



Football Troubles of A Coachless School

"OUR coach was drafted in the spring of 1942, since which time we have had no coach nor have we been able to hire one.

"Last fall we tried to get along without football, except for playing two or three rinky-dink games. We found, though, that trying to run a school without extra-class interests is about like trying to have a banquet without food. This year wasn't starting off any better than last, so during the second week of school, we suddenly decided that it might be better to leave off some other things (if necessary) and carry on with football.

"That made me a full-fledged coach—again. Several years ago, I coached regularly. Came to this school in the fall of 1931 as a coach, in fact."

L. W. Hughes, Physical Education Director, Arlington Public Schools, writes: "It is the intention of the Arlington Public Schools to accept and follow in our Physical Education program the plan that you have outlined in the Victory Physical Club Manual. We expect to include all the boys and girls in our program that are in attendance in the Arlington Public Schools from the fifth through the twelfth grades. Therefore, we would like for you to send us all of the necessary blanks and forms for 200 elementary girls, 200 elementary boys, 100 junior high school girls, 100 junior high school boys, 100 senior high school girls, 100 senior high school boys."

Fights to Save 6-man Football in District 16

"I have not written you before because we did not know what was going to happen to our district down here, writes Ben U. Comalander, of Big Wells.

"After many conferences, telephone calls, I find that Dilley, Big Wells, and Yancey are the only teams left to play this year in this district. Christine and Tilden both declined to participate in the district play because of transportation difficulties.

"I am doing my best to keep six-man football alive in this district. As you know, Big Wells organized the first six-man football team in the state so far as I know, and also was not far behind the next year, being one of the first three schools to sign up with the League when a division was made for us.

"I shall continue as best I can to keep you informed on the district here. My time is very limited now. War has torn us all to pieces. I am coaching football, superintendent of schools, teaching seven classes, member Dimmitt County Ration Board, and own and operate a drug store. I am just like you and all the rest, I do not have any time I can call my own."

In reply to our request for the name of the chairman of District 30A, we find that H. O. Whitehurst, is, according to his own account, serving as Superintendent, Principal Elementary School, High School Coach, Chief Mechanic, Head Janitor, School Carpenter and Painter, Bus Driver, Scout Master, and Chairman District 30A, Groesbeck.

"Their Finest Hour"

If we can stand up to him [Hitler] all Europe may be freed and the life of the world may move forward into broad sunlight uplands; but if we fail, the whole world, including the United States and all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister and perhaps more prolonged by the lights of a perverted science.

"Let us therefore brace ourselves to our duty and so bear ourselves that if the British Commonwealth and Empire last for a thousand years, men will still say 'This was their finest hour.'"—Winston Churchill.

Gaston High School "Creative Writers"



Left to right, back row: Neal Milton, Mrs. Billie Joy Owens, Joyce Strickland, Annie Ruth Hudson, Roland Hale, Anna Ruth Colley, Joyce Green.

Left to right, front row: Wynona Claer, Allene Williams, Jack Gibson, Mary Copeland, Betty Jane McNeil, Frances McCarty, Marjorie Crawford.

High School Club Publishes Book

Gaston High (Joinerville) Shows Fine Journalistic Enterprise

"ECHOES From Gaston Hill" is the name of a 65-page mimeographed book recently released by members of the Gaston High Creative Writers Club. Encased in cream-colored backs bearing the title and an Uncle Sam inset printed in crimson, the mimeographed pages contain original prose and poetry written during the past school year by the club's members, who dedicated the publication to their school principal, Mr. G. R. Stewart.

An excellent likeness of Mr. Stewart is the frontispiece drawing behind the flyleaf.

In addition to both serious and humorous fiction, the book contains a versified prophecy section for the seniors, a group of absurd advertisements coming supposedly from named members of the school's faculty, a crossword puzzle whose solving is dependent upon the reader's knowledge of Gaston High School personalities, a section, "The Gremlins Say," devoted to school gossip in verse and prose, a column describing some local classroom "boners," and pictorial representations of the school's teachers.

Staff members for the publication are: Jeanie Wall, editor-in-chief; Mary Copeland, assistant editor; Betty McNeil, art editor; Allene Williams, assistant artist; Roland Hale, business manager; Neal Milton, assistant manager; Mr. C. W. Dawson, sponsor.

Other staff members are Frances McCarty, Marjorie Crawford, Anna Ruth Colley, Joyce Green, Joyce Strickland, Wynona Claer, Anna Ruth Hudson, Jack Gibson, and Mrs. Billie Joy Owens. Nadyne Dailey and Mrs. C. W. Dawson are the typists.

12,000 Members in League's Two Hundred Fitness Clubs

IN THE SCHOOL year of 1942-43 more than 200 Victory Physical Fitness Clubs were organized throughout the state with a membership in excess of 12,000. At the close of last year's school session approximately 400 boys and girls qualified for, and received the individual "Texas Victory Physical Fitness Certificate."

With the opening of the 1943-44 school term the League Office has begun the active promotion of the Club program, and a number of new Clubs have been organized. One of the features of the Club program is its adaptability to student leadership where adult leadership is limited.

Schools in a number of other states have recognized the merits of the Victory Physical Fitness Club program and have requested

Notes on Basketball

SCHOOLS planning to participate in League Basketball should note carefully the following items:

1. The closing date for accepting the Basketball Plan is November 15.
2. The official list of participating schools will be mailed to member-schools prior to December 1. If you have not received a tentative list, you may do so by writing the State Office.
3. A special basketball fee is required of all schools participating for League honors. See Basketball Plan, Constitution and Rules.
4. All district championships in each of the conferences close not later than February 19.
5. On February 26, 1944, Conference AA shall decide bi-district championship; the four district

Harvard "House Plan" Provides Competitive Units

winner of Conference A in each region shall determine a regional winner; and the District Conference B champions shall compete in their respective regional centers for the regional championship.

6. The State Tournament will be held in Austin Thursday, Friday and Saturday, March 2, 3, and 4.
7. For complete details on the Basketball Plan of competition and organization, refer to the Basketball Plan in the 1943-44 Constitution.
8. Basketball district executive committees should have their organization meetings not later than the Saturday following the third Monday in October. The names of the district chairmen have been mailed out to member-schools.

Defends Scholarship Rule As One of the Best in Book

Principal Takes Issue with San Angelo Classroom Teachers' Ass'n

(By J. D. Moore, Dean, Junior College, and Principal High School, Victoria, Texas.)

