the growth of such traits as fair play, good sportsmanship, teamwork, clean, healthy and socially approved living. Baseball, basketball, softball, volley ball, quoits and shuffleboard are offered.

Religion

It is generally recognized that religion has a most powerful influence in training individuals to become morally strong and socially successful citizens. Religion is considered a most essential part of our program. Weekly services are held by the Protestant, Hebrew and Catholic Chaplains. These services are for those inmates who wish to attend. Classes in religious instructions are also held during the week by the Chaplains for those found to be in need of same. Attendance is encouraged but not compulsory. Special yearly missions are also conducted.

Selected Radio Programs

These programs are selected on the basis of their recreational, educational and cultural values. Sports programs are furnished the inmates on Saturdays, Sundays and evenings from Madison Square Garden, the Polo Grounds, Yankee Stadium, Ebbets Field and from other places that offer programs of interest and recreational value such as: National and American League baseball games; college football; basketball; the World Series and other interesting events.

In the final analysis, the employees of Napanoch—like other State employees—are doing an excellent job, are real public servants, and a credit to the State of New York. The Association Chapter at Napanoch has always taken a leading part in cooperating with the officials in developing the general efficiency of the Institution. Officers of the Chapter are: President, James Morrow; Secretary, Vrooman Krom; Treasurer, Howard Gemmel.

United Nations Have Many New Personnel Problems

It was very kind of you to ask me to be with you tonight and to tell you something about my experiences and work, and I appreciate it very much.

I don't think I am quite competent to deal with the subject as it is put down on your program. You can see that is very world-wide indeed and while it is true that I flew from London yesterday, I can't pretend it is my practice to fly around like that.

I thought perhaps that as I do know something about the British civil service, in which I have worked for over 20 years, and as I am beginning to know something about the international civil service, in which I have been working for the past four months, it might interest you if I were to talk to you first about the British civil Service, and then make some very superficial comparisons—as I know little about it—with the Federal civil service here, and then to tell you something about an international civil service at United Nations.

Taking the British civil service first, it of course staffs the central government departments of the country and, in addition, we have our local government service, but nothing that corresponds to your State civil service. The country is so small that the need for that organizational unit, doesn't arise. We have, in addition to local government, in the sense of the government of counties and large towns, regional government offices but they are just extensions of the central government and do not correspond with your State organization.

I think probably that the functions of the central government offices in England are somewhat wider than the similar government functions in this country, though of course many of them are similar, for instance the Employment Exchange Service which corresponds to your Employment Service, and our National Insurance offices, these are all run by the government in addition of course to such offices as Customs,

Post Office, etc., which are run by the central government in both our countries.

Then we have our new experiments in nationalization. We are nationalizing the coal mines, as you know; at least certain parts of the iron and steel industries are being nationalized, and also our health service, but that does not mean that all employees of these industries will become civil service employees; they will be employees of the commissions and boards set up by the government and will retain their ordinary status as industrial workers. Therefore our nationalization plans are not making a new task in adding to our numbers of civil servants in the way you might think, and we still have our main government departments functioning in the same way.

I think perhaps the main feature of the British civil service is that it is preeminently a career service. Anyone who comes into the permanent civil service does not normally expect to leave until the time of retirement comes. One of the reasons for that I think is perhaps our pension scheme. We don't pay contributions for pensions. Every permanent civil servant is automatically entitled to expect a pension on retirement, but if you leave in the middle of your career then you get nothing at all. You have no right to a pension when you leave except at your retirement age. The service is, of course, completely non-political. The only political members of any government departments are the two (or possible three in the case of a big department) ministerial heads who are, of course, members of parliament. Apart from these, the departments are staffed by permanent civil servants who remain in office throughout their careers.

The British civil service is highly regarded as a career and there is considerable competition. It is one of the well recognized professions for which many people make up their minds quite early on, that they will want to enter, and it is ranked

fairly high. Of course, in addition to the permanent civil service you have what we call in normal times a "temporary fringe." Some departments, with us as with you, have work which fluctuates in volume for reasons beyond control. That's particularly the case with unemployment insurance where you can't know what your load is going to be and it varies from time to time. You must, therefore, have scope for taking on additional staff and discharging them as needs arise, but we also endeavor to keep that temporary fringe as low as possible partly for the reason that it is unsatisfactory from the point of the employees anyhow. Your better employees are always trying to get better jobs so that you lose them. Then sometimes you find the temporary employees must be kept on permanently and you are consequently saddled with the less good. Therefore, we prefer permanent recruitment over as wide a field as possible. When you come to the question of recruitment of civil service personnel as a career that is done by competition at various levels which fit in with the educational system. Broadly speaking, there are three points of entry. Roughly, we recruit personnel at ages 15 to 16 for the clerical positions, 17 to 18 for the executive, and 21 to 23 for administrative positions and also for some of the specialized grades in the department which have their own special problems. A person coming in at any one of these points of entry can expect a recognized channel of promotion. Of course, the prospects for a person coming in just having finished school and not having further education are not so good as for a person coming in and having been educated up to age 18, and they are better for the person coming in at university level. In addition there is also some cross-promotion, as between the different classes, so that a person coming into the clerical class at the examination, just after leaving school, has certain prospects of promotion to the higher

grades if he is capable of it, and also to the administrative grade. Promotions are made by merit, but additional weight is given to seniority, i.e., length of service, in the lower grades. Less weight is given to seniority and experience, and more weight to merit as you get higher up. I suppose that's the same arrangement that obtains here

Then there is one point that I would like to mention in connection with the organization of the civil service, which I think might be of interest to you, and that relates to the organization of the staff associations. We organize, I think, a little differently from you in that organization is mainly by class or classes of workers and not by an association covering all different classes of staff. We would have an organization covering the majority of the clerical classes, or the executive classes, or certain special classes. For instance, the staff of the Ministry of Labor, my own home department has one or two special staff associations, representative of different grades. These various staff associations are combined, in so far as they are fully representative of any one grade at the start, in a Whitley Council for each big government department, which is a joint body representative of what we call the staff side on the

one hand and the official side on the other hand, one I think you would call the staff on one hand and the administration on the other, and these joint councils meet regularly, sometimes for informal discussions and sometimes for formal meetings. This Whitley machinery, as we call it, does work on the whole very well and we do get the kind of cooperation between the staff and the administration which I think makes for good relationships and good working.

There is just one other matter which also might interest you, and that relates to salaries. There is an arrangement which has been entered into by the government in respect of most classes of workers. If there is a dispute in regard to salaries, the case may be taken to independent arbitration. A decision by the independent arbitration body is almost invariably accepted by the government on wage claims, and that is I think a useful way of settling matters of this kind and has been generally acceptable.

Then there is one point on which I would like to touch because I think at least part of my audience will be as interested as I am, and that is the question of women in the civil service. There we have somewhat of a better story to tell recently than we had before. There

are still certain departments which do not admit women, but they are getting fewer, with the recent result—which I was delighted to learn after I came to the States—of the admission of women to foreign service. Just before I left, I gave evidence, along with some others, to a committee which Mr. Bevin had appointed to go into this question, and I was delighted to find that women were recently admitted to the foreign service. I think they are not yet allowed to be customs officials, and I think they are still excluded from some of the service department grades, but on the whole women are now admitted very widely into civil service. Once they are admitted to any department or grade then the policy is quite definitely "a fair field, and no favor," and it is up to the woman to make her way in the same way as her male colleagues.

Then there is the question of equal pay, where I have to say that women are still not paid at the same rate as men for doing the same job. One of the greatest pleasures I had when coming to the United Nations was getting equal pay. The difference between what a woman gets and what a man gets is not allowed to be more than 20%.

Then there is a question of the marriage bar—is a woman required to retire on marriage. In certain circumstances, if a woman is sufficiently senior and of she is likely to progress, she may be kept on, and in a number of cases that has happened, but there is no general ruling unless it is very recent since I left; I rather expect a review on that question since the war has taken place.

