

ation will be increased effectiveness of the schools due mainly to the proper supervision of instruction. Scientific experimentation in education has proved that the supervision of classroom instruction pays in insuring the progress of pupils and makes possible financial economies in eliminating retardation and the cases of pupils repeating the grades. It has been demonstrated over and over again in Virginia and in many other states that supervision repays many times its cost.

It is estimated that the state can furnish free textbooks at approximately one-third the cost when purchased by individual pupils. One of the main advantages of free textbooks is in having each pupil supplied with the learning tools when needed. The lack of teaching materials in many schools is very serious. These materials are inexpensive and a small percentage of school costs allotted to this purpose would result in the promotion of thousands of pupils who would otherwise fail.

The proposed Minimum Education Program will bring about greater equalization of educational opportunities over the entire state. The extent to which local taxes may be relieved depends upon how far the Legislature goes in providing for the instructional cost of public education.

—*Virginia Journal of Education*

The challenge of today is conduct. People cannot be made good nor happy by social devices. It takes both intelligence and good will. Internal principles of behavior are not as changeable as exterior forms, economic, social, and political. Social co-operation, interdependence, interlocking of interests, should replace individualism, greed for gain, strife in all forms, political turmoil.—FRANK N. FREEMAN.

What do we live for if not to make the world less difficult for each other?—*George Eliot.*

AMERICA'S EDUCATION WEEK, 1933

THE Joint Commission on the Emergency in Education invites every teacher in America to participate in its nation-wide program in defense of the schools. There are specific things to do in every community. One of these is the observance of American Education Week. Plans for interpreting the present critical educational situation to the public should be completed at the earliest possible time, should be put into operation during American Education Week, and should be systematically carried out during the remainder of the year.

This year American Education Week will be observed November 6-12. This week has become a going concern. It has been successfully observed for twelve years. It is effective because it offers an opportunity for all those interested in the development of increasingly efficient schools to unite in a common effort to interpret the strengths and the weaknesses of the schools to the American people.

Among the agencies which now co-operate in the observance of American Education Week on a national scale are the press, the radio, and the pulpit. An increasing percentage of the million teachers of the country are taking the lead in making the week a time of intelligent re-appraisal of public education. Co-operating with them are two million members of parent-teacher associations. Ten thousand American Legion Posts with 900,000 members stand ready to aid in carrying out local programs. The United States Office of Education, the National Education Association, and state departments of education are prepared to supply information and suggestions. State and local teachers associations can be counted upon to help. The whole program is centered in the welfare of childhood and is based upon the fundamental democratic

ideal of the right of every individual to a fair start in life.

American Education Week is sponsored jointly by the National Education Association, the American Legion, and the United States Office of Education. Because of the crisis in the schools, representatives of these three organizations, constituting the National American Education Week Committee, placed the selection of the program for 1933 in the hands of the Joint Commission on the Emergency in Education. The theme adopted is *Meeting the Emergency in Education*. Seven day-by-day topics were chosen after consultation with educational leaders throughout the nation. Each community will adapt the following program to its needs:

Monday, November 6—The Increased Responsibilities of the Schools.

Tuesday, November 7—Financial Support of the Schools.

Wednesday, November 8—What Citizens May Do to Protect the Schools.

Thursday, November 9—Home and School Co-operation.

Friday, November 10—The Schools and Reconstruction.

Saturday, November 11—The Schools and Loyalty to the Nation.

Sunday, November 12—Safeguarding Character Essentials.

Specific suggestions for planning the week's program around these and other topics will be found in the *American Education Week Handbook 1933* which may be obtained from the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Other helps which may be obtained from the same source for the observance of American Education Week include posters, cartoons, messages to parents, stickers for correspondence and for the use of elementary school classes in making booklets to send to citizens. This material is supplied at low cost. It may be duplicated in

school print shops, revised or adapted to suit local conditions.

The 1932 observance far exceeded in its extent any previous celebration of this occasion. Nearly six times as much printed matter was distributed as in 1931. National organizations joined heartily in the program. Governors wrote American Education Week proclamations. State and city departments of education printed special bulletins and distributed thousands of leaflets. The journals of state education associations gave valuable assistance. Hundreds of newspapers described the activities. Speakers addressed the public over nation-wide networks, and scores of programs were broadcast locally. It is estimated that more than 3,000,000 adult citizens participated in this event throughout the nation.

American Education Week offers a definite opportunity to bring schools and citizens together for their mutual benefit. It is an opportunity which every teacher should grasp. This critical period demands better school and home co-operation and a citizenry aggressively interested in child welfare and adequate educational facilities.

—JOHN NORTON, *Chairman*

OUR "GODLESS SCHOOLS"

Manned with the God-fearing men and women of all creeds and faiths—Jews and Gentiles, Protestants and Catholics—how can our public schools be "godless"? If this charge were true, what a confession of weakness it would be on the part of those creeds and faiths which proclaim it. Those who seek opportunity to utter this slander are either misinformed or so blinded by prejudice, mysticism, and theology as to be utterly incapable of recognizing the fine spirit of religious toleration and brotherhood that characterizes our American public schools.

Frank D. Boynton

The golden age never was the present age.—BENJAMIN FRANKLIN.