HAVING spent eight years coaching in the high schools of Texas, ten years as high-school principal in four different schools, and having served as chairman of county, district and regional Interscholastic League committees of various types; I feel in a measure qualified to reply to the request of the San Angelo

Classroom Teachers' Association to eliminate the Scholarship Rule in the Interscholastic League.

In regard to the four points published in the LEAGUER, may I state my personal opinion:

1. The first statement is erroneous since a very high percentage of the schools in Texas do enforce the Scholarship Rule.
2. The second statement has merit but I like this one better, "If the events of the League are worthy, then the boy who is acclaimed a hero by his classmates should be one that has made a worthy effort toward developing himself mentally."
3. I have had personal experience with too many boys who have "found" themselves while trying to pass enough courses to be eligible for league events to admit there is any semblance of merit in the third statement.
4. The fourth statement was evidently drawn up in haste as I cannot believe that any group of teachers would subscribe to such a policy.

I think that the Scholarship Rule is one of the most stabilizing influences in the Interscholastic League, and I am firmly convinced that a poll of the coaches, administrators and classroom teachers of the state would indicate the same opinion.

1. Emphasizes dental and health education.
2. Definite objective physical standards are required for each member of the Club.
3. Student leaders can direct and assist others in the performance of the standards.
4. Club standards and activities are of such a variety that they appeal to a large number of pupils.
5. The Club Manual furnishes specific instruction on administering standards, making it a valuable aid to the regular classroom teacher not trained in the field of physical education.

An intimation to slow-paying customers given by a country shopkeeper:

"All persons indebted to our shop are requested to call and settle. All indebted to our shop and not knowing it are requested to call and find out. Those knowing themselves indebted and not wishing to call are requested to remain in one place long enough for us to catch them."

Schools interested in knowing more about the program may write the League Office.

Drama Loan Service

WE HAVE a library of 16,000 plays, 300 play collections, 205 speech books, and 100 books on play production. This material may be borrowed by any responsible adult in the State of Texas for a period of one week. All the plays are copyrighted and may be used only for examination purposes. Production copies must be purchased from the publishing companies. None of our plays or books are for sale. Not more than ten separate copies of plays and five books may be borrowed at a time. However, all charges for lost material and fines must be paid before additional plays or books will be sent.

Many Plays Available
On our shelves are most of the one- and three-act plays of the

(See—Drama Loan—P. 3)

Abilene's Winning Debate Team 1942 Now in College



John Henry Smith Tommy Webb

HERE are two recent graduates of the Abilene High School who have won a fair share of public speaking honors during their high school years.

As a debate team, Smith and Webb won the following: Baylor Meet, '42; Wichita Falls Meet, '42; Brownwood Meet, '42; Abilene (regional), '42; State Meet, Interscholastic League, '42.

As an individual contestant, Smith won the following: Hi-Y State Oratory Contest, '41; State Interscholastic League Extemporaneous Speech, '41; State Know Your School Contest, '42; Bi-State Extemporaneous Speech, '43; Member State Winning Interscholastic League One-Act Play Contest, '43; Second in American Legion Oratory Contest and in Veterans of Foreign Wars Essay Contest, '43.

Webb is now in Hardin-Simmons College, Abilene, majoring in Law, and planning active participation in extracurricular oratory and debate.

Smith is studying law in The University of Texas, and plans to participate in debate.

Hereford Reports Club Activities

Tri-Hi-Y Club Has Physical Fitness Standards as Part of its Program

THE TRI-HI-Y CLUB of Hereford High School for the last year and a half has sponsored under the direction of Stacia Irene Crawford, a Physical Fitness Program both for themselves and for the school and community. As a climax of the first few months' work, the following evening program was given in May before the close of school in the Hereford High School auditorium. The program was considered rather successful as to audience and response.

(1) Patriotic music by the High School Band (Mr. Ralph Smith, director); (2) Presentation of Colors by the Boy Scouts; (3) "Star Spangled Banner" by the audience; (4) Importance of the Movement (Meaning and History) by Mr. Knox Kinard, Superintendent of Hereford Schools; (5) The Program in the School and the Community by Donald McCullough, Senior student; (6) Demonstration of Good Nutrition by Miss Kathryn Davies, Home Economics Department; (7) Mental Hygiene and Spiritual Education in Physical Fitness by Mr. James Aiken, Pastor of the Presbyterian Church; (8) Demonstration of Exercises, etc., Physical Education Department, Mr. Stanton, Miss Davies; (9) Hale America Victory Pledge—all classes and clubs of the school and all clubs of the community pledge support; Prayer-song—"God Bless America."

Nutrition Check-up
Last year the girls of the club started early to plan a special

(See—Hereford—P. 4)

Travel Survey Will Help Schools Get Pupils There

EACH school should conduct a travel survey in its own immediate area to find out what safe and reliable transportation may be available to towns and cities in their own district. Holders of B and C cards, who have obtained supplemental ration on the basis of the impossibility of forming a ride-sharing group and the inadequacy of alternative transportation, may transport members of an athletic team on his ordinary occupational trips provided no additional mileage is involved.

Here are a few suggestions for making the Survey:

1. Contact the owners of passenger cars holding B and C cards that make occasional business trips in the immediate territory.
2. Contact the owners of trucks that make occasional or regular trips in the immediate area.
3. In certain rural areas the farmers make weekly trips into the trade centers. In many instances the rural schools could schedule their contests for Saturdays and use this regular local traffic to transport the team members.

Here are a few cautions to observe if you use private cars:

1. Secure the permission of parents for the trip.
2. Furnish parents with the name of the person in whose car their child will ride.
3. In so far as possible investigate the driver of each car or truck hauling contestants to be certain that he is a responsible party.

(See—House Plan—P. 4)

Mother Studies School Methods

Relates Certain Theories to Her Own Home Experience

AT THE close of her letter President Conant's remark, "This war period should provide an excellent opportunity for taking stock of our modern educational problems," a mother* writes the LEAGUER some shrewd observations on the education of her own children, as follows:

"I have been interested in examining your pamphlet, 'Developing Number Sense.' If the method is clear in a child's mind the 'hair splitting' work can be done later. I was amused at what the writer said about not having consulted a psychologist on the matter, but just observing that 'baby fingers were early drafted to use for counting.' I've lived long enough to see psychology theories and math theories and many other theories come and go but common sense lives on forever. There have been many 'specialists in the wholly impossible.'

Visual-Minded
"Pardon my bringing up experience taken from my own family but it is just a sample of what goes on with other children. Mental arithmetic was always a bugbear to me and it was to my younger daughter. We are essentially visual-minded. The finger on the pencil and the numbers on the paper seem to stimulate our brain processes! And just to recapitulate Virginia's early training in math and geometry, I have talked recently to her old teachers. I find she had quite a bit of 'pre' geometry practice in Mentessori School but she evidently

*Mrs. Lillian C. Merrill, 1297 So. Oak Knoll Avenue, Pasadena, California.
*University of Texas Bulletin No. 3527.