Well, then, women having got into most of the departments, one of the questions people always ask is "Are they really treated on the level; do they really have the same opportunities for promotion as men do?" and I think on that you will get different answers from different sources. I think on the whole my general answer would be yes, provided the woman comes in equal competition with her male colleagues, provided she gets exactly the same treatment and is kicked around during her training on equal terms, then she is accepted and treated in the same way. I think some of the difficulties in the past arose when women came in through the "back door," during the first



(Photo by Albany Times-Union)

world war particularly, and that raised some difficulties in the past. But certainly in a department like my own, I think there is really completely fair treatment as between men and women.

That is very briefly indeed some of the points about the British civil service, and I have been—in the short time I have been here—interested to see how far there were any points of similarity or difference that I could pick up as between the British civil service and the Federal civil service. Any remarks I make on this must be regarded as completely superficial because I have been here such a short time but I did have the experience of taking over a staff which was at that time, almost completely American.

I would say, I think, that there is more movement in and out here than there is at home. People seem to be prepared to leave their civil service jobs more freely and go to other jobs in a way in which we wouldn't think of doing at home. I think it is part of your great willingness to uproot yourselves and move to other parts of the country, to different jobs.

Then you tend to specialize, while we tend to take the line that any person who comes in for administrative work can do any job, and they are just moved about. You may be put to work dealing with employment a few years, then you move over to regulation of wages in un-organized trades, let us say, then personnel work, and so you get a general all-around experience. Sometimes we think we do that a little too much; then again it has certain advantages.

Then, too, we have probably a different method of training our staff. We rather tend to fling them into a job and let them learn as they go along, and I think you tend to state things more precisely, to set out your procedures more clearly in written statement of what you expect your people to do. That I think is a different approach, though we are tending now to be more specific in our staff training program and to give more direct training to our young staff than we used to do.

Those were some very superficial differences, and you will have your own views on whether I am right.

Then, coming to international civil service that I am now concerned with: there, of course, we are faced with a very different problem.

I understand that this is now the 36th Annual Dinner you have had. You obviously have years of tradition behind you, but in the United Nations we are very young and we have had to work out very quickly all of the various problems on which you have already a history and a tradition. We are having to work out, at the same time we are operating, our policy on all these questions of recruitment, promotion, leave, pensions, classification. Of course, some planning was done in advance but at the same time the actual work of the United Nations started up full tilt in March when the first contingents came here after the January Assembly in London, and operations began even before the administrative staff and the personnel staff had been appointed, so that we have had the task of creating our machinery and running it at the same time.

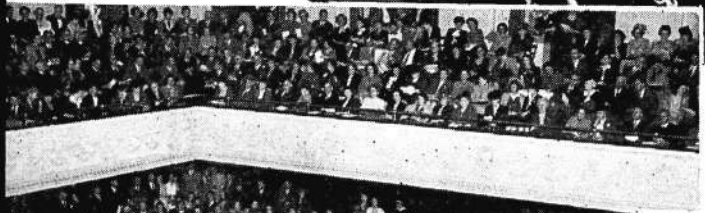
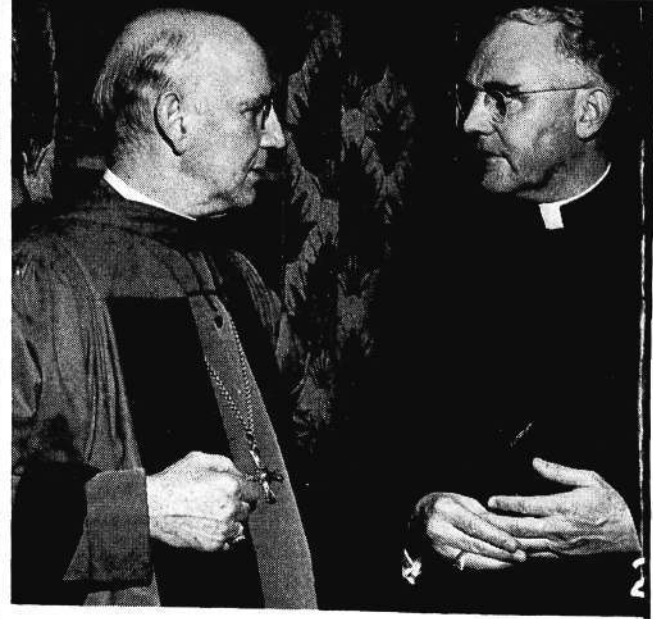
Then, of course, in addition to the organizing, we have the special problems of an international staff. If you just take recruitment by itself we have got to recruit from 51 nations and there the problem of space and time is one that is so difficult to deal with. It takes so long to get someone from the other side of the world even if you know whom you want. They all want to come by sea rather than by air. They want time to leave their present job, and a holiday before they start taking on the new job, and then there is the actual time of travel itself. All your business seems to have to be conducted by cable instead of by letter, and that is an art which I am only now learning. Then another problem that isn't always thought about, and certainly I hadn't thought about it until I came, is that a person who comes from another country to work with the United Nations does not have at his beck and call the social services which, if he is living in his own country, he tends to rely on. I mean services such as social insurance, children allowances and so on. These vary very much from country to country, but it is a factor which the United Nations has to take into account.

Then there are questions like

amount of leave necessary to enable you to visit your home at the necessary intervals; there is the problem of the education of your children—do you want to send them home so that they retain their ties with their own nation rather than be brought up as citizens of another country? Those are questions which have to be decided by the individual members, but they do present special problems.

Of course, then there is the language difficulty. How do we get on not with quite 51 languages, but anyway a considerable number of languages? Everyone in the Secretariat gets along more or less in either English or French which are the two working languages. But as I got closer into the organization I began to realize some of the difficulties. I can get along fairly well in French except when I am tired or passionately earnest about something, or when for some reason I am in a tearing hurry. At those times either you just can't find the words in a language other than your own or alternatively you can't understand somebody else's speech, and when you really try to talk technicalities over something you feel more earnestly about, it is extremely hard unless you do it in your mother tongue.

But I think the thing that has interested me most in working in the international civil service has been to see what a strong link there is between persons who have the same professional background. It is extremely interesting to watch a group of people who are from different countries but who have done the same kind of job in their own country and to notice to what an extent they speak from a common background and from a common interest. They all approach their subject possibly from different angles, but with the same desire to do the job as well as it can be done, I think perhaps that's one of the most encouraging things. I do not say that in the international secretariat we do not have disagreements. We do. Any living organization always does, but those disagreements come from earnest arguments about our work and not from political disagreements or different points of view from different nationals. And that is an extraordinarily cheering thing to realize.



SPAULDING INAUGURATED

KEY TO PICTURES

1. Governor Thomas E. Dewey with recipients of honorary degree of doctor of laws, (L.) Warren R. Austin, Chief United States Delegate to the United Nations, and (R.) Thomas J. Watson, President of the International Business Machines Corporation.

(Photo by Albany Times-Union)

2. Right Reverend G. Ashton Oldham, Bishop of the Albany Diocese of the Protestant Episcopal Church (L.) and Most Reverend William A. Scully, Bishop Coadjutor of the Albany Diocese of the Roman Catholic Church.

(Photo by Albany Times-Union)

3. Dr. Francis T. Spaulding.

(Photo by Albany Times-Union)

4. Deputy Education Commissioner Lewis A. Wilson, inspecting exhibit of plans for new buildings for state educational institutions.

(Photo by Albany Knickerbocker-News)

5. General view of audience.

(Photo by Albany Times-Union)

6. View of stage.

(Photo by Albany Times-Union)

It is an important event in State Service when New York State inaugurates a new Commissioner of Education and President of the University of the State of New York. Dr. Francis Trow Spaulding is the sixth person to assume the office of Commissioner of Education since it was established in 1904 in place of Superintendent of Public Instruction, which position in turn in 1854 replaced the State Superintendent of Common Schools. Dr. Spaulding's inaugural address was delivered October 17 at the 80th convocation of the Board of Regents in Chancellors Hall, State Education Building, Albany.

I consider myself fortunate to be a teacher. I am doubly fortunate to be a teacher in the second generation, since I have thus been privileged to add to my own experience some of the fruits of my father's long observation of schools and of those who work in them.

