

since it is not necessary to urge the teachers to be present. Instead, the invitation might have to be worded, "Only those teachers are invited who have been making a study of Many of the best teachers attend every meeting they know about. They say these meetings are beneficial. If there is any doubt of one or two being present after everything possible has been done to make them feel a need, it may be necessary to say to them, quietly, "This meeting was planned to be of special help to you. I shall expect you."

9. An understanding would be reached that supervisors may have to work and plan for a meeting from a week to six months in advance. If, at that time, the supervisor does not feel that she has made her teachers need that particular skill, the meeting should be postponed indefinitely or until the need for it has been aroused.
10. The programs for teachers' meetings would no more be turned over to the teachers entirely than the work in a room would be left entirely to the discretion of the pupils. The supervisor is needed to stimulate, guide, and encourage the teachers.

CLARA L. PITTS

A WORD TO EDUCATORS ABOUT ALLIED YOUTH

EVERY so often, history books have to be rewritten. It is not enough after a great war, an international crisis, or a worldwide depression to add a chapter. Historians see facts and trends in a new light, and so they say, "We must write the record from a new approach."

This is what is happening in the alcohol field in 1937. Scientific authority given to previously uncertain conclusions; the growing freedom for youth, with its attendant increasing personal responsibility; the presence of 26 million automobiles on the nation's highways; the rapidly increasing tempo of life—these are among the factors that have outdated previous texts, methods, and materials in alcohol education.

It is in the search for "a new approach" to the alcohol question that alert school leaders in every section of the country are discovering, and in a growing number of high schools adopting Allied Youth's program of alcohol education to supplement classroom teaching.

Let Youth Do It!

The first recommendation of Allied Youth, this organization that specializes in effective alcohol education, is "Let youth do it!" Drinking in its many modern guises is a problem that most high school students will meet somewhere before their graduation or shortly thereafter. What they say and do about it may influence the whole course of their lives; they have a right to know this, and to be prepared. Further, the attitudes that they take, and the habit-patterns they adopt will generally be the reflection of the lessons they have learned and the social customs they have observed.

The fact that drinking is to such a large extent associated with social and recreational activities is one of the explanations for the promotion of Allied Youth's program through local youth-led Posts, frequently formed at school, with the endorsement and cooperation of principal and teachers.

The Local Post

The Allied Youth Post is chartered by the national organization. It has officers and a sponsor, regular meetings, a definite program, standards of conduct and attitude, very much in the way that the athletic team is organized—a unit of leaders in a particularly specialized field, drawn from and organized within the school. There are also community and neighborhood Posts.

The initiated members are the "lettermen". They do not drink, and can be relied upon to set high standards of conduct within their own social and school sets. There are also associate members, who are interested in the Post program and activities, but do not quite "rate" full membership. They are in a sense "members in training."

The Post Program

The Post program supplements classroom teaching about alcohol, as it is integrated with chemistry, biology, history, economics,

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-