



Club Schedules Timely Debates

Odessa High School Pupils Organize for Discussion of Current Problems

WE HAVE reports of an enthusiastic debate group in Odessa High School sponsored by R. R. Meek. A communication from the Club reads as follows:

"The Debate Club of Odessa High School has just been organized and, with a membership of some twenty-five members, has already scheduled a series of debates on current problems. The first, 'Resolved: That President Roosevelt should run for a fourth term,' is to be argued on Monday night, November 8th.

"The Club is publishing a Bulletin, a copy of the first issue being enclosed. Future issues are planned to include a poll of student opinion on various current state and national problems. Purpose is to determine what thinking, if any, is being done by the student on the problems that will soon be his to solve. It is hoped as well that a stimulus may be set up to encourage thinking.

"We would like to exchange bulletins with other high schools that may publish a debate club paper."

Debate Club Proposes Poll of Student Opinion

(From Debate Club Bulletin of Odessa High School)

IN VIEW of the fact that most present-day problems will fall into the hands of boys and girls who will inherit them from their elders, it is important that these problems be considered now. Lately there has been some debate as to the advisability of permitting boys and girls to vote when they reach the age of eighteen. What is the opinion of the student on that?

In this same connection, it is debated whether members of the armed services overseas shall be permitted to vote in the general elections that are to be held next Fall. What is the student opinion on this?

There is much debate now concerning the post-war world. What is the student opinion on this subject?

Another question that appears to be growing in size and importance is how far the government shall go in its regimentation of the individual and the work or business of that individual. What is the student opinion on centralization of governmental power?

These and many other problems will await solution when the student of today has left school and gone into the business and professional worlds. He should be weighing them carefully now and determining beforehand, insofar as it is possible, the merits of both sides of these problems. Only in a thorough consideration of all alternatives will the final solutions assume importance.

In the several issues planned for the Debate Club Bulletin it is expected that students will have some voice in explaining what they think about these problems right now!

Moral Inebtedness

A wedding never bought a wife. And the devotion of his child is no man's for the mere begetting. We must each day earn what we own. A healthy man owes to the sick all that he can do for them. An educated man owes to the ignorant all that he can do for them. A free man owes to the world's slaves all that he can do for them. And what is to be done is more, much more, than good works, Christmas baskets, bonuses and tips and bread and circuses. There is only one thing to be done with slaves—free them.—Orson Welles.

Multiple Forum Gives 100% Participation

"A Multiple Group Forum is formed the easy, simple way, as informally as possible," says Ralph C. Roper in the Oct. 23 issue of *The Nation*: A group of interested persons meet. They may come from existing clubs, discussion groups, forums, schools, churches, farmer groups, labor unions, women's clubs, men's clubs, business groups, and other organizations. They select a steering committee, and give to it such powers as they wish to delegate. A date is fixed, a question is chosen, and speakers are selected. The forum is held. In most cases the success of the first session is enough to insure others.

The steering committee is usually given authority to select subjects and speakers, but it often calls for suggestions from the audience. And the power of control remains always in the audience. Table leaders find themselves and are found. I have known table leaders to be chosen informally by unanimous voice. Changes of leaders come about in the same way.

"Discussion by the People"

"Democracy," contends Mr. Roper, "is government by discussion—discussion by the people. Listening does not satisfy the people. They are becoming impatient to talk. But to enable the people to regain their sovereign right to discuss their common problems together, and then inform their representatives of their sovereign will, new machinery must be devised. Many who have watched the workings of the Multiple Group Forum plan are convinced that this is the required device, that a country-wide system of thousands of people's forums would actually revitalize representative democracy. Dr. John Haynes Holmes has said of this plan: 'It is a splendid extension of the democratic principle—altogether the most effective and fruitful extension I have ever seen.'

"The Multiple Group Form" continues Mr. Roper, "permits every man and woman in an audience, no matter how large, to have three minutes in which to discuss a question and vote on it. The plan is simple and easily carried out. The audience is seated in groups of ten, around small tables, with a leader at each table who is democratically chosen.

Questions Yes-and-No

"The questions are also democratically chosen—not dictated from above. They are so worded that they may be answered by yes or no. Usually, there are two speakers, likewise democratically selected. They speak in bouts of twenty minutes, then five minutes, each, one for the affirmative and one for the negative. Information and discussion, not debate, are expected. The speakers give facts and clarify issues. When they are through, the audience takes over the more important part of the meeting. For half an hour the participants at each table discuss the subject. The Multiple Group Forum thus permits conservatives, liberals, and radicals, face to face and elbow to elbow, to talk over together their common problems—economic, social, and political; local, state, and national."

Infantry Officer Tells Schools What It Takes

The accompanying letter, with the writer's permission, to print it, was recently received from a former basketball coach of a large mid-Western high school. The writer is with an infantry medical detachment and is in a position to write authoritatively from his observations. We have been stressing the values, both of calisthenics and athletics, and here is a letter written expressly for the coaches and physical educators of the high schools, emphasizing again these values.

WHAT can Physical educators and athletic coaches do to make our infantry the best possible? I have always been a firm believer in learning to type by practicing on a typewriter. You cannot train infantry troops in your classes. It is impossible to

Reviewer Finds Much to Praise

"Echoes from Gaston Hill" Stimulates Creative Writing

(By Dr. DeWitt Reddick)

AUTHORITIES on the teaching of creative writing agree that an opportunity to see their writing in print is a great stimulant to good work on the part of students. Certainly the teachers of Gaston High School, Joinerville, have furnished such a stimulant in the publication of a mimeographed yearbook of the student writings entitled "Echoes from Gaston Hill." The story of the writers of that book and its preparation was told in the last issue of the LEAGUER.

Variety of Material

Turning through the 65 pages of the mimeographed booklet, one finds a variety of material calculated to appeal to the casual reader as effectively as the contents of a magazine of general circulation. Mystery and adventure mingle with humor and character study. Skillful use is made of student names, even in the poetry, in such a way as to catch reader interest. Poetry and prose are enlivened by full-page and part-page illustrations which are remarkably good for mimeographed material.

In "The Escape of Miss Hamkirk," apparently the one item written by a faculty member, Mr. C. W. Dawson, sponsor of the project, sets a model for high-school writing. In his brief story he chooses a familiar setting—the local school—creates suspense through skillful narrative technique, and then climaxes the story with a surprise ending which, though unexpected, is logical.

"Suspense" and "Surprise"

Effective use of a surprise ending is made also by Annie Ruth Hudson in a sea story. Joyce Strickland, in "The Oak's Secret," works the reader into suspense, builds a dramatic situation, and then—well, at any rate, the ending is a surprise.

Narrative incidents by Merrie Copeland, Joyce Green, Jeanie Wall, Windra Claer are clearly and simply written.

Instead of being "long-haired" imitations of ethereal poetry, most of the verse centers around the names of students and in simple rime, mostly humorous, points out their various activities. Joyce Strickland and Mrs. Billie Owens worked out a crossword puzzle centered around Gaston High; and the puzzle occupies a full page.

Much credit for the general attractiveness of the booklet must go to the art staff, under Art Editor Betty McNeil. In addition to sketches to illustrate the stories and items, the booklet contains 42 hand-drawn portraits of individual teachers and students.

As a cooperative enterprise that will stimulate the creative urge within students, "Echoes from Gaston Hill" deserves high praise.