My father wrote recently about the school which he attended as a child: "Seventy-five years ago the 'function of the school' was not a question for discussion. Everyone knew the answer to that question, and there were no differences or doubts about it. The function of the school was to teach the three R's. Of course it is to be understood that *school* referred to the elementary school. But at that time it was unnecessary to state that modification, for almost everyone then thought only of the elementary school.

"In that distant age there were certain other matters respecting schools which were definite and universally understood. It was the duty of teachers to teach certain things; it was the duty of pupils to learn those things. It was the duty of the pupil to behave, to do as he was told; it was the responsibility of the teacher to see that the pupil did behave, to make him do as he was told.

"Three-quarters of a century ago the whole matter of schooling, which today has become so complex and involved, was so simple that everyone understood and agreed."

Schooling has indeed become complex and involved. It is still the function of the school to teach the three R's, and we know how to perform that function far better than we did seventy-five years ago. But even our elementary schools are expected today to teach also such subjects as history and science, health and manners, music and art, and safety on the highways. It is still the duty of teachers to instruct and of pupils to learn. But teaching and learning in our present-day schools embrace activities never included in the formal drills and lesson-hearing of seventy-five years ago. It is still the responsibility of teachers to see that pupils behave properly. But our concept of appropriate behavior is no longer limited to good conduct in the classroom. And what is nowadays thought of as "the school" has extended itself far outside the

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bounds of the elementary school of seventy-five years ago. The school of today provides for younger children, it offers them many more years of schooling, and it has made a place for adults as well as for boys and girls in its educational program.

It is not my purpose to argue the merits of the schools or the teachers of today as contrasted with those of seventy-five years ago, though I believe the comparison would greatly favor present-day schools and present-day teachers. Nor is it my purpose to trace the changes in human knowledge, in technology, in standards of living, and in the status and obligations of the United States as a nation, which have made the task of our schools of today far different from that of the schools of seventy-five years ago. It is my purpose, rather, to consider what today's schools and teachers must do if they are fully to live up to their present responsibilities, and then to raise an important question about the possibility of their fulfilling those responsibilities.

On many details of our present educational program there is wide disagreement. There is almost universal agreement, however, on the over-all function of the schools. Stated in the broadest possible terms, the schools' function has come to be regarded as that of providing whatever instruction may be required to serve the general good, to whatever members of the community may need and want such instruction, at whatever periods in their lives the people who want the instruction may be able to profit by it. "Instruction," moreover, is commonly understood to mean not just formal classroom teaching. It includes, as well, informal out-of-class experiences, individual counseling and guidance, on-the-job training, and any other kind of planned and supervised activity that may be of value in helping people to learn.

Operating under so sweeping a mandate, the schools must constantly readjust their programs. Whenever more people need to go to school, the schools must make room for them. When changes in the world and additions to human

knowledge require a kind of teaching that has not been given before, the schools must offer it. When new and widely useful fields of learning arise, the schools must train the needed specialists in those fields. At the present time the schools are having to make more of all these adjustments, and to make them more rapidly, than has ever before been necessary.

The need to make room for new students is most apparent in the case of returning veterans. Here in New York State the veteran enrollment, coupled with that of young war-workers who are resuming their interrupted education, has swelled the numbers of college students to nearly twice those of any pre-war year. At the same time the return of the veterans has greatly added to high-school and vocational-school enrollments. No one doubts that the schools must make room for these added students. Nor does anyone doubt that in making room for them the schools are bound to provide not just space in the classrooms and shops, but an educational program adapted as closely as possible to the veterans' special interests and intellectual maturity. The people of New York State can take pride in the foresighted planning which is making it possible to meet this need.

Equally important is the need to provide for other groups of new students. One of these groups consists of boys and girls who before the war would have dropped out of school comparatively early. For many years the age at which young people have been leaving school has been persistently rising. In 1918, for example, the average American soldier had had a sixth-grade education. The average of our soldiers in World War II had stayed in school at least to the tenth grade. The social and economic pressures and opportunities which produced this change are continuing; they may, in fact, have been accentuated by the war. Out of them, quite apart from anything the schools themselves may do, will come more students for the upper grades of the secondary schools, more young men and women looking forward to post-secondary education, and a consequent urgent necessity upon the schools to

provide for students with whom in the past they have not had to reckon.

A further group of new students consists of adults — young adults, especially. The war years produced a noteworthy upsurge of interest in continued schooling on the part of thousands of people who had thought themselves through with school. Civilians, both men and women, were enrolled in pre-employment and retaining courses. They took part in countless forums and discussion groups. Young men and women in service were engaged in military training programs and in a great variety of off-duty educational activities. As a result, more people than ever before have become aware of the advantages and satisfactions to be found in continued education. The consequent resort to the schools by people who are looking forward to new or better jobs, or who want to learn more about the problems with which they are concerned as citizens, or who are interested in learning just for the sake of learning, seems likely in the coming years to represent a new and significant phenomenon in American education.

The veterans, the high-school pupils who stay on in school, and the adults who return for further schooling, are relatively mature students. One other group whom the schools are being called on to serve is marked by its immaturity. This group consists of the four- and five-year-old children. The war years have brought their needs, too, into special prominence. With fathers in the Army or Navy and mothers at work in war industries, far too many very young children have had no responsible care. Though the war need is over, many of the war conditions still remain. Unsuitable housing, congested living conditions, working hours which keep both fathers and mothers away from home during their children's daytime, make it difficult for many parents to provide properly for very little children. These conditions persist in thousands of homes, especially in our urban centers. Out of them comes a requirement upon the schools to find places and to devise suitable education for children younger than any they have dealt with in the past.

These are some of the obligations implied in the charge upon the

schools that whenever more people need to go to school, the schools must provide for them. Obligations no less important grow out of the further charge that when changes in the world and additions to human knowledge require a kind of teaching that has not been given before, the schools must offer it.

The schools' responsiveness to change has been reflected in the past in almost countless modifications in courses of study. To subjects long recognized as part of the standard school program, many new items have been added simply because there is more to learn than there used to be. Government has grown more complex in proportion to the new services it has been called on to render to citizens; the schools have done their best to acquaint young people with its structure and its purposes. Science, with the aid of mathematics, has been constantly pushing out its boundaries and multiplying the ways in which it affects people in general; the schools have attempted to prepare their pupils to make intelligent use of its products and to appreciate its methods and its purposes. History has been adding to itself year after year; the schools have undertaken to teach what is important in the new history as well as in the old. Literature, music, and art have been reaching in new ways and through new media into the lives of all of us; the schools have tried to guide young people's enjoyment of them into wholesome channels.

Moreover, entirely new subjects have been introduced into the schools to meet new needs or a new realization of need. Safety on the highways is one of these. Elementary- and secondary-school courses in hygiene present a whole body of subject matter designed to meet new conditions of living. Courses in homemaking and in family life reflect major changes in our society. Programs of vocational guidance and counseling, and a great variety of informal activities, are products of the schools' effort to help young people meet new problems both of work and of leisure, which our industrial economy has created.

It may perhaps be thought that if the schools are to keep up with the world their chief concern must be to add to their curricula. The

pressure to add is, in fact, enormous. It comes partly from the schools' own consciousness of their responsibility. It comes partly from interested people outside the schools—including our legislatures. Almost every person or group with a Cause is likely to see in the school program a potential opportunity to further that cause. Many such causes have deservedly been reflected in the schools' courses of study.

But the schools are under obligation also to resist an over-ready acceptance of change. Additions to the school curriculum, however important, cannot be allowed to drive out important items already in the program. The three R's still need to be taught—perhaps more rigorously, certainly more intelligently, than they used to be. And every class-period granted to some new subject, every new requirement for high school graduation, every legislative mandate prescribing a fixed number of hours of teaching in a hitherto unrequired field, lessens by just so much the time and energy likely to be given to teaching which is not thus protected. The changes in the schools' program that need to be brought about through addition, therefore, must almost always be accompanied by corresponding changes through subtraction. The responsibility of the schools is not merely to keep themselves alert to important new knowledge and attitudes and skills. While making place for the new they must also hold on to whatever is essential in the old.