(See—School Methods—P. 3)

Math Clubs on a Statewide Basis

Plan Would, Writer Believes, Give Needed Emphasis To Study

(By Miss Izetta Sparks, Frisco, Texas)

I THINK that some means should be established whereby we can find, encourage, and train mathematics students in our public schools. Too long the opinion has been among our students, patrons, and even some higher educators that mathematics is too difficult and non-essential to be stressed as a study. In fact, not until an emergency arose did our people awake to the fact that more thorough knowledge was needed. So it behooves the mathematics teachers to do something to improve the situation.

It seems to me that a state-wide Mathematics Club could be organized, open to all students of mathematics who attain certain standards and pass certain tests, such standards and tests set up, judged, and graded by a committee from the Interscholastic League. Under this plan there could be degrees of attainment to which the student might add from year to year. For instance, membership in the club might start with a degree in arithmetic, and all students in arithmetic who pass the plans set up would be given some badge of recognition. Then the next year, when he has studied algebra and passed all requirements, he could get a degree in algebra; and so the plans go on until the mathematics subjects are offered. By the time the students finish high school, the physicist or those in search for mathematics talent could certainly find such talent in any and all club members.



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ROY BEDIKHEK, Editor

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ADMIRAL JACOBS, of the United States Navy, says that "one of the greatest obstacles which the Navy has encountered in its program to secure and train men for service in the Navy has been the fact that high school and college applicants have not had the necessary instruction in certain essentials to permit them to be successfully trained in more technical fields."

IN NEBRASKA there is a law requiring schools to purchase a certain amount of books each year. A case arose recently and attained some publicity in which a principal had purchased the books all right and thus complied with the law, but he later swapped the books for athletic equipment. Which all goes to illustrate the truth of the old proverb: "there's plenty of ways to kill a dog besides choking him to death on butter."

AN ambitious English teacher who wanted really to know whether her pupils had learned anything about poetry under her tutelage might administer the following simple test: Put on a page samples of old poetry, of new poetry, of poetic prose, prosaic poetry, set up in disguise, and ask two questions, each of which may be answered in one word: Is a given sample prose or poetry? Was it written before 1900 or after? The pupil who passed such a test should get credit for the courses offered in English and America literature without further ado.

WE were talking recently with a young flight instructor who was quite proud of the fact that of the class recently graduated from his field, his own pupils had on the average made the highest grade. It seems that there are twenty maneuvers, each one of which is standardized within certain limits. After twenty hours of instruction, the commander checks the students and gives each a grade. There is naturally, then, some rivalry among the instructors, and a great stimulus to each instructor to make as fine a showing with his particular group as possible. In our schools and colleges we might with great profit imitate this method of conducting examinations. The instruction should be done by the teachers; the examining by an outside and independent authority.

A CORRESPONDENT suggests that we should have a "swap column" in the LEAGUER. Schools have difficulty in getting money to advertise and often have property or equipment for sale or exchange. The LEAGUER goes to every school in the state and hence is a logical medium for such an "exchange" or "swap" column. Desks, globes, gym equipment, in short, anything the school has in excess and wants to exchange with another school would go into the column. We're not prepared to make a definite offer of space, because we don't know how much space would be demanded, but we are willing to open up a column (as a service, no charge) and see what will happen. To get into the next month's issue, items would have to be submitted by the 25th of the current month. Of course, only very condensed descriptions could be used.

WE have conceived the control and disciplining of the "mob" to be one of the functions of the cheering sections at American school games. At least it works out that way sometimes. On one occasion a great snake dance had been planned by the home school between halves. It happened to be a rainy day and the "dance" of a thousand students over the field would have torn the turf of the field all to pieces. When the announcement was made that the snake dance was called off, there were signs of imminent rebellion. However, the Principal went into a huddle with the cheer-leader, explained the reasons for the change of program, and when the cheer-leader explained the matter to the "mob," there was not a single protest. How differently the "mob" acted when a rain caused the postponement of a bull fight in Mexico City was recounted in our presence a few years ago by one of the great educators of Mexico. It seems that a light rain fell shortly before the fight was to begin, making the field so slippery as to be very dangerous for the bull fighters who refused to perform. When the delay was announced, the crowd became so furious as to be unmanageable. Seats were torn up, the lives of the managers threatened, and before the police could suppress the uprising, several people had been killed. What they needed here, perhaps, was a disciplined rooting-section.

WE rarely object to headlines in state papers, or indeed, to any remarks reporters or editors may make about the Interscholastic League. Usually they are quite favorable, and always they are well-intentioned. But there is an implication in a headline in *The Daily Times Herald* (Dallas), September 26 issue, which we feel that we must correct. It reads "Interscholastic League Publication Opens Campaign to have Scholarship Rule Killed." Quite the reverse; if we felt there was any danger of having the

scholarship rule killed, this publication would open a campaign to have it retained. No, the headline is based on the fact that we published in the September issue a resolution from the San Angelo Classroom Teachers' Association advocating the abolition of the rule. We try to give prominence to all phases of opinion about League work, and especially to associations of such importance as the Classroom Teachers' Association. In this case we differ completely from the position taken in the resolution. We think it would be little short of a calamity to kill this rule. Just because there is a lax enforcement in certain localities is no reason whatever for nullifying the rule. Granting the validity of this argument, every law on the statute books could be successfully attacked.

WE do not vouch for the authority we quote, we especially do not endorse the political opinions of the individual, nor do we approve of his methods of waging war against other nations, and we most certainly damn with our utmost energy and with unlimited gusto his treatment of racial and other minorities within the confines of Germany and German-conquered territories, but we do present for what they are worth Herr Hitler's remarks about the importance of public speaking, as follows:

"I know that one is able to win people far more by the spoken than by the written word, and that every great movement on this globe owes its rise to the great speakers and not to the great writers."—Preface to *Mein Kampf*.

"I believe that even my ability for making speeches was trained by the more or less stirring discussions with my comrades."—*Mein Kampf*, p. 7. (An endorsement, apparently, of "bull sessions.")

Herr Hitler also prefaced one of his speeches, "I do not address myself to strangers, but to those adherents of the movement who belong to it with their hearts and whose reason now seeks more intimate enlightenment." Thus, by inference, we may say that in his opinion speech persuades the reason to endorse what the heart has already embraced, a not inconsiderable achievement in itself.