Magazine Devotes Issue To Current Debate Topic

IN A PIECE of advertising matter *The New Republic* (40 East 49th Street, New York 17, N.Y.) is now circulating, it seems that the editors in preparing a supplement soon to be published had in mind the high-school debate question. The titles of the articles which it is claimed will be by outstanding authorities, suggest the scope of this supplement:

Study No. 1—Problems of the Peace: (1) America and the United Nations; (2) American and World Economics; (3) What shall we do with Germany? (4) America and the new European regimes; (5) What about Russia? (6) America and the Far East.

Study No. 2—The Machinery of Foreign Policy: (1) The State Department and American Foreign Policy; (2) Congress and Foreign Policy; (3) Executive Leadership and Foreign Policy; (4) How achieve Continuity?

Study No. 3—American Opinion about the Peace: (1) Reporting the American Peace Mind; (2) The parties and the peace; (3) Business looks toward the peace; (4) Labor looks toward the peace; (5) Catholic opinion and the peace; (6) Isolationism and its new forms; (7) The European revolutions and their impact on America.

Conclusion: The Main Drift and the Great Task.

Practice Debating

WHEN Harry Hopkins made a statement, Winston Churchill would lean back and say thoughtfully, "You know, friend Hopkins, you could make a good case against that. Now for instance..." Then, having made a good case against Harry's statement, he would add mischievously, "Of course, I don't believe a word of what I've been saying. I agree with you entirely. I just wanted to see if I could make a case against it."—Quentin Reynolds.

Handbook of Texas Passes From a Dream to Reality

WE ARE GLAD to have a printed letter (doubtless of wide circulation) from Dr. H. Bailey Carroll announcing that the great project of publishing a Handbook of Texas has reached the stage of making individual assignments. He asks the League for an 850-word history of itself which will be furnished the moment the editor of the LEAGUER has time to write it.

This enterprise comes from the active brain of a Texas boy who became a great Texas historian and publicist, Dr. Walter Prescott Webb. Writing in the *Dallas News* of November 17, 1940, Dr. Webb launched the idea which has been growing in size and momentum ever since. He says in part:

"As yet The Handbook of Texas is but an idea, known only to me and to a few members of the Texas State Historical Association. I think it proper that The Handbook of Texas, or any book, should originate in an idea and I have noticed that those which do not so originate are birds of swift passage. It is my opinion that The Handbook will become more than an idea; it will materialize, I hope, and if it does materialize, it will be, in my opinion, one of the most important books that has ever come out of Texas and it will, if properly done, be the most used book in Texas for years to come.

An Encyclopedic Work

"Having complimented it in this manner, I hasten to add that I do not expect to write the Handbook of Texas myself. No one person could write it. It will be the product of the combined literary genius and scholarly ability of the people of Texas. It will be written by the people of Texas and will be the most adequate representation of the state yet made in book form.

"But first I must speak of the need it will fill. As you know, there is not in existence any general reference work on Texas from which a busy reader may obtain brief and accurate information about such diverse subjects as Texas is full of. The Texas Almanac is the nearest approach to such reference work, but it deals largely with current affairs and

High School Activities "Carry-Over" Value

Speech Training Yields Dividends

"Keep Plugging" Former League Winner Advises; "Stay With It"

IN 1939 Annette Greenfield of Houston, was a member of the state championship girls debate team in the Interscholastic League. She returned to the next State Meet (1940) and won state championship in extemporaneous speech.

This was a quite unusual accomplishment, so we kept an eye on her after she entered The University of Texas to see if participation in speech activities in high school carried over in any way into her University career. She is now a senior, and during her four years in the University she has won the following distinctions:

Vice-President of Mortar Board; Secretary of Cap and Gown (Senior Class); Secretary of Forensics (Girls' Speech Society); Senior Pan-Hellenic Representative; Alpha Epsilon Phi Sorority; Chairman of Activity Files Committee at Union; Sidney Lanier Literary Society; Varsity Debate Squad; Southwest Debate Champion, 1942; First Place, Annual Forensics Debate Contest, 1943; First Place, Annual Forensics After-Dinner Speaking Contest, 1943; Second Place, Inter-Society Extemporaneous Speaking Contest, 1943; Alpha Kappa Delta, Honorary Sociology Fraternity; Student As-



Annette Greenfield

sistant Psychology Department; Girls' Intramural Table Tennis (Doubles) Champion, 1943; Bluebonnet Belle Nominee, 1942 and 1943.

High Scholarship

Besides these distinctions, Miss Greenfield has maintained a high scholarship standard and has been active in the following organizations and committees:

Student Orientation Committee; "V-Day" Committee; Junior Prom Committee; Judiciary Council of Student Government, 1943-44 (elected for term); Present Day Club; Campus League of Women Voters; Member of several committees at the Y.W.C.A.

It occurred to us that a young lady who had become so identified with competitive speech work in high school and who had followed through in the University, should be able to tell girls still in high school something of its value, based upon her own experience. We asked her, therefore, to write a short note along this line to high-school speech students, and she replied with a letter addressed to

"High School Debaters," as follows:

"You can't imagine how thrilled I was when I was asked to write a letter to all of you who are interested in public speaking in regards to the importance of speech work in both a high-school and college career. You see, I like speech so much, and have had such a swell time debating that I want all of you to know about it.

"I really can't tell you what an important part the public speaking I did in high school has played in almost everything I have done here at The University of Texas. I had a wonderful time debating in high school—but when I entered the University I soon found that the fun had just begun. College speech-work is 'tops,' and knowing that I never could have taken part in it had it not been for the debating I did in high school, I realize how very fortunate I am.

Prepares for College

"But besides the fine times in the field of speech that are in store for you debaters, you will find that competitive speech really does help prepare you for participation in college activities—which, after all, is half the fun of going to college!

"So all of you colleagues of mine who are interested in speech,—please stay with it. From my own experience I know that there will be many times when it will seem that the hard work that must be spent is all very futile,—but if you will just keep 'plugging away' at it, you will soon find that the many benefits that you will derive are well worth all your efforts.

"I honestly mean it when I say that no matter what you may do in college, your high-school speech work will help you. So take my advice and do just as much debating, declaiming, and extemporaneous speaking as you can,—right now while you have such wonderful opportunities,—and when you get to college,—you will be very glad that you did! Wait and see."

Debaters' Scrapbook

YOU KNOW only too well how wildly prices have fluctuated in recent years, so that producers have been unable to plan their output with confidence. The League of Nations, in its invaluable report (1943), "The Transition from War to Peace Economy," has summarized the facts as follows:

"During the last twenty years, the price of wheat and of jute has been halved three times within about twelve months, the price of cotton three times in periods of under eighteen months. The price of copper and of lead was halved four times within periods of two years, and doubled three times even more rapidly. The price of zinc was halved twice in eighteen months, of tin twice in twenty-four months; zinc and lead doubled

in price three times in two years or less; copper three times in eighteen months. On one occasion the price of coffee was halved in eight months, on another the price of sugar trebled in four months. Between 1920 and 1933, the price of crude rubber fluctuated between four cents a pound and twenty-five times that amount, and was on several occasions doubled or halved in the space of a few months."

These fluctuations were owing partly, of course, to weather, in the case of agricultural commodities; partly to changes in demand; partly to misjudgment or to gambling; partly to political causes such as trade barriers. But above all, the instability grew out of the lack of any adequate world organization to regulate the production and marketing of goods at prices which are reasonably stable and which are fair to both producer and consumer.—Will Arnold Foster, "An Economy of Abundance," from *Free World*, October, 1943, page 329.

