

sociology and other courses, with (a) further study and discussion into which such local authorities as doctors, police officers, welfare workers, etc., are asked to bring their evidence and experience; (b) investigation of local conditions and of the alcohol situation as it may be found in courts, reformatories, industrial plants, hospitals, on the highways, and elsewhere; and (c) a well-rounded social and recreational schedule that provides ample opportunities for alcohol-free good times and the development of wholesome and happy fellowship.

How better can young people discover that drinking is a less desirable alternative to one's happy social times than through a successful demonstration of wholesome and popular recreation?

To put it simply, the Post helps to build better citizens who will be well-informed concerning one of society's most complex and serious problems. When they face the drinking situation in their own lives they will have a more substantial and helpful basis for their decisions than liquor advertisements and the inducements of less well-informed drinking acquaintances. Through other specialized activities the students are, of course, gaining insight into important problems.

Isn't Classroom Teaching Enough?

IF alcohol had fewer powerful advocates whose economic well-being is founded on young people's experimenting with social drinking as a means of winning them as life-time customers, or alcohol were less easy to secure and less prominently displayed, classroom teaching, limited as it is in the usual crowded curriculum, might be sufficient. This is generally regarded to be the case with other narcotic drugs, where society supports a "Hands Off! Danger!" attitude.

Today's drinking problem faces youth so enticingly and relentlessly that many principals feel the need for further thinking and

exploration into this many-angled problem, and find Allied Youth the answer to their desire to aid students in locating, analyzing, and then avoiding this great handicap.

W. ROY BREG

EDUCATION AND NATIONAL LIFE

"N-o-w, space, i-s, space, t-h-e, space, t-i-m-e, space," typed the young teacher slowly.

"For every good teacher to come to the aid of American Education Week," her friend completed the sentence quickly.

American Education Week will be observed this year from Sunday, November 7, through Saturday, November 13. Its theme this year is an inspiring one, "Education and Our National Life," and the program is built around two special observances of nation-wide interest. One day is set aside especially for the Horace Mann Centennial, and another is devoted to "Schools and the Constitution," in connection with the Constitutional Sesquicentennial, which will be in progress at that time.

American Education Week is a time when, if every teacher does his part, the thoughts of the entire country turn toward its schools, toward a better understanding of the schools and their problems, toward a more complete comprehension of what the schools are doing and are trying to do.

The observance of this week is sponsored nationally by the National Education Association in co-operation with the United States Office of Education and the American Legion. It is not a closed corporation, however. There is plenty of opportunity for any group friendly to education to have a share in this observance, and to promote the objectives of the week.

Few people will, however, do anything about it unless the individual teacher does his part. On the individual teacher, the faculty of each school, the local teacher or-

ganization, and the local school officials rests the responsibility for seeing that American Education Week comes to life in their community. State and national groups can offer many helps, but they cannot do the work. That work is easier, however, because other teachers all over the country will be doing the same thing, while the public, the newspapers, other or-

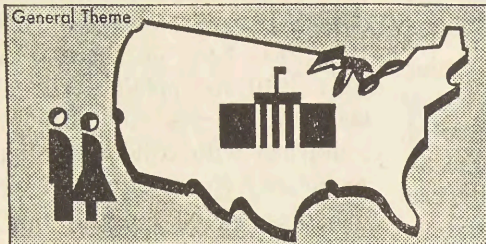
Monday, November 8—Buying Educational Service

Tuesday, November 9—The Horace Mann Centennial

Wednesday, November 10—Our American Youth Problem

Thursday, November 11—Schools and the Constitution

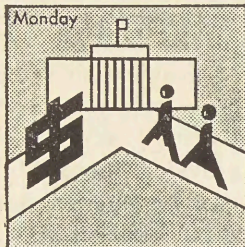
AMERICAN EDUCATION WEEK—NOVEMBER 7-13, 1937



Education and our National Life



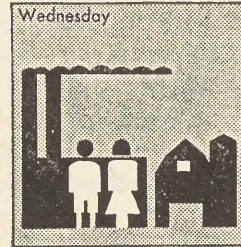
Can we educate for Peace?



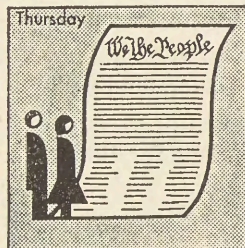
Buying Educational Service



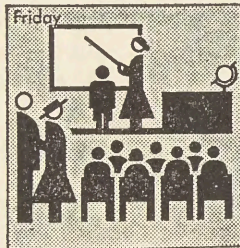
Horace Mann Centennial



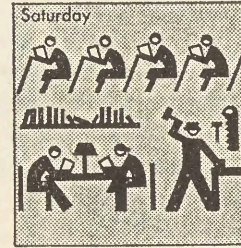
Youth faces the Future



Schools and the Constitution



School Open House Day



Life-long Learning

PICTORIAL STATISTICS - INC

ganizations will be aware of the national movement and will be willing to assist.

But in the long run, it does come back to the individual teacher, and to the local community. Will you do your share?

The complete set of themes for the week are as follows:

Sunday, November 7—Can We Educate for Peace?

Friday, November 12—School Open House Day

Saturday, November 13—Lifelong Learning

Numerous suggestions, programs, materials, posters and other aids can be secured, by the American Education Week-minded, from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.