THERE is a lot of loose talk in some quarters about abolishing competitions. Usually this means abolishing only those competitions that are any trouble to the teaching or administrative staff. They usually have in mind football, basketball, debate, or some other standard inter-school competition. These are the very competitions in which individual achievement is recognized, and in which the contestant is really "on his own," unaided by family prestige, wealth, or other extraneous circumstances. Isn't it possible that some of the opposition to these contests comes from the fact that these are the very competitions in which the individual has to go to the bat and really do something himself? Mama's money or pop's political position (even membership on School Board) avails naught. Do these reformers who are going to do away with all forms of contests ever propose to abolish or even mention competitions in dress (vulgar display of wealth), or competitions among little snob clubs in giving outrageously expensive social affairs? No, these are not the competitions, curiously enough, which ordinarily offend. It would seem logical to say that we are going to have competitions of one sort or another (there has never been a school without them), and that the only choice is which ones will be encouraged and which ones will not be. We think it the part of wisdom to promote and encourage those which call for strenuous effort on the part of the pupil in order to win distinction in some field of worthwhile endeavor.

Quote & Comment

MUCH of Britain's rise in juvenile crime and delinquency has been due to the disruption of school life and resulting "officially sanctioned truancy." Even where schools have continued to operate in safe areas, systems have been disorganized by calling up capable teachers for active service.

It is natural for the more red-blooded type of teacher to try to enlist, and in this country he was allowed to do so. It was a sad mistake and one for which England will pay for a generation.—Mm. H. Stoneman, *Chicago Daily News*, London Bureau.

Juvenile Delinquency
And this problem of juvenile delinquency is not confined to England. We in America are faced with an even greater revolt, as recent studies have conclusively shown. In our opinion, Mr. Stoneman has diagnosed the cause of the evil correctly, but there is in America an economic basis.

We overheard yesterday a family quarrel, and repeat it because it is symptomatic of one of the problems with which we, as shepherds of youth, are having to cope. A boy sixteen was being denied use of the family car. His father was quite bitter about it. One word brought on another until the youth threatened to leave home.

His father in sarcastic vein asked him what he would do for a living.

"Living," sneered the youth, "living! why I can make five dollars a day in an airplane factory while I'm learning how, and ten dollars a day within three months."

His father backed down. One string that fathers and mothers have had on youth, the economic string, no longer holds. Any boy or girl of sixteen or eighteen can get a job and make his own way, easily.

A Troubled Teacher

We had a letter last spring from a troubled teacher, the principal of a small school. She said the county meet had been cancelled, and that the children who usually represented the school were greatly disappointed, and were very restless. Then she went on to ask what had gotten into the children, anyway. Was it the war? Fifteen of her boys had been caught by the sheriff shooting craps with negroes. Then there had been some very nasty letters written by some of the older boys and passed around slandering two of her women teachers.

The draft is making great inroads upon the young men, especially the coaches, in our schools; and more remunerative employment, is taking away many of our most capable women.

Older brothers and sisters are leaving the home; young men with the willingness and talent for leadership in such organizations as the boy scouts are being called away. Women who have devoted themselves to girl scouts and similar organizations are being drafted more and more by social pressure into war work.

Thus, in a time when there is the greatest demand for steady and experienced leadership of youth, there is less and less of such leadership available.

Great Britain also dropped everything except so-called war work in the first year and a half of the war, with the result that reform schools overflowed and juvenile delinquency rose 50 per cent.

League Can Help
Now the Interscholastic League cannot solve this problem, but, with the cooperation of school executives and teachers, it can help. League contests have been granted special concessions in the matter of transportation, and this makes possible inter-school meets on a limited scale. Experience has proved that the more restless and hard-to-control pupils can often be

induced to enter competitions, preparation for which absorb much of their surplus energy and all their spare time. Hence, the League and those in the schools willing to cooperate can hold many of these boys and girls in school by organizing and promoting inter-school competitions which hold up something worthwhile for exceptional pupil-talent to shoot at and at the same time lend color and romantic attractiveness to the extracurricular program.

The new plan for inter-school meets was detailed in the September issue of the LEAGUER, and has been issued now as a separate circular sent free on request.

THE magazine "Look" recently published its all-star high-school track team for 1943, considering in making its selections only times, heights and distances achieved in recognized state or sectional competitions, not dual or district meets. There are two features which are quite remarkable: (1) no member of this team is over 18 years of age; and (2) three of the selections are from Texas. Only one other state got three positions: Illinois. The majority is from the west, and none from the southeastern states.

HE who frees criticism from the moral duty of placing itself in the service of a general, recognized and pursued life task is treading the path which leads to Nihilism and Anarchy.—Adolph Hitler. (Hitler's Speeches, ed. Baynes, I, 500.)

This is a text for censorship. There must be no criticism of "a general, recognized and pursued life task." Who decides what is the "general, recognized and pursued life task?" Why, in Germany, the Nazi Party. Who distinguishes between a service and a disservice to this "general, recognized and pursued life task?" The Nazi Party. So this really means that all who have the public ear or who seek to get the public ear must say what the Party says and not say what the party forbids being said.

IN "Women's Share in Primitive Culture," anthropological classic, O. T. Mason says of the savage women and the development of their great skill in making pots: "There is a generous rivalry that keeps them at their best."

Indeed, in what field, in what stage of culture, can we not truthfully say the same thing? Whether it is in savage society, in the barbaric culture of the very ancient Greeks where Hesiod praises the rivalry of farmers as a great incentive to production, or in the present machine-age where workmen are bending every effort to turn out a better airplane or a better tank than a rival manufacturing plant—everywhere we find human beings putting forth their best efforts in response to this universal stimulus. It is only in the stale reflections of some of the modern pedagogues that we find competitions decried, and their use in the schools adversely criticized.



Suspension in Football
TENEHA HIGH SCHOOL was suspended in football for the 1943 football season by action of the State Executive Committee for using a football player in an interschool game after the District Committee having jurisdiction had declared the player ineligible.

Disqualification
GLADEWATER High School was disqualified from receiving any League honors in basketball for the 1944 basketball season on account of using two basketball players in interschool games who were found by the State Executive Committee to have been ineligible. Note that this penalty is not suspension, and any League school is free to contract games of basketball with this school.



Education Between Two Worlds. By Alexander Meiklejohn. New York: Harper and Brothers, 1942. \$3.00.

CONSIDERABLE interest attaches to any book by Doctor Meiklejohn owing to its author's extraordinary career of educational leadership and also to his great personal charm. But this book is more than a reflection of an

interesting personality. Not only is it his greatest achievement; it is a great book, absolutely.