Speech Tournaments Given OK by Parents of Pupils

Debate Sponsor Tries to Poll Opinion on Hard Trips and Much Talk

A FEW YEARS ago when transportation and other conditions permitted the growth of many speech tournaments among high schools on a rather elaborate scale, S. Stanley Knapp, debate sponsor in the North Dallas High School, decided to find out what the parents thought of allowing their boys and girls to attend and participate in these tournaments.

Purpose of Survey To this end he addressed the following note to the parents of each participating child:

"You have a child who has participated in speech contest work. Will you write me your frank opinion of the effect that attending speech tournaments had on the social, physical, and educational life of the child. I would appreciate a para-

graph devoted to each of the three phases mentioned above. This information is for a report which I have to make in the very near future."

"The answers," he says, "were whole-hearted approval of the speech tournaments. I know of no better way of conveying the praise than by quoting directly from the letters. I shall divide the quotations into the statements affecting the three phases indicated in the letter. Let us first look at the phase that might have shown some harmful results—the physical.

"Her trips to attend these tournaments have not affected her health in any way adversely."—Mr. F.

"Physically she has not been injured. After returning home from a long, tiresome trip, 'dead tired' as she expresses it, a few hours sound sleep seems to be all that is needed to restore her to normal."—Mrs. G.

"The speech tournaments have helped her physically because she

Visual Aids; News & Guide

VOCATIONAL Guidance Films "Your Life Work," 16 mm. sound films, show workers performing their tasks, enabling youth to see at first hand what the jobs are, while the narrator explains job requirements, training needed, how training can be secured, how the school can assist in the training and what the opportunities are in the particular vocation.

Vocational Guidance Films ready for immediate use are:

Finding Your Life Work. So 1933: This film explains the factors that should be considered in selecting a vocation. The value of knowing your strong points, weaknesses, likes and dislikes is stressed. The contributions of the many departments of the school in building a sound foundation and for special training are emphasized. The film ends with the opportunities available for youth to make a living and to lead a happy life.

Journalism. So 1936: The work of a newspaper reporter in various specialized capacities such as society, sports, music, drama, finance and politics. Feature writing, the columnist's necessity for developing a style and a personal following make up a sequence. The work of the editorial writer, syndicate writing, requirements and remuneration are compared. A discussion of the personal qualifications, mental and physical, which various types of journalism require for successful handling. A fine sequence on the opportunities with a small newspaper and the educational preparation for journalism is carefully presented.

The Woodworker. So 1938: The many phases of the building industry, construction work, furniture, millwork, pattern making and the woodworking craftsmen are shown. The value of the woodworking class, mechanical drawing, mathematics, and sciences for advancement is explained.

Engineering. So 1935: The film shows the work in the fields of civil, structural, hydraulic, sanitary, mechanical, combustion, machine design, refrigeration, heating, ventilating, electrical, mining, metallurgical, and chemical engineering. Qualifications for work in the field of engineering are covered in detail.

The Dairy Industry. So 1934: Dairy plant operation, product processing and marketing opportunities are shown. The dairy farmer and the many jobs on the dairy farm, such as herdsman, milking, separator machines, sterilizing, marketing and accounting are explained. The opportunities and the special training required to qualify for particular lines are stressed.

The Draftsman. So 1939: An excellent film on the training and multitude of positions in this field. The training and qualifications required for particular types of drafting, heating, plumbing, wiring, air conditioning, landscaping, machine, tool, automotive, and aviation construction are presented.

Nursing. So 1937: Nurses are shown at work in operating rooms, as school nurses, as visiting nurses, in government nursing bureaus and as hospital executives. The special training required for certain fields and the jobs to be had are presented. The narrative explains the advantages, qualifications and requirements for success in the field of nursing.

Suggestions are always welcome. If you desire additional information, please write: Visual Instruction Bureau, The University of Texas, Austin 12, Texas.

A BRAHAM LINCOLN, like us, hated the tyranny of man over man. He was, as we are, the foe of any doctrine which seeks to enslave one race to another. He, as we do, always insisted that democratic government with all its faults was one form of government ultimately compatible with the dignity of the human spirit. He passed, as we have passed, through the valley of the shadow of death to the victory of a great principle. In these troublous, uncertain days, when all we love and cherish are at stake, this time-swept city of London, which has stood close to two thousand years, gives added anchorage to hope and faith in the future of mankind.—Ambassador John G. Winant.



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ROY BEDIKHEK, Editor

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ATTENTION is called to the minutes of the meeting of the League's Advisory Council appearing in this issue, and also to the running account and explanation of the legislation recommended which occurs further on in this column. In all probability, the State Executive Committee will submit the recommendations to vote of the member-schools sometime in the second semester. In the meantime, the columns of the LEAGUER are open for discussion of any of the proposals. Of course, space is not unlimited, but there is enough, we hope, for adequate presentation of pro or con views: first come first served.

A COUPLE of years ago, 400 scientists, philosophers and theologians met for the Second Conference on Science, Philosophy and Religion in Their Relation to the Democratic Way of Life. *The New Republic* concluded an editorial account of the violent disagreements of this meeting with the remark: "The conference did not define freedom, in its concluding resolution. It illustrated it in its four days' activity." The point of this observation is that a free-for-all discussion of controversial problems ensued for four days with no general agreement among the disputers except that it was found there was the common factor of a belief in "the dignity and worth of the human personality." Why should there have been agreement that can be summed up in a resolution? The democratic process was illustrated by discussion of widely divergent viewpoints, resulting in an exchange of views, a tempering of beliefs, and a sort of osmotic interpenetration or diffusion of ideas and attitudes by which each participant influenced and in turn was influenced by every other member of the group. This is what makes discussion (we mean, of course, free discussion) so important in our American way of life. It is a reason and a good and sufficient reason for the activities of speech clubs in our schools, discussion clubs, organized bull sessions, forums and the like. Really it is a technique for group-thinking, and the only technique yet devised. Otherwise a group is a mob.

A CORRESPONDENT sends in an account of a League committee which voted to change the rules, due to "the emergency." Of course "the emergency" is an excuse for a great many things; a proper excuse for some and a very inadequate excuse for others. So far as League rules go, "the emergency" is reason in some cases for changing the rules through the proper channels. It does not endow any committee with the dictatorial power of declaring an exception to a rule. The letter follows:

"At a recent meeting of a group of schools with which we are affiliated in one type of League competition, I learned that at a previous meeting, which I was not able to attend, they had voted to waive one of the League rules in that competition during the emergency. I protested vigorously, pointing out the fact that the only way to change League rules was by vote of member schools over the state, as was done with reference to football coaches to be used this year in some of the conferences.

"It is my opinion that it should be illegal for any school or schools to change League rules, except through the proper channels, and still function as a member of the League. In this particular case, the previous action was rescinded and the group voted for the rigorous enforcement of all League rules. The League was organized to correct some abuses in various types of competition, and any action to waive rules, permanently or temporarily, to aid particular schools, will inevitably cause the return of situations which the League was designed to correct."

We quite agree with our correspondent in this matter. If the present emergency makes a rule impracticable of enforcement, it should be changed in the manner prescribed by the Constitution.