This double responsibility confronts the schools today in connection with certain major needs. One is for the development of programs which will help to combat juvenile delinquency. Juvenile delinquency cannot be adequately dealt with by the schools alone. To correct the conditions which lead to it and to prevent their recurrence will call for the combined efforts of all the social agencies that have frequent contacts with young people. The New York State Youth Commission has already been of help to many communities in bringing about an essential coordination of effort, and the Youth Commission's program looks still farther in that direction. The schools inevitably occupy, however, a central place among all the

agencies which affect the ideas and activities of young people. Whatever the home, the church, the recreational groups, the social welfare organizations, the police and the courts may be able to do, the schools must still undertake—as many of them have undertaken in the past—a major share of the task of preventing delinquency. In particular, they must be responsible for identifying the young people who are in danger of becoming delinquent. They must adapt their instruction to the special backgrounds and attitudes of these young people. They must provide whatever new subjects or methods of teaching may promise to put such young people most surely on the road to constructive citizenship. And they must do all this without relaxing their concern for all their pupils.

A further urgent need is for the re-direction of the schools' teaching as a whole, toward whatever future the airplane and atomic energy may hold in store. We have had it impressed upon us that that future is likely to present both tremendous possibilities and fearful dangers. If the future could be prepared for merely by offering instruction in aviation and providing a course on the information contained in the Smyth report, the schools' problem would be relatively simple. The fact is, however, that the airplane and atomic energy between them are practically certain to revolutionize not just our systems of transportation and our powers of destruction, but our attitudes, our ways of living, and our standards of value—all to a degree which not even our best minds can foresee with any dependable clarity. The schools are called on to guess at the future. They cannot be more prophetic than the rest of mankind. They can, and must, do their best to familiarize their pupils with important known facts, and to acquaint them with the most cogent of thoughtful prophecies, to the end that as the future becomes the present these pupils will be as little as possible at a loss to understand it, to learn from it, and to control it. And again the schools must meet this need while continuing to maintain their concern for the prosaic but still essential teaching of reading, writing, arithmetic, health, good citizenship, and common, everyday morality.

I have referred to the programs of the elementary and secondary schools to illustrate the schools' obligation to reflect out-of-school changes in their curricula. The same obligation obviously rests on the colleges and universities. Colleges and universities are perhaps especially affected by the third charge upon the schools—to train specialists in new fields whenever new and widely useful areas of learning arise.

In the past, the development of specialized vocational courses in the secondary schools, and of professional curricula as a part of higher education, have been a direct response to this charge. In the immediate future there must be still other responses to it.

The newly established State Institutes of Applied Arts and Sciences represent one such response. Developed in time to help meet the needs of the veterans, the plans for the Institutes have been solidly built on trends which were becoming apparent long before the war. Agriculture, industry, business, and the professions have been creating, during the last quarter-century, new kinds of specialized jobs which stand midway between the older craftsmanship jobs and the full-scale professions. The new jobs are technical or semi-professional in character; they are illustrated by the work of the dental hygienist, the laboratory assistant, the manager of a small farm or a small business, the radio technician. They call for training and maturity beyond those which can be obtained through a secondary-school program, and for a kind of instruction which, though it takes less than the four years required for college work, has been available in the past in almost none of our colleges. Seventeen thousand recruits for such jobs are required every year in New York State. In the five-year experimental program which the Institutes of Applied Arts and Sciences represent, and in the programs of the State Agricultural and Technical Institutes, a significant beginning is being made in the provision of new and important forms of educational specialization to meet these new demands.

New educational specializations are being introduced also in the colleges and universities. The School

of Industrial and Labor Relations at Cornell represents one such innovation. Others have begun to grow out of the discoveries and new technologies resulting from the war—research and training programs in nuclear science, astronomical physics, the science of aviation, new phases of bacteriology and medicine, and the technologies related to these and other fields. The new university specializations will undoubtedly lead in time to still further specializations, both in the universities themselves and at other educational levels. In our post-secondary educational program particularly, there seems destined to be a growing demand for new courses and curricula, as a means of providing urgently needed scholars and practitioners in a great variety of new learnings.

All these things the schools must do. These are what are implied in the schools' responsibility for teaching whoever needs teaching; for providing new kinds of teaching for a changing world; for training specialists to meet new needs. These comprise the present-day "function of the school". To speak of that function as complex and involved is surely not an exaggeration. There is, indeed, no agency in our present-day society which has been charged with a function more complex and more involved, or more significant for the future of the State and the nation.

It is not, however, "the school" which, in the last analysis, will fulfill or fail to fulfill this function. "The school" is an abstraction. Behind the abstraction are people—teachers and school officers. Nearly ninety thousand of them make up "the school" in the State of New York. If our schools are actually to do what they are charged with doing, and what I believe they are potentially capable of doing, the doing will be no abstract, impersonal affair, but the thoroughly personal, day-by-day accomplishment of these people.

I repeat: If our schools are actually to do what they are charged with doing. There is today serious doubt as to whether the schools can continue to fulfill their function. The doubt centers in one fundamental question: Shall we be able to attract into teaching, and to keep

as teachers, people who are qualified to do the complex and involved job that needs to be done?

That job as I have described it (and I think the description is accurate) is essentially a professional job, with all the connotations that properly belong to the term "professional". It cannot, at any level, be done successfully by immature people, or people with limited understanding of the world about them, or people with narrow sympathies for others, or people who find their chief satisfaction in perpetuating tradition. Nor can it be done by people who think of education principally in terms of making pupils master something in a book. It can be done only by people who are themselves both broadly educated, and thoroughly versed in the subjects which they are to teach; who are qualified through intelligence, imagination, and training, for a venture which requires constant pioneering; who have the initiative to undertake such pioneering and judgment to undertake it wisely; and who, possessing all these qualities, are given freedom and encouragement to put them into practice.

We have had teachers in the past who possessed these qualities. We have such teachers today—many of them. They are to be found at every level of our school system, from the elementary grades to the university. But we are losing large numbers of these teachers. What is even more serious, we have as yet no real assurance that we are going to replace them—let alone add to their numbers, as we must do if we are to meet the problems ahead.

The explanation of our present critical situation (and it is truly critical) is simple and obvious. The professional qualities which we desperately need in our teachers are valuable qualities in any professional undertaking. They are qualities which make the successful physician or lawyer or engineer or businessman, just as they make the first-rate teacher. And in the competition for people who possess those qualities almost every other profession has more to offer than does teaching, in at least two fundamental respects.

First, the other professions offer more attractive ultimate salaries. The worst discrepancies are not to

be found in beginning salaries, despite the attention that is now being directed, with justice, to minimum salary levels for teachers. Teaching suffers most, by comparison, in the salaries at the top. New York does far better by way of financial returns to teachers than does almost any other state; yet in the school year just past only one New York State public-school teacher or officer in approximately a thousand, outside New York City, received a salary as high as \$7,000. Living wages alone will not attract in any large numbers the people of imagination and understanding and resourcefulness who are needed by the schools. We shall not get such people as teachers until we hold out to them at least a fair chance to gain some material reward commensurate with their ability.

The second advantage of the other professions lies in the greater respect which they enjoy. Over the past seventy-five years the responsibility of the schools has changed enormously, and the public in general has recognized that change. It would be inaccurate to say that the public has recognized no change in the task of the teacher. Yet the confidence reposed in teachers, and the respect accorded them and their work, have not grown in anywhere nearly equal proportion to the growing obligations which teachers have had to assume. Even in communities which take exceptional pride in their schools, the work of the individual teacher is commonly thought of as not very taxing, not requiring much in the way of hard and original thinking, and — compared with the work of the physician, for example — not especially crucial. Teachers as a class tend to be judged accordingly. They are all too often regarded as docile, ineffectual, at least slightly eccentric. There could be no better answer to any such disparaging view of them than the achievements of countless teachers, women as well as men, in the war years just past — their service in every branch of the armed forces, at every conceivable military task, and their service as well in every variety of civilian activity. But in the present emergency the unflattering stereotype of which people think when they think of teachers, is a cause for major concern. We shall not get the

people of ability whom we need as teachers, in the numbers in which we need them, until teachers and teaching are represented in the public mind by something else than a caricature.