Educational Dilemma
That the educational dilemma is identical with the dilemma of our civilization is now a commonplace. What makes *Education Between Two Worlds* a great book is its contribution to an understanding of present cultural and educational confusion. What has come over the world? To anyone who is seeking an answer to this question—and who dares confess that he is not?—I can make no better suggestion than that he read this book.

Our present confusion, educational and institutional, is of course incident to the interplay of the major forces of western civilization, religious, economic, and political. Viewing the whole process as it finds educational expression, Doctor Meiklejohn selects such figures as Comenius, Locke, Rousseau, and Dewey to represent the conflicting forces that have been at work and to epitomize the successive crises through which the modern world has passed and is passing.

Religious to Secular
One such crisis is the transition from a predominantly religious to a predominantly secular institutional climate. This transition has not been abrupt nor outright, since it has taken place in an atmosphere of compromise—the *laissez faire* of business compromise. The two attitudes are enacted with superb dramatic effect by Comenius, the Czech bishop and educational leader who "might have saved England" if the Long Parliament which called him to London had been able to effect the educational reforms he recommended, and John Locke, the prophet of compromise and ideologist-in-chief of "the things which are Caesar's." As Meiklejohn puts it, Comenius said in effect, "I am a Christian, therefore, . . ." while Locke said in effect, "I am a Christian, but . . ." For three and a half centuries we have been struggling with the implications of Locke's "but!"

No Backward-yearner
Nevertheless, Meiklejohn is no backward-yearner. Appalled by the present disorders a number of people who ought to know better have taken to looking back to medieval civilization with nostalgic longing, and some of them have welcomed Meiklejohn as a fellow-in-the-faith. At least two prominent reviewers have hailed *Education Between Two Worlds* as a contribution to their neo-medievalism; and they have been helped to do so by the fact that John Dewey, whom they all regard as the arch-betrayer of modern thought, is likewise so charged by Doctor Meiklejohn. This has incited followers of Dewey, such as Sidney Hook and Ernest Nagel, to retaliatory attack, an attack in which use is made of Meiklejohn's emphasis on "the state" to brand him as a fascist. It would be hard to say who has done him the greater wrong, his intended friends or his supposed enemies.

And No Fascist
Certainly Meiklejohn is no fascist. He does recognize, as we all must, that the state has more or less completely replaced the church as the source of education and the focus of modern life. But his conception of the state is taken from Rousseau, not Hitler or Hegel. By "the state" he means the people, acting in voluntary concert. He does glorify this whole conception of voluntary, concerted, and reasonable action of the people. But he does so in opposition to the shopkeeping spirit of compromise between conflicting interests. His whole idea is that we have been torn apart, intellectually and institutionally, for generations by the conflict of opposing interests and that we shall be healed—educationally and culturally—only when we have thought through those opposing interests and brought them not to uneasy and temporary compromise but to the real team-work of common understanding. This, he thinks, is the real democracy; and before anyone decides that he is wrong, let him read the chapters on reasonableness in community life and in education!

The Attack on Dewey
The attack on Dewey is indeed regrettable. But it is not fatal. For one thing, the entire part in which it is developed can be omitted to the actual improvement of the unity of the book. But thoughtful readers will nevertheless find its study rewarding. In spite of everything, Meiklejohn is right in his statement of the issues which are raised by Dewey's philosophy. He is wrong only in thinking that Dewey has failed to face these issues. But this is a negative error—one which does not prevent Doctor Meiklejohn from proceeding to deal with them himself quite in the Dewey spirit

though in somewhat different language. In the end, therefore, this real identity of spirit only serves to strengthen the message of the book. It is a book that every teacher and every serious student of democracy should read.

C. E. Ayres.

Backwoods to Border. Mody C. Boatright, Donald Day, Editors. Texas Folk-Lore Society Publications, Number XVIII. J. Frank Dobie, General Editor. The Steck Company, Austin, Texas, 1943.

THE number and variety of the stories which make up this latest publication of the Texas Folk-Lore Society are matched only by their vitality and sparkling humor. J. Frank Dobie tells the story of the old buffalo-skinners, now eighty-five years old, who wrote a song back in 1877 that has been sung ever since. Catherine M. Vineyard contributes a scholarly article on a classic of hillbilly humor, *The Arkansas Traveler*. Mody C. Boatright delves into the Davy Crockett almanacs of 1835-1850 for tales of the legendary backwoods backwoods belles of that day. Rip-roaring females they were, often lacking an eye or a leg, who could, however, outscram a catamount or wrestle a crocodile down, skin a bear to make a new petticoat or laugh so loud that it set the cider barrels rolling about in the cellar. Their preferred diet seemed to be wildcat steaks and fried rattlesnakes. Homely as they were, they could "put a hole in any man's heart at seventy paces." One of these charmers, being "a true daughter of Kentucky, hated a Yankee peddler like any other varmint of the forest. Once when one was sassy to her, she took her axe, made a split in a log, shoved his nose down into it, drew the axe out, and kept him there until he began to squawk."

Charles F. Arrowood hands in some notable tall tales, Donald Day tells of a Texas wild man, Frank Goodwyn and Vanita Parrett set forth choice bits of ranch life. William H. Vann's two negro tales and Fermina Guerra's Mexican animal tales will appeal to many. The list of contributors is long and their stories varied and all are interesting. The reviewer must mention, however, the delightful group of anecdotes about lawyers by Lloyd E. Price and the side-splitting story of the practical joke played by David Crockett on a political rival, handed in by A. B. Armstrong.

L. G. B.



(By Dr. DeWitt Reddick)
"WILL wartime problems force the I. L. P. C. to discontinue?" This question was asked by the sponsor of a school paper in the first letter we received this school year.

No. The I. L. P. C. will not discontinue. In reality, now that the going is tougher for many Texas high-school papers, it may be that we can be of more service than usual in helping the staffs of those papers to meet their problems. This opening gun of the 1943-44 I. L. P. C. season, then, is aimed at urging you to write to us about your problems. If we know what they are, perhaps we can help you to meet them.

Fewer Issues Needed
One important change in this year's I. L. P. C. rules has been made as a concession to war. In previous years eight issues of a newspaper have had to be published before March 1 before that paper was eligible for consideration in the journalism contests. The new rule reads: "To be considered for the contest a newspaper must publish at least six issues before March 1, three of which should be published before Christmas."

This change resulted from the recommendation made last spring

by Miss Ruth Mantor, sponsor of *The Taylor Cotton Boll*, and approved vocally by a number of the other sponsors present at the spring convention.