Eligibility Rules Pass in Review Before Advisory Body

Three Important Rule-changes Recommended for Balloting

THE MEETING of the Advisory Council held November 13 was fully attended, as may be seen from the list of those present recorded in the minutes submitted by the Secretary H. S. Fatheree, of Abilene, and published in this issue of the LEAGUER.

The Council had placed before it the following communication from the State Meeting of Delegates, authorized at its last meeting, May, 1943:

Revision Rule 30

I. The Council will consider the recommendations of the State Meeting of Delegates relating to a revision of Rule 30 of the Football Plan. Under the provisions of the proposed change a school would be permitted to make a choice between spring practice and the beginning date for football practice, schools not conducting spring practice be-

ing allowed to start football practice on August 15th while those that had spring practice would be permitted to begin practice on September 1st.

Consideration of this item developed considerable discussion concerning conditions, especially weather conditions in various parts of the state. It was pointed out that early September is in some parts of the state excellent for football, whereas in other parts it is entirely too warm. The end of the season sees one part of the state often blanketed with snow and ice, while ideal playing weather obtains farther south.

Members read various communications from schools of their respective regions on one side or another of the proposed change. When the voting came, it was obvious that the Council was overwhelmingly against the change. The discussion developed recommendations for two important changes in this rule:

1. The council recommended that the enforcement of the rule be transferred from the State Executive Committee to the District committees.
2. Furthermore, it was recom-

mended that the addition of the term "pre-season conditioning" to the prohibitory list. The council believes that the training camp idea under various guises threatens under the present liberal rule to become an abuse.

Amateur Rule

II. The amateur rule (Article VIII, Section 8) needs clarification. A definite limit should be set on the cost of athletic awards and specific description inserted of types of acceptable awards.

There is perhaps no rule in all of Article VIII subject to more various interpretations than the so-called amateur rule. Awards from school to school have a wide variation in value, it developed in discussion among members of the council, who recited the practices in their own respective schools and in schools of their respective regions.

Practices in other states were discussed and a study showed that state Leagues may be classified as follows, with reference to this item:

1. States Limiting Awards to Letters: California, Delaware, Georgia, Idaho, Iowa, Kansas, Nebraska, Ohio, Oregon, Washington, Wisconsin.
2. States Limiting Awards to \$1.00 in Value: Alabama, Arizona, Delaware, Florida, Georgia, Idaho, Illinois, Michigan, Minnesota, Missouri, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Tennessee, Utah, Virginia, Wisconsin.
3. States With no Limit on Awards: Kentucky, Louisiana, Maine, Massachusetts, Mississippi, Montana, New Mexico, South Dakota, Texas, West Virginia.

In interpreting the rule, the State Office has held to the traditional amateur interpretation, that is, that awards must have value chiefly as symbols. Any excessive intrinsic value always arouses suspicion, and often results in professionalizing the contestant. Much has been done in the twilight zone between a mere symbolic award and one which pretends to be merely symbolic but which can be cashed in for a pretty penny. The recommendation of the council (for which see minutes) will, if carried, result in a clarification of this rule, although the money value permitted seems to distress some of the more ardent advocates of simon pure amateurism.

III. Holding athletes in school in avoidance of the graduate rule (Article VIII Section 2) is, in the belief of many school men, becoming an abuse. A semester-rule, as we all know, is difficult of enforcement, and can be avoided by those who wish to avoid it. It has been suggested that the graduate rule might be tinkered to prevent this abuse.

This proposal evoked more general and certainly more spirited discussion than any other proposal on the agenda.

Cases were presented by various members of the council showing that some schools apparently deliberately retard prominent or promising interscholastic contestants delaying graduation until they are eliminated by the age rule. Participation in football by seven-year, six-year and five-year high-school pupils was cited not as general practice, but as of sufficiently common occurrence to warrant the adoption of a rule which will prevent retardation in so far as possible.

Of course, a new semester rule was proposed and discussed in this discussion, but it seemed clear in the discussion that schools willing to retard pupils for ulterior motives can easily evade any semester rule.

In the opinion of a majority of the council, the evil can be cured only by some regulation combining the semester principle with that of credits. Schools practicing this method of building up a team of older and more experienced players do so by permitting the pupil to fail in some course required for graduation. A student may therefore have sixteen, twenty or even twenty-five credits, but at the same time fail to graduate and therefore be eligible under the graduate rule by simply failing to pass (or refusing to take) some course required for graduation.

It is therefore the purpose of the proposed new rule to stop this loophole. The rule is not operative against any pupil until he has been in high school for eight semesters. At the beginning of his ninth semester, however, if a pupil has as many as 12 credits, he becomes ineligible. It may be asked (and really was asked during the discussion in the council meeting) why the school intent on retarding could not keep the pupil from accumulating twelve credits. The answer is that in order to be eligible under the scholarship rule, a pupil must be passing in at least three half unit credit courses at the time. Moreover, in order to be eligible in any semester, he must

have passed in three half unit credits during the preceding semester. Therefore, in order to fail to accumulate the twelve credits in eight semesters, he would have to sacrifice his eligibility under the scholarship rule and the "passing grade the preceding semester" rule. The question then arises, why not do that? The answer is that the 18-year age rule is working against the pupil who is seeking retardation. He has to get his participation in before he is 18. These points developed in the discussion. It was emphasized that the pupil making normal progress through school would not become involved with this rule at all.

IV. Quite a number of cases arise under the transfer rule (Article VIII, Section 14) each year in which boys of itinerant families are under continuous disqualification. It has been suggested that this rule might be liberalized by qualifying a transfer under it after he had been in attendance in any school two semesters without participation.

For illustration: a pupil who has participated in basketball or football in School A is ineligible in School B to which he changes for one year. But at the end of the year he moves to School C and is still ineligible. Under change proposed, he would become eligible in School C insofar as Section 14 is concerned.

This item caused less discussion than any other presented at this meeting. The decision was that too few cases arise to justify opening a loophole for evasions, and no change was recommended.

It will be realized that legislation proposed is in the form of recommendations to the State Executive Committee. There should be, of course, a period of discussion before any of the matters proposed should be submitted to referendum. The columns of the LEAGUER are open to discussion.



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.



A Guide to Bird Watching, by Joseph J. Hickey (with illustrations by Francis Lee Jaques and Bird Tracks by Charles A. Urner) 262 pages, Oxford University Press, 114 Fifth Avenue, New York. Price postpaid \$3.50. From Texas Bookstore, 2244 Guadalupe Street, Austin, Texas, school price, \$2.80.

HERE, at last, is the Nature Club sponsor's dream. It

Quote & Comment

DOROTHY THOMPSON analyzing World War III talk now going the rounds, exclaims satirically, "That (World War No. IV) would be fine because by then, we will have perfected atomic disintegration, and so can blow the human race off the earth and give this globe a final, lasting peace." This fits in very well with the pacifistic view of Arthur Schopenhauer, intellectual father of Frederick Nietzsche, in turn inspiration of Hitlerism, who declared: "Life upon this earth is a perfectly useless disturbance of the exquisite tranquility of nothingness."

PRESIDENT CONANT, of Harvard University, is a great believer in the value of controversial discussion. He says there should be in any self-respecting University faculty members and students voicing, respectively, all angles of controversial issues. He thinks one should study Karl Marx as well as the arguments in favor of monarchy. Indeed, he

is at once an inspirational text and a manual and guide for the most spectacular feature of animal life, birds. Very sensibly written with none of the sentimentalism that often mars works on birds, and with sound scientific background, this volume of 262 pages compresses as much information, certainly more suggestions for systematic study, and as many intriguing suggestions as can be found in the same compass in all the vast field of ornithological literature.