It is because of these circumstances that we are losing many good teachers. Even without the war we should no doubt be losing some, but the war has hastened and increased the loss. To the credit of many of our best teachers, they have stayed in teaching. But large numbers of men and women who have been good at teaching have found in the course of their war activities that they were good at other jobs as well. In those other jobs they have discovered better pay than they could possibly expect as teachers. What has been in many cases no less important, they have found a place in public esteem and a personal freedom which they have never before experienced.

And as long as these circumstances persist we cannot hope to fill the places of the good teachers who are being lost to teaching. Most young people of ability will choose their professions in terms of the values which a majority of their elders set on those professions. Neither the material values of teaching nor those which attach to it in public regard are at present of a kind to attract as many as we need of our best potential teachers.

Herein lies the problem which I believe to be the most serious educational problem now faced by the State of New York or any other state. The problem is not one of defining the function of our schools. We are in general agreed as to the appropriate function for the schools of today, even though there may be room for greater argument about its details than was true for the schools of seventy-five years ago. Nor is the problem one of simply manning the schools. We can certainly find some sort of teacher, young or old, experienced or inexperienced, trained or untrained, to put in every classroom. The problem, in essence, is that of determining who shall teach. If that problem is to be solved in such a way as to make the function of the schools more than an unattainable abstraction, it can only be

solved by giving to teachers and teaching a truly professional stature.

Unhappily professional stature cannot be merely bought. This is not to say that teachers need not be paid in accordance with professional standards. Salaries that will put teaching on a plane with the professions with which it must compete are essential if we are ever to have the requisite numbers of qualified teachers. But mere adjustments in salaries will only partly determine who shall teach. At least equally important, and much harder to attain, will be a general concern for good teaching, and a widespread respect for good teachers, which will lead the best of our young people to want to make teaching a career.

The responsibility of teachers in this situation is inescapable. They can, and must, help to make clear in the public mind the distinction between the professional teacher and the incompetent or the amateur. They can, in addition, give special encouragement to every school or college student who possesses the qualities of interest and ability that mark the potentially first-rate teacher. In doing both these things they will need to make use of every opportunity to replace the stereotyped caricature that now stands for the teacher, by repeated demonstrations of what a good teacher is, and how he looks, and what he does.

The responsibility of the State itself — and by the State I mean all the people of the State — is also inescapable. In the long run the people will find in the schools exactly the kind of teachers they expect to find there, because their expectations, more than any other single factor, will determine the kind of young people who go into teaching. It is to be hoped that eventually they will expect to find as teachers their own most talented sons and daughters, in numbers at least as great as can be claimed by the other professions. If and when we do expect our own best young people to teach — and only then — we shall have positively resolved the question of whether our present-day schools can meet the responsibilities that have been laid upon them.

It is my firm belief that we can, and will, resolve that question.

State Restores Full Four Weeks Vacation

On the last day of November, Association Headquarters issued a news release which, because of the importance of the subject to all State employees, is printed herewith in full.

At the request of the Association of State Civil Service Employees, a conference was held with officials of the Budget Division, Mental Hygiene Department, Civil Service Department, Department of Law and Department of Audit and Control, on November 29, 1946, in reference to the confused interpretation of Governor Dewey's grant of four weeks vacation for all state employees.

John E. Burton, Director of the Budget, stated following the conference: "No employee is to be deprived of the full effect of Governor Dewey's four week vacation allowance and all employees are receiving or will receive cash in the full amount submitted on the institutional vacation payrolls."

There was no difference of opinion as to the equity and justice of the employees' claim that Governor Dewey's grant meant four weeks for 1946 and subsequent years. The main difficulty was in providing a proper method of payment on payrolls to accord with the State's financial methods. The Audit and Control authorities felt that it was impossible to credit the extra week to be retroactive to an earlier fiscal period. It therefore directed payment for one week from the succeeding period. The conference was generally agreed that this would have the result of reducing future vacations at some time in the employment period to three weeks instead of four and it was therefore agreed that legislation would be introduced in the Budget Bill to permit the payment of this amount in the current period which would clear accounts for all subsequent years. This means in effect that the four weeks vacation period granted for 1946 is

confirmed without any limitations and that vacation periods of four weeks will continue during subsequent years until changed by law or regulations.

J. Edward Conway, President of the Civil Service Commission, stated that he had unfortunately not attended the earlier conferences and that he had always believed that the four week vacation period should be granted without any hampering conditions or restrictions.

The Mental Hygiene Department was represented by Assistant Commissioner Arthur W. Pense and Daniel J. Doran, Assistant to the Commissioner, who championed the earlier position of the Department that all employees were entitled to credit for two days for each month of service prior to the 1946 vacation, as indicated in Mental Hygiene Department Circular Letter A-30 dated May 3, 1946.

It was agreed that the Department of Mental Hygiene would issue instructions to all institutions recinding that part of Circular Letter A 207 which provided that vacation be credited at one and one-half days per month prior to April 1, 1946. It is now definitely settled that vacation credits are to be computed at two days per month from April 1, 1946 and thereafter.

Budget Director Burton stated that the standpoint of the Governor and the Budget Division is as follows:

"On April 12, 1946, Governor Dewey restored to four weeks 'the vacation allowance for State employees in 1946'. For institutional employees this was more than a restoration, it was the establishment of a vacation allowance equal to that granted to departmental employees.

Before the war, departmental employees received four weeks and institutional employees received but two weeks vacation. During the war the Administration granted three weeks vacation to all employees. This year four weeks vacation was granted to all employees."

The Governor and the Budget Director were entirely unwilling that any employee be deprived of the full benefit of Governor Dewey's four week vacation allowance.

John T. DeGraff, Counsel to the Association of State Civil Service Employees, offered very valuable suggestions toward meeting the legal difficulties involved in finding a formula that would secure full payment to the employees and yet care fully for the Comptroller's procedures. Mr. Burton and Mr. DeGraff together worked out the suggestion for a provision in the Budget Bill which would authorize the necessary payment in the current year and would thus clear all future accounts of any debits of vacation or vacation pay.

The Association believes that the solution reached was a very fair one and that it will be satisfactory to all employees, and expressed its appreciation of the very thorough consideration and fairness given to the employees' interests by all of the participants in the conference.

Doctor Frank L. Tolman, President of the Association said:

"In short, the result is that the Governor's promise is fulfilled in full measure. Every employee either receives his full vacation or pay for the same, in 1946 and will receive the same four weeks vacation or pay in 1947."

President Tolman and Counsel DeGraff were the only employee representatives present at the conference.

Budget Director Burton's statement to the departments concerned reads as follows:

"The matter of salary payments in lieu of vacation allowances for
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Workers Enlisted in New Membership Activities (PART II)

Since the beginning of the Association year, October 1, more than 21,000 membership payments for the new year have been received at Association Headquarters.

In our last previous issue we published the first part of a list of membership committees which are active in the various chapters and state agencies throughout the State. Herewith is printed the second and concluding part. Cooperate with these employees—they are interested in your welfare—by paying your dues **now** if you have not already. When we published the first part of the list we printed a few words which are repeated here to express our feeling of the importance of the work these membership committees are doing and our appreciation of their efforts:

"The Association's membership is solicited through its chapter officials, committees and representatives. These employees are not paid to secure membership—they give unselfishly of their time and effort on behalf of their fellow employees to keep their Association strong and employees united so that the needed improvements in working conditions may be secured at the earliest possible time."

Newark State School Chapter

Mrs. Melanie Purdy, B Cottage—Girls' Supervisor; Miss Eva Welch, G Cottage—Girl's Supervisor; Floyd Fitzpatrick, Boy's Hospital—Barber; Mrs. Mary Stickwell, Administration Bldg.—Stenographer; Glenn Fitzgerald, South Dormitory—attendant; Earl Gates, Boy's Hospital—Physic Therapist; George Chapman, Carpenter Shop; George Trowbridge, Paint Shop; and Albert J. Martin, Farm Supervisor.