All good I. L. P. C.ers should know their officers for this year. Let me introduce them: Mary Nell Gibson, Amarillo High School, president; Helen Jean Bond, Abilene High, vice-president; and Beverly Bolton, Austin High, secretary.

Personal Touches
Those of you who remember Frances Mueller, assistant director of the I. L. P. C. in 1941-42, will be interested to learn that she—now Mrs. Danforth—is being bosomed around by a three-week-old son.

Mrs. Jane Harkrider Porter, recent journalism graduate, has taken over direction of *The Austin Maroon*. Miss Margaret Grasty, last year's sponsor, has joined one of the women's military services.

Where is Miss Bodessa Carter? For a number of years we have been accustomed to seeing her name as sponsor of one of the few weeklies remaining among our high-school papers: *The El Paso Tatler*. Now, her name is no longer on the masthead. We wish her well wherever she may have gone. Missing her does not lessen the warmth with which the I. L. P. C. greets her successor: Mrs. Edith Odum.

20 Years—and Going Strong
First paper to reach the I. L. P. C. this fall was a copy of the mimeographed *Heart's Delight* of Falfurrias High School. Beginning its twentieth year of publication, the paper proudly announces itself the oldest mimeographed school newspaper in South Texas. Published in a school of about 200 enrollment, this paper has established a tradition that may well serve as an incentive to the present staff.

It would be interesting to discover the oldest continuously published school paper in the State. *The El Paso Tatler*, one of the first papers to reach us this year, is beginning its "Volume XLVI." I believe the *Tatler* prints two volumes a year; and at this rate the paper would be 23 years old. How old is your paper? If it tops 23, be sure to write to us.

Miss Laura Sheridan's *Pony Express* of Newman High School, Sweetwater, announces in its first issue that it will be a monthly this year instead of a semi-monthly. The war situation has forced a number of our papers into a similar move.

How can a publication offset the lag in reader interest that results from a less-frequent publication and therefore less timeliness to all the news?

A few suggestions may be usable. It may be possible for the staff of the paper to arrange a weekly broadcast of school news over the school radio system; or if this is already done, to place more emphasis on such a program. Thus the monthly issue of the paper will be free to concentrate on news most timely to the date of publication.

To stimulate emphasis further in a monthly, it may be possible to build at least one page around one particular topic as an outstanding feature of that issue. These topics could range widely from such human interest subject as interesting hobbies to a summary survey of exes in the services.

In some schools it may be possible to make effective use of type-written news bulletins, thumb-tacked to strategic bulletin boards.

Two big dangers confront the staff of any paper which goes on a less frequent publication schedule: (1) The staff might think that they have less work to do and in consequence let their work slide to the last minute; (2) the paper, in an effort to cover all news between issues may become filled with stale items. Careful planning can offset these dangers.

During the first week in October letters will be sent to all papers enrolled in the I. L. P. C. last year, requesting enrollment again this year. Be sure to return your enrollment card promptly. If your paper did not belong last year, write to us and we will send you information about the Conference.

Debate Handbook Now Available

Re-Constituting the League of Nations, debate handbook, 60 cents per copy (1943), 200 pages.

This bulletin contains analyses and selected articles, pro and con, on the current debate question, "Resolved, That the United States should join in re-constituting the League of Nations."

ALSO

Debate Package of 20 important items,

\$1.00 POSTPAID

Roll Call of Five Winners 1939 State Meet Finds Each Engaged in Interesting and Essential Service



Virginia Gillean, First Place, Rural Ready Writers Contest, 1939. Mt. Joy School (Cooper). Louis Seliger, First Place, Boys' High School Declamation, 1939. Borger High School. Kathleen Bell and Betty Sue Mathis, First Place, Girls' Tennis Doubles, 1939. Carrizo Springs High School. Tracey Gage, First Place, Boys' Rural Declamation, 1939. Peoria School (Hillsboro).



TEACHERS' GUIDE TO GOOD PLAYS
(By Mrs. James Moll)

A CONSIGNMENT of plays reached us too late to be included in our September list of new plays received from Row-Peterson. You will want to read some of these up-to-the-minute plays at an early date.

- The following are three-act plays:
- Ask Me Another (R)
 - Belles in Waiting (R)
 - Family Tree (R)
 - Leave to Marry (R)
 - Maybe Love (R)
 - Sneak Date (R)
 - Thumbs UP (R)
- The consignment included the following one-act plays:
- Dickens' Christmas Carol (NR)
 - Greenchicka (R)
 - Importance of Being Earnest, The (NR)
 - In My Name (NR)
 - Late Holiday (NR)
 - Next Time Blue (NR)
 - Promised One, The (NR)
 - Rivals, The (NR)
 - Salvage Mongers, The (NR)
 - They Also Serve (R) (Pageant)
 - Time for Everything (R)
 - Voice of America, The (R) (Pageant)
- The symbol "R" means "Royalty," and "NR" means "Non-Royalty."

The Importance of Being Earnest, Dickens' Christmas Carol, and The Rivals are excellent adaptations of theater classics in one-act. Playing time is limited to forty minutes and production problems are cut to a minimum. The style and flavor of the period have not been lost in these abridged editions; hence each play offers excellent educational as well as theatrical opportunities for director, actor and technical workers. More detailed reviews of these three plays and others listed above will appear in a later issue.

The Great Big Doorstep. By Goodrich & Hackett. Dramatic Publishing Co., Roy. on application, 5m7w, comedy, 3-act, 75 cents.

An amusing play about a Louisiana family, living a precarious, happy-go-lucky existence on the edge of a swamp. The people in the play are a lot of fun to characterize and not beyond the scope of the high-school actor. The single exterior set can be contrived fairly easily and should be an interesting challenge to the director.

The Eve of St. Mark. By Maxwell Anderson. Dramatic Publishing Co., Roy. on application, 13m8w, drama, 3-act, 75 cents.

The timeliness and emotional appeal of this play lend themselves well to production this year. A young farmer-draftee learns the meaning of a democratic life as the learning takes him to the last hours on Bataan. Although written in several scenes, the settings can be simplified to suggestion only. It will, however, require careful and skillful cutting.

Nine Girls. By Wilfrid Pettit. Dramatic Publishing Co., Roy. on application, 9w, drama, 3-act, 75 cents.

Take nine girls, plus a lonely sorority cabin, add a murder or

school age; only two characters are out of their teens. The younger generation proves its mettle and saves the local music company after a series of comic near disasters. It's a budget play with no production problems.

Jane Eyre. By Helen Jerome. French, Roy. on application, 8m10w, drama, 3-act, 75 cents.