The Nature Club sponsor in any school can hardly do without this book, and boy and girl scout leaders will find it just the thing to direct intelligently those inquiring spirits which every troop contains. There is such a variety of projects offered that suitable ones can be found for any locality. Detailed directions are given so that even a sponsor or scout leader who is weak in the general information covering the field can direct projects and supervise studies of great interest and profit to those youngsters who have the enterprise to undertake them and the energy to carry them through.

From the opening chapter on "How to Begin Bird Study" to the five valuable appendices, this work bears the marks of the author's extensive experience not only the field of ornithology but in the much more difficult field of how to educate the public to an appreciation of Nature.

Daily Observations (for communicable diseases and acute health difficulties) Number One (In a Series of Bulletins for Schools and Teachers) The Texas State Department of Health, Austin 2, Texas. Mimeographed. 15 pages. Free on request.

THE INTELLIGENT and instructed mother watches the growth of her baby with an intensity and calculated care which surprises and sometimes incurs the antagonism of the mothers of the previous generation, including of course the grand mothers of the baby so subjected to scientific observation. What should the baby be able to do at one month, two, four, eight and so on? These are questions asked and answered by scientific tests. Periodical inspections by the pediatrician as well as constant observation by the mother tend to keep the baby on a normal developmental curve or know the reason why.

The State Health Department and associated agencies, known as "The Texas Interprofessional Commission on Child Development" has recently issued a bulletin which carries this motherly watching right on into the school life of the child. This Commission, standing in place of the mother, asks the same questions: what should the child be able to do at six years, at eight years, and so on? Are the tasks imposed by the curriculum in a given grade demonstrably beyond the powers of a certain percentage of the children? If so, why? What can be done to determine the immature individual for a given age-level and after he is discovered, what may we do to improve his maturation level.

These are vital considerations, especially so since methods and techniques of an objective sort have been devised which surely pick out the under-developed individual. A recent study made by

the Commission with a technique of unquestioned validity discovered in a representative group of Anglo-American elementary school children a ghastly percentage of 59.9 with "physiological ages six months or more below their chronological ages." Such a sturdy fact kicks to death any curriculum theory built upon mere chronological age-levels.

Now what can be done about this? The Commission has an answer which is at least a start towards doing something about it. It advocates daily observation and provides a plan for teaching teachers to make sufficiently accurate observations.

The bulletin described above is offered free of charge to any teacher on request directed to the Texas State Department of Health, Austin, Texas. It is true that it touches the problem only in its most spectacular aspect, viz., Communicable Diseases and Acute Health Difficulties. But that is the place to begin. It is the great collateral value of making both teachers and pupils health conscious, and leads to finer discriminations and more general appreciation of health and normal development problems.

What Are We Fighting For? A Symposium Conducted by the St. Louis Post-Dispatch. Packaging and postage from League Office: Single copies \$1.00, Ten or more copies in one order \$.05 each.

In an introductory letter addressed to the Editor of the *St. Louis Post-Dispatch*, President Roosevelt says:

"I want to take this opportunity to commend the *St. Louis Post-Dispatch* for its enterprise in publishing a series of articles which discuss the aims and objectives for which the United Nations are fighting. There cannot be too much discussion of this kind, and there could not be a better time for it. . . . Now that we are on the march toward ultimate victory, there is an important job of education to be done so that the tragedy of war will not come again."

Thus, the object of this collection of papers on post-war planning is set forth. Its purpose is to "encourage and clarify public thinking about the post-war world." That it has accomplished this purpose by the presentation of forceful, straight thinking articles on post-war problems is clear from a single reading.

Diversity of Viewpoint
Published from February to May, 1943, as separate articles in the *Post-Dispatch*, the articles are here collected in a convenient and readily accessible form. A wide diversity of opinion is represented, and people from many different walks of life have contributed to the series. College presidents, representatives of big business, ministers, social workers, politicians, newspaper editors, labor representatives, economists, communists, historians, and "common men" are given opportunities to speak their piece. The volume is endorsed by both President Roosevelt and Vice-President Wallace, and concludes with a speech by Owen J. Roberts, Associate Justice of the United States Supreme Court.

In general, the articles are clear, forthright, and direct on matters of general principle. Necessarily, however, they are rather vague when it comes to a discussion of specific ways and means of accomplishing general objectives. The chief criticism of the symposium, it seems to me, is that it emphasizes national rather than international problems too heavily. While it is true that national problems are of tremendous significance, at the same time, our primary objective seems to be the discovery of means of establishing a durable peace. Some of the articles deal with the bases of a lasting peace, but there are more that are concerned with national problems.

Thought-Provoking Series
Most of the articles are very thought-provoking. In particular, "A Seven-Point Peace Program," by Harold E. Stassen (former governor of Minnesota), "A League with Force Required," by Harold G. Moulton (president of the Brookings Institute), and "Disarmament the Road to Peace," by James P. Whiteside (A "Common Man from Missouri"). These articles are specific, affirmative, clear presentations of points of view on matters of vast significance. The article by Moulton, especially, should prove of a great deal of value to debaters on the current debate question.

Despite the single weakness mentioned above (and that should hardly be called a "weakness" but rather a misplaced emphasis), this little volume should prove of inestimable value in gathering a wide range of opinions from a great many people in entirely different circumstances and with entirely different points of view. It offers, I think, a fairly good sampling of the best of constructive thought on post-war problems by the leaders of all phases of American life.



(By Dr. DeWitt Reddick)

FROM Mrs. Rae Eggeling, sponsor of the Harlandale High Chief of San Antonio, comes a letter reflecting the kind of spirit that cannot be linked by wartime obstacles. We trust that Mrs. Eggeling will not object to our quoting part of the letter:

"I have the most enthusiastic group to deal with that I have had in years, and I wouldn't stop teaching for anything in the world. Neither would I give up sponsoring *The Chief*. This may sound like raving, but when so many high-school papers are giving up the ghost it makes us feel good to go on and make an even better paper.

They Sold More Papers
"The paper this year . . . has to be supported mostly by our school community. Realizing that fact we got busy and put on a bang-up subscription campaign. We raised our subscription price from 35 cents and 60 cents to 40 cents and 70 cents. We obtained a film (one hour of shorts) to run on the closing day of the campaign and everyone who had a subscription receipt was dismissed from their third period class to go to the show free. We also went into junior high and promised the students half a page in each issue if they would obtain 150 subscriptions. They got around 200. In senior high we sold about 250 subscriptions. Last week we ordered 600 copies of the paper, sold out and had to order an extra hundred. For a senior high school of only 433 students, I think this is good."

Enterprise and initiative such as that shown by the staff of *The Chief* can overcome many obstacles. What have you done with your paper this year that has been unusually successful? Write to us, for we would like to tell High School Press readers about it.

Arguments for Ads
War certainly should not create any difficulties in the way of getting ads for the school paper. True, merchandise is scarce, and ad solicitors from your paper may encounter some such argument as this: "Why should I advertise when I can sell all the goods I have without advertising?" To this challenge the ad solicitor might consider the advisability of using the following points in argument:

1. Much of the money now being made by retail merchants will have to be paid to the government in the form of income taxes and excess profits taxes unless spent for advertising. Money thus spent may be counted as expense and subtracted from profits, thus reducing the amount on which income and excess profits taxes must be paid.