Rochester State Hospital Chapter

Elinora Ayrault, Administration Bldg.; Frank Glover, Livingston Bldg.; Czerny Hubbard, Howard Bldg.; Thomas Holloran, Orleans Bldg.; John McDonald, At Large; Joseph Scott, Maintenance—Outside; Mrs. Anna Nichols, Genesee Bldg.; Mrs. Cathryn Donlon, Monroe Bldg., and Marion Muntz, O. T. Department.

Syracuse State School Chapter

Charles Ecker, Fiarmon Division; F. J. Krumman, Powerhouse and H. J. Swackhamer, B Bldg.

Utica State Hospital Chapter

Rose McKenna, Administration and P. T.; Flora Zane, South Side; Kathryn Szczesny, Hutchings Hall, Staff House, Dixhurst, Fairfield; Hilda McGuire, Dunham Hall; Ethel Randall, O. T. and Laboratory; John Kauth, Walcott and North Side; Vincent Karacki, Power Plant, Electrical Shop, Print Shop and Laundry; Edward Prendergast, Kitchens and Dining Rooms; George Cook, Carpenter Shop, Masons, Mat Shop,

Paint Shop, Plumbers, Clothing Clerk; and Watkin Perry, Farm and Grounds, Storehouse and Garage.

Gowanda State Hospital Chapter

Charles Sandwick, Administration; Vito Ferro and Robert Harvey, Main.—Male; Dorothy Bryfogle, Main.—Female; Angelo J. Nasca, Reception; Frederick J. Milliman, Male Infirmary; Ruby Ackerman, Female Infirmary; J. K. Bashford, Farms; Frank Nyhart and Henry Kelley, Maintenance; Francis Kelly, Power Plant; Charles Gaffney, Laundry; Helen Hauri, Housekeepers and Staff House; Theodore Stitzel, Storehouse and Industrial and Gordon C. Woodcock, Kitchens and Cafeterias.

Marcy Chapter

Lucy Baumgras, Administration Bldg.; Kenneth Hawken, G. Bldg.; Glenn Brennan, Farm Colony; Ellis Traux, West Group; and Michael Prendergast, Laundry.

Brooklyn State Hospital Chapter

John McLean, East Bldg.; Lillie Dowling, Male Reception; Hannah Tinney, West Bldg.; Anna Robinson, Bldg. 10; Gertrude Naughton, Bldg. 10; Joseph Sumpter, Bldg. 10; Philip Mastridge, Bldg. 10; Chester A. Browne, Shops; John W. Drogue, Shops; Margaret Jeronsky, Female Reception; Annette Frank, Office; and Duncan Whitehead, M.D., Staff.

Pilgrim State Hospital Chapter

Francis H. Neitzel, President, Main Office; Charles Burns, 1st Vice President, Bldg. 30; Harold Wilson, 2nd Vice President, Bldg. 30; Madge Koernig, Secretary, Main Office; Jacqueline Gardner, Corr. Secretary, Spec. Agt. Office; Louise Williams, Treasurer, Main Office; Preston Windus, Chairman, Bldg. 30; Alexander Kane, Powerhouse; George Little, Garage; Leon Corbett, Powerhouse; David Bryan, Storehouse; Edward Schultz, Powerhouse; Charles Mahoney, Laundry; Charles Thurston, Farm; Harold Abel, Phys. Training, Main Office; Betty Christie Wert, Main Office; Gladys Slight, Main Office; Dr. Roland Vaughn, Medical Staff; Leo Donohue, Food Service; Otto Seaman, Food Service; Nettie Corbett, Housekeeper; Eva Hunter, Dining Room; Parris Wright, Rec. Hall; Kathleen Avery, Beautician; Leo Liberty, Barber; Leon Corbett, Powerhouse; Alfred Hamilton, Bldg. 5; John Schoonover, Bldg. 1; Leslie Launderman, Bldg. 2; Eleanor Launderman, Bldg. 6; Eleanor Belile, Bldg. 9; Katherine Hannon, Bldg. 7; Claire O'Kane, Bldg. 11; Ercilia Schilling Bldg. 14; Margaret Vdseley, Bldg. 12; Frederick Kuhlmann, Bldg. 22; James Leslie, Bldg. 22; Grady, Rehberg, Bldg. 22; Lester Dornseif, Bldg. 22; Aledge Belanger, Bldg. 23; Mildred Hamilton, Bldg. 24; Neva Schoonover, Bldg. 24; Carol Arthur, Bldg. 24;

Wesley Redmond, Bldg. 25; Jennie Henabray, Bldg. 25; Joseph Mitzen, Bldg. 27; Gene Hughes, Bldg. 27; Helen Arthur, Bldg. 28; John Stecker, Bldg. 28; Michael Rice, Bldg. 28; Alexander Kane, Powerhouse; George Little, Garage; and David Bryan, Storehouse.

Harlem Valley State Hospital Chapter

Pauline Woodin, Bldg. A; Evelyn Parsons, Bldg. B; Gordon Carlile, Bldg. F; Beatrice McGrail, Bldg. E; Anna Bessette, Bldg. Rec.; Rita Vogel, Bldg. 25; William Rice, Bldg. 26; Marvin Angel, Bldg. 27; Mildred Adamiec, Administration; Bessie Smith, Bldg. 28; Victoria Campbell, Industrial Bldg.; Louis Illig, Powerhouse; John Rice, Maintenance; Helen Murphy, Laundry; John Martin, Farm; Mildred Sloan, Occupational Therapy and Paul O. Becker, Business Office.

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Creedmore State Hospital Chapter

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Batavia Chapter

Michael Goldberg, Chairman; Ernest Beckwith and Miss Helen Mahaney.

Geneva Chapter

F. G. Munding, M. H. Campfield, Jeanne Smith, Frank Kokoski, Bette Cullinan, William T. Tapley, Esther Baumgartner, Irene McDonald, James Hefferon, C. V. Traphagen and Robert Larsen.

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(Continued on Page 295)

Holiday Greetings

Of course we extend to all of the members of our Association and all Civil Service Employees generally and their families our sincerest wishes for a happy holiday season.

As we go to press, the prospects are that it may be a holiday season considerably dimmed for illumination, a bit chilly in spots, and somewhat restricted as to transportation facilities. But certainly hopes are bright, hearts are warm and potentialities without limit. So, we unreservedly and enthusiastically wish you all—

A Happy 1946 Holiday Season

Our President

J. Edward Conway, President of the State Civil Service Commission, was one of those who spoke tribute to Association President Frank L. Tolman on the occasion of a reception October 22 in recognition of the completion by Dr. Tolman of 40 years of service to the State. The remarks about the President of the Civil Service Association by the President of the Civil Service Commission seem significant enough to warrant repeating them here in full.

It seems abundantly clear to me that great strides are inevitably made in the progress of mankind when outstanding leadership is publicly recognized and impetus is thereby given to the spirit of emulation. All too seldom do we adopt this facile method of spurring ourselves on to the attainment of higher goals. So it is with enthusiasm, that I embrace this opportunity to join in well-earned tribute to our distinguished guest today.

From my own experience I can assert, that one has but to make the acquaintance of Dr. Tolman, forthwith to sense in him those qualities of leadership which defy definition, but which lift above the rank and file. He has seen the governmental agencies of the State and our merit system, expand and grow through forty years of progress. He has observed thru these years many periods of crisis and of triumph. Nor has he merely occupied the role of one who watches the parade march by. He has devoted his energy and his great capacity to the cause of better government and the promotion of the welfare of his fellow employees.

Multiple advantages now enjoyed by those in civil service are the direct result of his foresight and courage in blazing the trail of progress. His work on the Feld-Hamilton law, on salary standardization and his cam-

paign to improve working conditions have won for him recognition as a leader among State employees. It was a wise and natural choice when he was elected and re-elected as President of the State Association of Civil Service Employees.

In my official capacity, I have had frequent and most pleasant contacts and conferences with Dr. Tolman. I have found him keen in his appreciation of the problems of government, thorough in his knowledge of the affairs of our state and assiduous in his defense of the highest standards of governmental service and of employee performance. Sympathetic and warm-hearted toward the troubles of all, he has stood unyieldingly on all matters of basic principle.