A masterpiece of literature admirably adapted to stage production. If you can do a costume show and want to offer your students a challenge in characterization, by all means consider this play. Miss Jerome has caught the spirit of the original and has written a believable script.

A Girl, A Guy, and a Gob. By William Thorpe. Longmans Green, Roy. on application, 6m8w, comedy, 3-act, 75 cents.

It's the guy, not the gob, who gets the girl in this modern comedy. The prologue may be omitted to leave only one set—that of an office. It shouldn't be difficult to do from a directing, acting or production standpoint.

Mr. and Mrs. Smith. By Frank Vreeland. Longmans Green, Roy. on application, 6m9w, comedy, 3-act, 75 cents.

The young Smiths find marriage a stormy process, but are relieved of it when they receive word their marriage was not legal. It takes the next two acts and a series of comic situations to prove that they belong to each other—only to learn that a second error had been made and the legality of their marriage couldn't be questioned. It's sophisticated, but can be fun.

Tom, Dick and Harry. By Frank Vreeland. Longmans Green, Roy. on application, 6m5w, comedy, 3-act, 75 cents.

You will, perhaps, remember the movie of the same name whose chief claim to fame lay in the surrealistic "dream sequences." In adapting this tale of a girl, a rich man, an ambitious man, and a happy man, Mr. Vreeland has simplified the dreams without losing the fun therein. Typical family characterizations, none of which are particularly difficult.

(The three preceding plays by Longmans Green are comedies based on motion pictures of the same titles. The publishers have printed a "Director's Manuscript," a complete producing script intended only for the use of the director, and an "Actor's Script," also for his use alone. The two aid director and actor in conception and production of any of these plays.)

Shubert Alley. By Mel Dinelli. Baker, Roy. \$25. 19w, comedy-drama, 3-act, 75 cents.

The "success story" of Christina Holt in attaining her theatrical ambitions. Each scene reveals another rung on the ladder and introduces the several women who influence the career of the young girl. An episodic play in several scenes which must be done very simply to maintain the pace of the show. Recommended.

Twixteen. By Betty Knapp. Baker, Non-roy., 4m5w, comedy, 3-act, 50 cents.

Rodney Wells, Jr., becomes aware of life and it almost ends in catastrophe for him and his family. An extremely simple play to produce. A comedy of adolescence which depends in large measure on situations for its humor.

Young, Willing and Able. By Ruth Lorac. French, Non-roy., 6m9w, comedy, 3-act, 60 cents.

Written specifically for students of junior high school or high-

School Methods

(Continued from P. 1)

didn't get the point or was not ready for it or was just indifferent because she was very slow when she came to geometry. Only Miss Wood's great patience got her through. And, by the way, Miss Wood is very much interested in the articles you sent to me and would like very much to have some for her classroom. I have loaned mine to the private school.

Questions IQ Tests

"I happened to have a very fine psychology professor in college. He was educated to be a physician but preferred teaching. His slant was always from the medical point of view which appealed to me. I remember he said there were two distinct types of mind,—one which would get a thing very quickly or probably not at all, and the type that seemed always to have to take time to evolve. Of course there are always combinations of these types, too. That is why so many IQ tests are not a good evaluation of a child. The child who develops slowly may far surpass the child who is very quick at an early age.

"When Virginia was in about the fifth grade she came home one day and said, 'Mother, could you faint at an examination?' 'Of course, why?' 'Well, at a test they had been asked that question and she had marked down 'No.' Somewhat irritated, knowing she always was more or less a failure at IQ tests, I asked her why she said that. 'But, Mother,' she answered, 'that's no time to faint.' The examiner didn't know her reason!"

Left-Handedness

"But just as I learned about your articles on geometry, I learned another interesting and helpful thing from another newspaper notice some years ago. I had a suspicion this girl was left-handed when she was very small but she learned to write with her right hand in kindergarten, so I dismissed the idea. When she was about ten she had a badly broken arm and was in extension for about six weeks. During that time she drew very well with her left hand, something she had never

done with her right hand. I got in touch with the professor mentioned in the newspaper who was teaching at University of Southern California and his tests disclosed that she was definitely left-handed and definitely right-eyed. This was causing some confusion and slowing her mental processes up a little. He advised retraining her to be left-handed. She never really was retrained but she did make adjustments. Eventually she let the left hand predominate and finally took her Master's Degree in Industrial Design, graduating Cum Laude. Not one teacher she ever had would have predicted such a future for her!

"It wasn't until her Senior year in college that she even got interested in taking an art course. She happened upon a natural-born teacher who recognized her talent and brought it out. We really do have to treat visual-minded children differently, as I have discovered and I would imagine mental arithmetic would always be difficult for them. My older girl was the quick type and her achievements were always more spectacular and that naturally discouraged the younger one. But while Dorothea was learning and forgetting and re-learning, Virginia was absorbing much more slowly but retaining what she learned for life.

DEBATE FORUM

By Edd Miller

AT NO TIME in recent years has there been such widespread interest in the future of the world and of civilization as there is right now. People in every nation of the world are watching with intense interest the unfolding of the battle strategy of the United Nations. People who previously held out little or no hope for a free world where the rights of man were respected, are once again raising their heads with hope and looking to the United Nations for leadership.

Now that victory seems to be assured to our armed forces, the people of the world are beginning to look beyond the cessation of hostilities to the making of peace. Hence, no question is so vital, so paramount in the minds of all as the question of post-war reconstruction. What are the bases of a durable peace? What sort of peace plan will be presented by the victorious nations? These are questions which are of immense concern to everyone.

The Duty of Discussion
Once again, debaters all over the country have the privilege of discussing this topic of post-war reconstruction. Our discussions cease to be merely an opportunity and become, in reality, a duty. Some may ask, what difference does it make whether or not our school sends out debaters to argue on post-war plans? Four debaters from this school cannot shape the destiny of the world. Such arguments are misleading and do not consider the tremendous amount of good that can be accomplished by a thorough national discussion of the problems of post-war reconstruction. It makes a lot of difference whether or not your school encourages debaters to talk about post-war plans. Your debaters can do a tremendous amount in "shaping the destiny of the world." The problems of a lasting peace cannot be solved merely by the intuition of the leaders of the nations of the

world. In order to achieve a durable peace, it is vitally necessary that all the people know the bases of such a peace, that they know and discuss various ways of achieving such a peace, that they listen to intelligent discussions of the problems of making and keeping the peace.