2. While merchants may not have more goods to sell than they can dispose of without advertising, they do have customers to keep. Customers who have learned that there is no use in paying a visit to a store as certain types of goods are unavailable may be constantly reminded of the store through advertising. These ads can emphasize service and good will rather than commodities. Tell customers how to conserve merchandise which they bought in previous years (radios, refrigerators, electric lamps, etc.). Boost patriotic drives. Explain some of the difficulties encountered by merchants so that customers will be less critical.

Special Services Help
3. The school paper may extend special services to the advertiser. Home town boys now in the armed services will some day return as potential customers. If you send copies of your paper to exes in the services, you can challenge the merchants not to let themselves be forgotten by these potential future customers.

Do you Want Criticism?
During October I. L. P. C. headquarters mailed out criticisms of early issues of the following eight school papers: *Giddings Traveler*; *El Paso Tatler*; *Austin (El Paso) Pioneer*; *Brahma* (Kingsville) *Round Up*; *Pony Express*, Sweetwater; *Port Arthur Pilot*; *Lanier High (San Antonio) El Nopal*; *Harlandale (San Antonio) Chief*. If you would like a criticism, send us a request.

Appearing in the September, 1943, issue of *The Texas Outlook*, is an article by Superintendent Edward Robbins, of Taylor, entitled: "The School Newspaper Trains for Citizenship." The article is based upon a talk Supt. Robbins made at the I. L. P. C. convention last spring. The forceful statements of Supt. Robbins on the real importance of the school paper should furnish ma-

Hookworm Control

THERE are certain parts of Texas badly infested with hookworm, and education of the people (especially school children) in hookworm prevention is a part of the duty of the teachers who are teaching in these infested areas. Feeling the responsibility of schools in this matter we asked a scientist and specialist in parasitical diseases, Dr. Alan C. Pipkin, to give us in plain language and in short compass a description of the life cycle of the hookworm (*Necator Americana*), and he writes the LEAGUER as follows:

Educational Therapy
Control of hookworm is largely a matter of educational therapy. If you can convince the parents and children of the danger of going barefooted and defecating on the ground, the problem is solved, as the infection is acquired only via the skin route.

The eggs of *Necator Americana*, the new world hookworm (it means the "American murderer") are passed in the feces in an undeveloped stage—usually only 3 or 4 cells. The egg undergoes normal development in moist, sandy soil only. If it falls into a dry spot it dies from desiccation. If proper conditions of heat and humidity prevail, the egg embryonates in about 4 to 10 days and a small "free-living" larva hatches out. The larvae feeds actively on fecal debris, vegetative material and metamorphoses into a non-feeding "filarial larva" which has no mouth and must seek an animal host or perish.

"Bore Through Skin"

If a suitable host is available, it bores its way through the skin, shedding its outer covering as it does so. It soon reaches the blood stream and is carried to the heart and lungs. In the latter location it bores its way out of the small capillaries which are too narrow to permit the rapidly growing worm to reach the veins draining the lung blood back to the heart. Breaking out of the pulmonary capillaries into the air sacs, the young worms are carried by ciliary action up the bronchial stem to reach the trachea or wind pipe and are swallowed. On reaching the small intestine the young adults soon mature and mate. The males are usually soon passed out of the body with the feces, but the females become attached to the intestinal lining by their muscular mouths which are armed with 3 very sharp cutting plates. She settles down to the business of her life processes—that of sucking the blood of her host and laying eggs. The latter process is her main business in life and she tends strictly to business—often laying from 10,000 to 25,000 eggs per day. She is a glutton to boot.

Bloodsucker

Not satisfied with sucking all the blood she can digest, she sucks blood continuously. It comes in at anterior end and drools out at posterior end. In this way she has been calculated to milk out as much as 16-20 drops a day per worm—multiply this by 500 and you have lost about a pint of blood. Even in light infections, the individuals lose a half cupful a day and the hemopoietic system (blood manufacturing) becomes literally overtaxed. The toxins poured forth into the blood as it courses by the capillaries upon which the female is sucking, call on the defense mechanisms of the body and a condition referred to as "eosinophilia" results when a preponderance of white blood cells of a certain type are seen present. The individual, due to the constant loss of blood and to the toxicity of the byproducts of the worms, becomes emaciated, dull, undernourished, indolent, lazy and generally ugly.

Hookworm treatment is difficult at best—though not impossible if the patient is cooperative. While it is obviously imperative to rid oneself of the worms, from a public health standpoint, the eradication of the problem can only be approached from an educational side—as constant reinfection is possible and probable so long as the patient goes barefooted and is careless about defecating in the open. The adult worms, if no reinfection occurs, die a natural death within 12-18 months and are evacuated.

Editor's Note: The Texas State Department of Public Health has excellent pamphlets and circulars which may be used in an educational campaign against this terrible disease.

terial for a good editorial in your paper.

If your paper is not yet enrolled for the current school year in the I. L. P. C., you may enroll now without charge by sending a request to DeWitt Reddick, University Station, Austin, Texas.



(By Mrs. James Moll)

TIME is rapidly approaching for the selection of contest plays. Many schools have already made selections. The Drama Loan Service stands ready to assist with the loan of plays or with advice any director who has a special local problem. At present the demand for loan plays indicates a very healthy interest in high-school dramatics. The editor of this column will be glad to receive any reports from the field concerning successful ventures out of the beaten track, or the discussion of wartime use of dramatics, or the discussion of any special problem arising from war conditions, teacher shortage, or other timely topic. There's always space here for you to be heard.

We have read many plays since the last issue and record in the following columns short but not snap judgments on the same:

The Lady Who Came to Lunch by Babette Hughes. French. Roy. \$5, 7w, comedy, 35c, 1 act. A luncheon for a lady of importance who is a food faddist and highly prejudiced presents a problem for the hostess. But the lady learns a lesson and is an innocent tool in romance before the curtain falls.

The Strangest Feeling by John Kirkpatrick. French. Roy. \$5, 2m4w, comedy, 35c, 1 act. Much has been rumored about "women's intuition" and this one-act is concerned with it. Intuition is almost disproved in one family but the youngest daughter saves the day for the ladies.

Life With Mother by Babette Hughes. French. Roy. \$5, 4w, comedy, 35c, 1 act. A clever one-act for theater-in-the-round or regular staging. Mother fancies herself the hub of existence and tries to organize the lives of those about her.

The Laziest Man in the World by Carl W. Pierce. French. Non-roy, 4m, comedy, 35c, 1 act. The laziest man in the world, a burglar, loses his title to the clever man he hopes to rob.

Cottage for Sale by Esther E. Olson. Dram. Play Service. Roy. \$5, 4m4w, comedy, 35c, 1 act. A cottage is for sale because its owners think they can't live happily. But the husband and wife, as well as three other couples, are reunited because it is up for sale. Funny and fast moving.

My Late Spoused Saint by Frank Dunham. Row-Peterson, Roy. \$5, 2m2w, comedy, 50c, 1 act. A new one-act with a touch of farce, fantasy, and whimsy. A dead professor returns to disrupt the life of his widow. A surprise ending should leave the audience amused and interested.

Neat Time Blue by Laurraine R. Goreau. Row-Peterson, Non-roy, 4w, comedy, 50c, 1 act. The inevitable struggle of the female over the fickle male. Clever dialogue and clear-cut, entertaining characterizations maintain the interest and flavor of this all-woman show.