I have seen him, calm and unperturbed when threatened by a sea of troubles which would have surely engulfed lesser men. The cogency of his arguments, the sincerity of his convictions and the tranquility of his manner have brought him many victories when the thunderheads of emotionalism would have wrecked his cause.

So it is with unalloyed pleasure that all who know him look forward to many more years of competent, unselfish service and attendant high honors for Dr. Tolman, and it is because of his sterling worth as a citizen of distinction and as a man of achievement that we can truly say of him: (paraphrasing Kipling)

"He has talked with crowds and kept his virtue,
And walked with Kings — nor lost his common touch
And neither foes nor loving friends can hurt him,
For all men count with him, but none too much."

That is why, Dr. Tolman, we wish you many years of health and happiness and an abundance of the good things of life.

A New Name

As the official organ of our Association under its new name, this magazine must, of course, have a new title. On the cover of our last issue we listed the probable title as THE CIVIL SERVICE EMPLOYEE.

This seems to your Editorial Board to be about the simplest, most descriptive and generally best title under our new organization. However, it is not at all beyond the realm of possibility, indeed it is quite likely, that someone among our thousands of members might devise a very much more acceptable title. If he or she can, it's worth \$50 to them and to us—see the inside of the back cover for details.

We doubt that you can find a better name than the one we thought up! Now, show us that we're wrong. Incidentally, we'd like to be shown—for we want the very best name for what we hope will be the very best magazine for civil service employees.

What's Doing in the Association



Chapter Dines In Rochester

The Rochester Chapter held its Annual Dinner at the Rochester Yacht Club on Thursday, November 14. The Club and the tables were tastefully decorated with fall flowers, and the affair was pronounced one of the most successful yet staged by the Chapter.

In addition to over 100 members, guests of the Chapter were J. Gerald Zugelder, President of the Rochester State Hospital Chapter; Clifford B. Hall, President of Industry Chapter; and Earl J. Bullis, Delegate from Public Works Chapter, Dist. No. 4. Other distinguished guests were Miss Mary Goode Krone, Chairman of the Personnel Council; William F. McDonough, Executive Representative of the Association, and Sidney C. Baker of the Sales Department of Bausch & Lomb Company.

Miss Krone and Mr. McDonough spoke on Personnel Council progress and the work of the Salary Standardization Board respectively. The subject of Mr. Baker's speech was, "Do You Like to Meet People?" in which he reviewed his experiences as Colonel in the U. S. Army during

the last war, having been stationed in the Caribbean Section and occupying an enviable position of meeting all persons entering or leaving that area.

Dancing followed a very enjoyable dinner, during which the guests were entertained by excellent talent recruited from the local departments.

Miss Lillian M. Wilson was Chairman of various committees composed of the following: Miss Ann J. Stutz and Miss M. Lucille Pennock, tickets; Miss Lulah V. Boyce, flowers; Neil J. Goodman and Guy Slover, entertainment.

Chapters Have Holiday Parties

Many Departments and Association Chapters have planned holiday parties and entertainments this year. Among them is a Christmas party—the "First Annual Christmas Party"—of the James E. Christian Memorial Health Department Chapter.

Their affair is scheduled for Thursday, December 19, at 7 o'clock, at Kapp's in Rensselaer, across the Hudson from Albany. Dancing and entertainment is announced.

The party is in charge of the Social Committee, consisting of Kathryn Kelley, Marie Nagle, Ralph Winton, Mary Swota, Frances Cohen, Dr. F. Schacht and John Shea. Others who have been working for the success of the affair, as Division representatives, include: Alice Strang, C. M. Hodge, Kathleen Delaney, Ruth Van Noy, Mary Ryan, Alice Peverly, Ethel Bates.

INDEXES OF COST OF LIVING IN THE UNITED STATES

Large Cities Combined, New York City and Buffalo

(Average 1935-39=100)

(From U. S. Bureau of Labor Statistics)

	U. S. Large Cities Combined	N. Y. City	Buffalo
1940	100.2	100.8	101.0
1941	105.2	104.7	107.5
1942	116.5	114.7	120.0
1943	123.6	123.1	126.3
1944	125.5	126.2	126.1
1945	128.4	129.1	128.5
1946			
Jan.	129.9	131.4	129.8
Feb.	129.6	131.3	129.8
Mar.	130.2	132.2	130.2
Apr.	130.9	133.5	131.2
May	131.7	134.3	132.0
June	133.3	135.8	132.6
July	141.2	143.9	139.6
Aug.	144.1	145.7	142.2
Sept.	145.9	149.4	144.9

NEW CHAPTER IN TAX DEPARTMENT GETS CHARTER

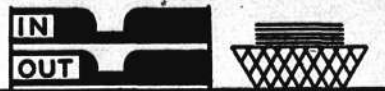


Representatives of State Dept. of Taxation and Finance, Albany Chapter, (l. to r.): Joseph Kenny, Delegate; Irma Philpot, Treasury; George Walsh, Income Tax; Alice Rafferty, Income Tax; Gerald Ryan, Misc. Tax.; Margaret Hussey, Files; Philip McMahon, Local Assess.; Francis Kelliher, Delegate; Louis Yella, Income Tax.

Association President Frank A. Tolman presents charter to Chapter President Arvis A. Johnson, Supervisor in Income Tax Bureau.



What's Doing in the Departments



SENATOR DESMOND WOULD OVERHAUL PERSONNEL SYSTEM

A sweeping overhaul of the state's personnel system is the aim of three bills which State Senator Thomas C. Desmond has announced he will introduce when the Legislature convenes in January.

"These bills," Senator Desmond explained, "are aimed at setting up a merit system which emphasizes 'know-how' instead of 'know-who.'"

"The bills:

"1. Transform the Civil Service Commission into a rule-making, advisory, fact-finding body, substituting a single State Personnel Administrator, of at least 10 years top-rung experience in personnel work, as head of the Civil Service Department.

"2. Prohibit any Civil Service Commissioner, or employee of the Civil Service Department, from holding office in any political party, organization or committee.

"3. Place into the merit system the positions of Deputy and Assistant Commissioners and Secretaries of all departments, jobs now rated as political plums.

"Although our state has made significant advances in many phases of public management, it has not done so in the personnel field. The merit system has not advanced as much as it could and should.

"Governor Thomas E. Dewey is reported to be studying this prob-

lem. My three definite bills will present a concrete program of recommendations which can be considered by the Administration and legislature.

"These bills are not aimed particularly at my good friend Civil Service Commissioner President J. Edward Conway or his colleagues on the Civil Service Commission, for the defects of the state's personnel system were present long before the present Administration took office.

"Although many able people have been members of our State Civil Service Commission, few have been personnel specialists. And today, recruiting, rating, testing and classification of employees have become so complex, expert direction is needed at the top-level.

"The United States Steel Corporation, International Harvester Company, Aluminum Corporation of America and other big business concerns select experts to head their respective personnel departments. Why should New York State not follow their wise example?

"One of my bills provides for appointment of a State Personnel Administrator to head the Civil Service Department. He must have had at least 10-years top-level experience in public or private personnel administration. The Civil Service Commission will act solely as an advisory, rule-making and appeals body without administrative powers or duties. Griffenhagen & Associates, renowned governmental research organization, urged this modernization in a 1943 study of our State Civil Service Commission, pointing out that a Commission 'is not an appropriate type of agency for day-to-day management of continuing operations; for these an individual with undivided authority and responsibility is essential'.

"The second bill will remove the taint of politics from the Civil Service Commission and Staff by banning members from holding political party positions.

"The third bill extends the merit system upward to include Deputy

BOARD ANNOUNCES NEW ALLOCATIONS

Listed below are allocations and reallocations made by the Salary Standardization Board and approved by the Budget since August 23, 1946. Previous allocations and reallocations as made since the last printed report have appeared in various issues of THE STATE EMPLOYEE.