High-School Debates Educate

It seems to me that there is no better way of distributing knowledge about these matters or of encouraging thought on these matters than through the medium of high-school debates and discussions. Disregarding for the present the inevitable good that will accrue to the participants in these high-school speech events, there is no better way of educating the public on their role in the making of a better world. Only with an understanding on the part of the people of the problems inevitably involved in making the peace, can there be a fair, just and lasting peace. Only through the dissemination of material, arguments, and proposals through nationwide discussion can this education of the public take place. And the presentation of this necessary material can best be done by the widespread use of high-school debate on the post-war topic.

To those of you who are administrators and teachers let me add an extra word. It is your duty to see to it that not only the present generation is well educated in matters of world concern, but also that the coming generation knows this subject thoroughly. It becomes your solemn duty therefore, to encourage an activity whose value in this regard cannot be doubted. Despite obvious hardships in transportation, manpower, etc., you cannot afford to let debate as a school activity die out of the school's program. The function of speech work in these war years has increased, not decreased, and every effort should be made to enhance its value, not destroy it. It is both a matter of patriotism and just plain common sense to keep an activity as valuable as this in the school schedule.

We quote, with approval, Dorothy Thompson on this point: "There are two fronts in this war."

"The first is the material front, expressed in terms of fighting and working men, defined as 'manpower,' units of fighting and producing energy, together with the whole strategy of organizing, producing, training, moving and fighting."

"The other is the spiritual front, composed of men, not as units of energy, but as sentient creatures, moved by a purpose to which their energies, organization, production and arms, are dedicated. This, the political front, alone gives sense and meaning to the material front, which is its instrument."

"The material front cannot live without material, in all its form. If the material fails, the war is lost."

"But the political front cannot live without ideas. If they are lacking, war is meaningless."

"Forum" Will Analyze Question

In order to make the Debate Forum as practical and useful as possible, the plan this year will be something a little different. Each month the column will contain a discussion of some phase of the debate question. Next month, for example, there will be a consideration of definitions, analysis, etc. In following months, matters pertaining to the affirmative case and to the negative case will be discussed. This should help somewhat in organizing and preparing the debate cases. One again, however, let me say that this column is yours and that suggestions, comments, questions, etc., are always welcome. Please feel free to write at any time.

Two Speech Winners 1939 Now in Army Radio Work

Rural Declamation Winner Carries on in College and Places 2nd in State Junior College Oratory; Tennis Girls Qualify for Secretarial Service

HERE is a group of high-school students of 1939, selected at random from among the winners of the Interscholastic League State Meet that year. They are from different parts of the state, competed in different fields, including athletics and literary, and there are two boys and three girls. What became of them? We thought after four years it would make an interesting story, and here it is:

Virginia Gillean

Following graduation from the Honey Grove High School, in 1941, Virginia Gillean entered Paris Junior College, and continued her competitive work in Speech, winning the College Radio contest and also the contest in oratory. In the latter event, she represented the College in the State Junior College contest, winning second place.

After a year in college, on her eighteenth birthday, she went to work for the War Department in the payroll section of Civilian Personnel office at Camp Maxey. Last December she married Sgt. James I. Combs, who is at present stationed at Camp Claiborne, Louisiana, where she retains her position in the Civilian Personnel office. Her father, Elmer Gillean, resides at Honey Grove, Texas.

Louis Seliger

Louis Seliger is at present in the army, stationed at Scott's Field, Illinois, specializing in radio work. On graduation from the Borger High School he entered the University of Iowa, from which institution he was graduated with honors last June. During his university career, he participated in debate, and his team won many honors. His parents, Mr. and Mrs. Frank Seliger, live in Borger.

Tracey Gage

Tracey Gage, after finishing the grades offered in Peoria Rural School, entered Hillsboro High School. He graduated from high school and spent one year in Hillsboro Junior College. From Texas A. & M., where he was majoring in Mechanical Engineering, he enlisted in the United States Marine Corps, and is now in training as a radio engineer at U.S.A.C., Logan, Utah. Tracy says it is his ambition, when the war is over, to return to A. & M. College and finish his course in mechanical engineering. The address of his mother, Mrs. J. R. Gage, is R.R. 2, Hillsboro, Texas.

Sue Mathis

Sue Mathis tried to repeat her state championship tennis performance during her senior year in high school, but encountered competition which was a little too stiff in the district meet. After graduation from Carrizo Springs High School, Sue entered North Texas State Teachers College at Denton, where she spent a year and a half. She then took a business course and served as Red Cross Secretary in the First Aid Department for some time, and is now General Secretary for the furniture manufacturing firm of Olive and Myers, Dallas. She spent one summer in the University of Southern California.

Concerning her participation in Interscholastic League Tennis, Sue writes:

"I have broadened my horizons in many directions since 1939, but that year will always remain a highlight in my life. Not only did it bring honors which are still a source of pride, but the trips, the

friendships that sprang up from them, and the contests themselves were deeply significant to me. Until then, I had lived most of my life on a large, independent ranch, and knew very little of mingling with large groups, other than such as were found in the small towns where I attended school and later lived."

Her father, Claude Mathis, resides in Carrizo Springs.

Kathleen Bell

Kathleen Bell comes from one of the old pioneer families of the Carrizo Springs section. She was graduated from Carrizo Springs High School in 1939 and that year entered a business college in Houston, preparing herself for secretarial work. She was employed for several years at the Greyhound Bus Terminal in Houston, until her marriage in May, 1943, to Lieutenant Terry W. La Grone. She is now living with her husband at Camp Crowley, Hampton, Virginia.

Drama Loan

(Continued from P. 1)

major publishing companies. Among them are plays suitable for any age or group. When ordering plays from our library, please state the type of play you wish to use, the kind of audience you will have, the number of characters you have available, whether or not you can pay a royalty, length of play, and any other information which will help us in making a suitable selection for you. Perhaps the best way to choose plays to read is to secure the catalogues of the publishers, and after reading their descriptions order those titles from us which seem to fit your situation.

Our production books cover all phases of production and direction of plays. We have some very good books on simplified lighting, scene construction and painting, costume, and make-up, all of which will be helpful for amateur directors. There are also several good histories of the theater. The speech books cover the field completely, from speech in the elementary grades to business speech. Many of these books are used as texts in the larger schools. We also have a number of good books on speech correction.

Cost of Service

The only cost to you for our loan service is that of postage on the material both ways. A card is sent to the borrower at the time the package is mailed, stating the amount of postage which must be refunded to the library. With each package we mail, we enclose a sheet of instructions which gives complete details concerning the handling of the material. A charge of 5 cents per day is made for overdue material. All inquiries should be addressed to the University Interscholastic League, Box H, University Station, Austin 12, Texas.