Family Tree by Olive Price. Row-Peterson, Per cent Roy., 12w, comedy, 75c, 3 act. Bonnie, a typical American girl, gets her aunt to pose as a duchess to impress her fiance's family-tree conscious family. Can be made a clever show with the right approach on the part of the director.

Johnny On the Spot by Anne C. Martens. Dramatic Pub. Co., Roy. \$10 to \$25, 3m12w, comedy, 75c, 3 act. The emphasis is on Johnnie, who returns to find himself a war hero

and the mistaken inspiration for a Hit Parade song. The ensuing complications involve a large, varied cast and a single interior set. An up-to-the-minute play that should be fun for high-school students.

Your Face Is Your Fortune by Anne C. Martens. Dramatic Pub. Co., Roy. \$10, 11w, comedy, 50c, 3 act. Jonetta, sixteen and very pretty, imagines herself the ideal choice to win a Victory Cover Girl Contest sponsored by a well-known magazine. Through her younger sister's schemes she is placed in a very embarrassing position and realizes how unsuited she is to represent the modern girl who does her part to help win the war. All ends happily, largely through the efforts of the awakened Jonetta.

Act Your Age by William Davidson. Dramatic Pub. Co., Roy. \$10 to \$25, comedy, 75c, 3 act. Two fourteen-year-old girls decide they can do much to keep up the morale of sailors by writing them love letters. The sailors were safely on the high seas, but unexpectedly get a three-day leave when they reach port and drop in to see the girls. Dressing in their older sisters' clothes, the girls try to keep up appearances of being as old as they had led the boys to believe. Many complications arise, including the arrival of the commanding officer from the boys' ship. Clever dialogue and a great deal of action throughout the play.

The Voice of America by Elizabeth Welch. Row-Peterson, Roy. on application, 50c. A choric drama which can be done with music or tableau, or both. Can be staged very easily and inexpensively, depending chiefly on lighting. As many or as few people as you have available can be used.

They Also Served by Harold G. Sliker. Row-Peterson, Roy. on application, 50c, large cast. A verse drama for a Speech Choir about the men who have served America and served well. A combination of individual characters, speech choir, singing choir, and tableaux compose the cast which plays on three acting levels. Recommended for program material with serious intent.

Belles-in-Waiting by Barbara West. Row-Peterson, Per cent Roy., 4m7w, comedy, 75c, 3 act. Three marriageable sisters think their mother's charm hinders them from getting husbands, so they work out a scheme to get their men and they succeed. The play has good tempo and cleverly written dialogue. Would be a good senior play.

Addresses of Publishers
Dramatic Publishing Co., 59 E. Van Buren St., Chicago 5, Ill.
Dramatists Play Service, 6 E. 39th St., New York 17, N.Y.
Samuel French, 25 West 45th St., New York, N.Y.
Row-Peterson & Co., 1911 Ridge Avenue, Evanston, Ill.

Busy Speaker's Pocket Practice Book by Belle Cumming Kennedy & Patricia Chalgren. Samuel French, New York, Publisher. Price \$2.
This concise little volume, simply and clearly defined, is a good manual for teaching use or for any person whose position calls for good speech. It is composed chiefly of well-planned exercises calculated to free the body, develop a pleasant speaking voice, and increase capacity for enunciation, articulation and pronunciation.

Articles and pamphlets found in the bibliography. Of course, few if any, schools will have access to all the articles cited, but it is hoped all schools will have access to one or more of them given under each heading. Succeeding issues of the LEAGUER will keep the bibliography up-to-date.

Following are items bringing the descriptive bibliography previously issued in circular form up-to-date.

Production
"War Production," *Pathfinder*, September 25, 1943, 1½ pp.
A report on the number of people employed in war work and figures on materials turned out by these workers.

"The Food Problem," *Pathfinder*, June 26, 1943, 1½ pp.
The food and nutrition problems discussed at the International Food Conference at Hot Springs, Va. Amount of food required for civilian and military use—prospects of meeting increased demands. Existing

shortages and expected decline in production of some foods. How victory depends on sufficient food.
"Our Oil Supply," *Pathfinder*, Sept. 18, 1943, 1½ pp.
More oil being used than is being produced—where and how used, oil shortage problem not solved even by rationing. Ways production may be increased, but high cost of operating and low crude oil prices make some methods unprofitable. Number of wildcat wells greatly decreased. Oil men depending on new techniques and higher oil prices to bring in new wells. The importance of oil to our war machine.

Race Relations
"How to Prevent Race Riots" by Winifred Raushenbush. *American Mercury*, September, 1943, 8 pp.
This article gives the background of the Detroit race riot, emergency measures that have prevented most of the rioting, red tape that delayed handling of the situation by troops. Following the riot, suggestions are made for citizens of all large cities to help in locating and reporting racial trouble centers, and what steps should be taken to control rioting if it breaks out. The importance of providing recreational facilities for young people of both races—how the juvenile delinquency problem and the racial relations problem are connected. The organization of groups and committees and their work in bringing about better understanding between the races.

"Race, Color, and Prejudice," *Scholastic* (teachers ed.), Nov. 15-20, 1943, and *World Week*, Nov. 15, 1943, 2 pp.
This article presents the problem of settling refugees of all races in our country, revisits our immigration laws, the need for more equal rights of all races, especially the negro race which makes up one-tenth of our population. Steps that have been taken to overcome racial discrimination in industry. Membership in labor unions should be extended to negroes now to prevent large numbers of unemployed after the war. Many negroes were forced out of their jobs after World War I to make way for returned soldiers, causing serious race riots. Measures should be adopted now to prevent a recurrence of this situation.

Labor in Wartime
"Checkreins for War Labor," *World Week*, Oct. 2, 1943, and *Scholastic* (teachers ed.), Sept. 27, 1943, 2 pp.
An explanation of the provisions of the War Labor Disputes Act, results expected from its enactment, arguments for and against it. The President's stand on the measure. The Act as it affects John L. Lewis and his United Mine Workers strikes. A short history of the work of the War Labor Board.

"The Horns of Labor's Dilemma" by George Meany. *Vital Speeches*, May 15, 1943, 2 pp.
The serious problem of the wage earner whose salary is frozen but who has to pay the high costs of living, which are not controlled as they should be. Food prices making it impossible for many people to have proper diets—no balance has been established between wages and food prices. Little Steel Formula was originally based on assumption that living costs and wages would be reasonably balanced. "Hold the line" order on costs of living not sufficient now—prices must be rolled back to be of benefit to the average wage earner.

Addresses of Publishers
American Mercury, 570 Lexington Ave., New York 22, N. Y. 25 cents a copy, \$3.00 per year.
Education for Victory, U.S. Office of Education, Washington, D. C. \$1.00 per year.
Pathfinder, Washington 18, D.C. \$1.00 per year, \$2.00 for two years.
Reader's Digest, Reader's Digest Association, Inc., Pleasantville, New York. \$25 cents a copy, \$3.00 per year.
Scholastic, World Week, and Junior Scholastic, 220 E. 42d St., New York. 7 cents per copy, \$1.00 per year.
Vital Speeches, City News Publishing Co., 33 W. 42d St., New York. 15 cents a copy, \$3.00 per year. (Back copies are priced at \$0.25 per copy.)