Title	Service & Grade	Salary	Increment
Assistant Director of Labor Research and Statistics.....	7-5	\$5200-6450	\$250
Assistant Director of Welfare, Area Office from 5-4 to.....	7-3a	3600-4350	175
Assistant Industrial Engineer.....	7-3	3120-3870	150
Assistant Park Maintenance Supervisor.....	9b-3c	2700-3300	120
Assistant Parole District Supervisor.....	5-5	3500-4375	175
Assistant Supervisor of Park Operations.....	9b-3a	2100-2600	100
Associate Examiner of State Payrolls.....	11-3a	3500-4375	175
Associate Unemployment Insurance Field Superintendent....	11-4a	4500-5500	200
Canvass Worker.....	9b-2b	1800-2300	100
Director of Cancer Research.....	7-6c	8000-10000	400
Director of Labor Research and Statistics.....	7-6b	7500-9000	300
Director of Public Employee Training.....	7-5	5200-6450	250
Director of Welfare, Area Office from 5-6 to.....	7-4a	4500-5500	200
Economic Consultant.....	2-6	3900-4900	200
Emergency Housing Management Supervisor.....	7-5	5200-6450	250
Examiner of State Payrolls.....	7-1	1800-2300	100
Horticulturist.....	4-3	2100-2600	100
Junior Research Aide.....	10b-1	1800-2300	100
Planning Delineator.....	7-3	3120-3870	150
Principal Building Construction Engineer.....	7-6	6700-8200	300
Principal Examiner of State Payrolls.....	11-4a	4500-5500	200
Principal Planning Delineator.....	7-6a	7000-8500	300
Principal Self-Insurance Examiner.....	6-6	4400-5400	200
Secretarial Assistant.....	3-4	2500-3100	120
Senior Actuary.....	10e-4	3500-4375	175
Senior Agronomist.....	7-4	4000-5000	200
Senior Colony Supervisor.....	1-4	2000-2400	100
Senior Examiner of State Payrolls.....	7-2	2400-3000	120
Supervisor of Park Operations.....	9b-3c	2700-3300	120

and Assistant Commissionerships and Secretaries of all state Departments. This will open up more avenues of promotion, increase employee morale, and provide a permanent 'secretariat' of experience and technical competence.

"Laws cannot create leadership. And leadership is what our state personnel administration needs. But laws can provide a framework within which competent executives can work most efficiently. These three bills aim to provide that framework, so that our state will be giving more than lip service to civil service."

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HOW'S YOUR HEALTH?

By ISABEL BEARDSLEY

It is the little foxes that spoil the vines, said King Solomon, and so it is with little injuries. An infection which could easily have been prevented at the time it occurred becomes impossible of cure. Almost daily the newspapers carry accounts of dismemberment or death from minor infections—a scratch from the broken ends of a wire screen, a prick from a thorn, a small cut from a jackknife, a jab of a pin—wounds as trivial as these, scarcely noticed at the time, cause many fatalities every year.

Innumerable bacteria are always present on the skin. Once the skin is broken the door is open for them to get in. In minor wounds, careful washing with soap and water and the application of a good disinfectant will often prevent further trouble. If signs of soreness or inflammation develop a physician should be consulted.

Few people go through life without suffering injuries of one kind or another. To neglect them, no matter how unimportant they may seem at the time, is taking unnecessary risk. Once infection has developed it spreads with incredible speed and sometimes ends with amputation or death.

Not long ago one of the neighborhood boys was playing tennis. A fast game he called it. His new tennis shoes didn't fit too well but the game was too close to lay off long enough to bother about a blistered heel. Later that night his foot and ankle began to swell painfully. A physician was called and the boy sent to the hospital immediately. After weeks of suffering he returned home—minus a foot. This result could possibly have been averted if simple precautions had been taken before infection developed.

Gambling with bacteria is a losing game. Occasionally some person may boast that he has stepped on rusty nails, or jabbed his fingers with thorns and knives and suffered no subsequent infection. Such persons should "thank their lucky stars". It is far better to play safe. Luck cannot be relied on. Many persons, both young and old, lose their lives every year through failure to recognize the potential seriousness of what seems at the time but a trivial injury.

Keep wounds clean. Apply a reliable disinfectant. See your physician immediately if infection seems to be developing.

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(Continued from Page 290)

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STATE RESTORES FULL FOUR WEEKS VACATION

(Continued from Page 288)

mental hospital employees has been confused in employees' minds by technical aspects of which year's appropriations should be charged with the payments involved.

"On April 12, 1946, Governor Dewey restored to four weeks "the vacation allowance for State employees in 1946." For institutional employees this was more than a restoration, it was the establishment of a vacation allowance equal to that granted to departmental employees. Before the war, departmental employees received four weeks vacation and institutional employees received but two weeks. During the war, the Administration granted three weeks vacation to all employees. This year four weeks vacation was granted to all employees.

"The various points involved may be clarified as follows:

1. All vacations taken or to be taken after April 1, 1946 were allowed all State employees on a basis of four weeks. These rights were earned in the year prior to April 1, 1946.

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2. The pay-in-lieu-of-vacations provision requires that on November 1, 1946 the State must pay in cash for vacations not taken by institutional employees by April 1, 1946 and not taken in extra time off between April 1, 1946 and September 1, 1946.
3. Vacations in institutions not taken in 1945-46 nor taken by September 1, 1946 must be paid for in cash as of November 1, 1946. Vacations earned in 1945-46 to be taken in 1946-47 but which cannot be taken in 1946-47 must be paid for not later than November 1, 1947.
4. The State is paying off in cash now all vacations to have been taken in 1945-46 and due November 1, 1946 and one week of the vacation allowance during 1946-47 that could be held over by law for payment until November 1, 1947. The extra time off cannot be granted so it is not proper to ask the employees to wait another year for the pay in lieu thereof.

"No employee is being deprived of the full effect of Governor Dewey's four-week vacation allowance, they are in fact being paid cash in lieu of one week thereof, twelve months in advance of the deadline established by law. Vacation credits earned during 1945-46 (being taken after April 1, 1946) are to continue to be computed at the rate of two days per month.

"All employees are receiving cash in the full amount submitted on the institutional vacation payrolls."



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PRIZE

WHAT'S YOUR SUGGESTION?

THINK

WRITE

SEND IN THE NAME

\$50 PRIZE FOR THE BEST NAME For the Successor to 'The State Employee'

The Editorial Board of the State Employee is seeking a new name for the publication to fit the magazine's new duties. Under the new Constitution of the Civil Service Employees Association, the magazine must tell a much broader story, now including municipal and county employees, in addition to State Civil Service Employees.

The Board scratched its collective head and came up with the name "The Civil Service Employee," but the Board is only moderately proud of the choice. There must be, the Board believes, a better name. So what method of finding out could be better than to ask the entire Association's membership for suggestions? The Board is therefore offering a \$50 prize to that member of the Association who proposes a name for the magazine, which is better than that already suggested by the Board. Remember the Board will pay the \$50 award only if in its judgment the name more suitably sums up the purposes of our magazine than "The Civil Service Employee."

The new name should be short, inspirational and related to the basic purposes of the Civil Service Employees Association. This means the name must carry over the idea that the merit system in government employment spells better employees, better working conditions and better government—all in one, two, three or four words.

Rules

GOVERNING CONTEST

1. The new name must be no more than four words long — the shorter the better.
2. Print your suggestion on the attached coupon, fill out the rest of the coupon and mail to Name Contest, Editorial Board, Civil Service Employees Association, Room 156, State Capitol, Albany 1, N. Y.
3. The suggestions must be postmarked not later than midnight, December 31, 1946. Mail them — don't bring them in.
4. No member of the Editorial Board nor of the Albany office of the Association may compete.
5. Contestants must be members in good standing of the Association.
6. Only one prize will be awarded. The judges reserve the right to reject all suggestions if no name submitted is an improvement on "The Civil Service Employee." In case of a tie, the award will go to the person whose entry is postmarked first, by day and hour, so get your entries in early.
7. Announcement of the decision of the judges will be made as soon as possible in "The State Employee," and the award money, if granted, will be sent at once to the lucky winner.
8. All suggestions become the property of the Association and none will be returned.

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The Civil Service Employees Association

JOIN with your over 30,000 fellow State workers who are already members and do your share to further improve State employment conditions.