DEBATE FORUM
By Edd Miller

FOR THE remainder of the debate season, this column will be devoted principally to matters dealing with debating the current question, "Resolved: That the United States Should Join in Reconstituting the League of Nations." Each month, a different problem will be considered; this time we will be chiefly concerned with analysis and definitions. These suggestions, now and in future "forums," are simply that—suggestions. Certainly, they are not the last word in debating the proposition, but rather beginning points, places for the debaters to begin his own work. It is hoped, however, that they may prove of some value in organizing material and developing cases.

Resembles Last Year's Question
The question this year, of course, resembles last year's proposition in many ways. First, both are taken from the larger area of Post-War Planning; second, a re-constituted League of Nations as a possible post-war plan has become the affirmative proposal, where it was a possible negative counter-plan in the World Federation question. Remember, too, that a great deal of the analysis done on last year's question would be applicable to the current one, and that nearly all the material gathered for debating the Federation plan is still good material for the League plan.

The analysis of a proposition includes many things: (1) an accurate definition of terms; (2) the exclusion of irrelevant, admitted and unimportant matter; (3) an array of the chief arguments of each side; (4) an understanding of the relationships between the various arguments; and, (5) from all this, a discovery of the issues of the debate. At the risk of making our present analysis incomplete, we are going to concentrate on definition of terms and a statement of the issues of the debate. The array of arguments will be more than adequately taken care of in future columns dealing with building the cases. As far as irrelevant, admitted and unimportant matter is concerned, only a few words need be said about them. It is irrelevant, of course, to discuss the constitutionality of the proposal, on the theory that if the plan should be adopted, ways will be found of making it possible. Both sides in the debate will probably be willing to admit that they are looking for some method of preserving peace in the world—the difference comes, of course, in methods advocated.

Definitions
Now for definitions. The important terms and word needing defining in this proposition are: "Should Join," "Reconstituting," "League of Nations." In defining, "Should Join," a problem presents itself immediately: does this mean that the United States should simply "join" a movement undertaken by other nations, or should the United States be instrumental in initiating the movement? While there is room for argument over the meaning of this term, I believe that the framers of the question meant that the United States should cooperate with the other

(See—Debate Forum—E.)

Current Publications Issued by the University Interscholastic League
Those ordering bulletins should read carefully the description of the bulletin given below and the terms upon which it is distributed. Stamps are not accepted in payment for bulletins, and bulletins are not sent C.O.D. or on account. Cash in the form of money order, express order, currency, or personal check must accompany order. Do not expect the bulletins to travel as rapidly as first-class mail. Wait a reasonable time before sending in an inquiry concerning an order previously given. If it is necessary to telegraph an order, the money should be telegraphed also, as otherwise the order must surely be held up awaiting receipt.

When the term "League School" is used in this list it is meant to refer to a school which is a member of The University Interscholastic League.
Reduced prices do not apply on cumulative orders. For instance, a school ordering 50 copies one time and 50 at another time does not receive these at the rate given on 100 lots.
Bulletins ordered are not subject to exchange, nor will money be refunded for same.

Consitution and Rules of the Interscholastic League (1943), No. 4327, 111 pages, 10 cents per copy.
Contains regulations governing all contests of the University Interscholastic League. Free copy is sent to the person remitting the fee for a school. Extra copies 10 cents each.

Re-Constituting the League of Nations, debate handbook, 60 cents per copy (1943), 200 pages.
This bulletin contains briefs 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."
"The League of Nations" (1923), No. 2329, 87 pages, 25 cents.
Contains briefs and arguments, pro and con, concerning the following query: "Resolved, That the United States should join the League of Nations." This bulletin, although prepared for debates many years ago, contains considerable material germane to the present debate question.

Post-war World Organization (Background Studies), Volume II, 50 cents per copy.
This is a workbook for Interscholastic League debaters. It contains alternate plans for post-war world organization, thus furnishing the negative side in this debate. It also contains a thorough analysis and bibliography, as well as affirmative and negative briefs on the question, "Resolved, That the League of Nations should have sufficient military power to enforce its decrees." Students will find much of value in the way of information, as well as many stimulating suggestions for organizing debate material so that it will be readily available.

League of Nations Debate Package, \$1.
This package contains Volumes I and II of the NUFA Debate Handbook for 1943-44 entitled "World Organization," and containing many articles dealing with one phase or another of world organization, including a League of Nations and American Foreign Policy by J. O. Downey; The United States in a New World (a) Relations with Britain (b) Pacific Relations; Why Did God Make America by H. A. Wallace; The United States and the League of Nations; The Atlantic Charter; Free World Association Folder; Toward a Durable Peace by Eugene Lay; The Price of Free World Victory; "Our President Declared" Free World Folder; Pursuit of Happiness in Wartime by E. C. Lindeman; Problems of World Organization.

Equalization of Educational Opportunity (1941), No. 4138, 250 pages, single copies 35 cents, four copies for \$1.
This bulletin contains arguments pro and con on the inter-scholastic League debate query, "Resolved, That the United States should adopt affirmative and general briefs, as well as an exhaustive analysis of the question and a classified bibliography." It was prepared by Dr. Joseph Ray, Professor of Government in the North Texas State Teachers College.

On the same subject, there are available two handbooks, Vol. I and Vol. II, entitled "Equalizing Educational Opportunity" at \$25 per volume. These bulletins are both good-sized volumes of 200 or 250 pages each.
The Natural Resource Tax (1940), No. 4038, 250 pages, single copies 35 cents, four copies for \$1.
The debate question for the school year 1940-41 proposed an increase in taxes on natural resources, and this bulletin contains a wealth of material, both negative and affirmative. It also contains suggestive briefs. It was prepared under the direction of Professor Thomas A. Rouse, of the Public Speaking Department, The University of Texas.

Socialized Medicine, No. 3938, 250 pages, single copies 35 cents, four copies for \$1.00.
Affirmative, negative and general briefs of the 1939-40 League debate question, prepared by Dr. Joseph M. Ray, Associate Professor of Government, North Texas State Teachers College. There is here assembled authoritative information, pro and con, on this very timely question, including a large bibliography and the names of organizations which will furnish free material.

The Sales Tax, No. 3838, 250 pages, single copies 35 cents, four copies for \$1.
This was the League handbook on the debate query for the school year 1938-39. It contains suggestive briefs, selected arguments, bibliography, etc., all bearing on the debate query, "Resolved, That Texas Should Adopt a Uniform Retail Sales Tax." It was prepared by Professor George Hester and Professor Thomas A. Rouse.

Texas Legislature: One House or Two? No. 3738, 250 pages, single copies 35 cents, four copies for \$1.
This was the League handbook on the debate query for the school year 1937-38. It contains suggestive briefs, selected arguments, bibliography, etc., all bearing on the debate query, "Resolved, That Texas Should Adopt the One-House Legislature." It was prepared by Dr. Joe M. Ray, Associate Professor of Government in the North Texas State Teachers College.

"Government Control of Cotton Production," No. 3538, 311 pages, single copies 20 cents, eight copies for \$1.
This was the League handbook on the debate query for the school year 1935-36. It contains both negative and affirmative briefs, articles from standard authorities giving a general survey of the cotton situation, as well as selected arguments from those who favor and from those who oppose government control of the industry. The editorial in this bulletin is evenly balanced, and it is designed to furnish the high-school debater with a fairly comprehensive treatment of the subject. It was prepared by Professor Thomas A. Rouse, Debate Coach, The University of Texas.

"Radio Control," Debate Handbook, 224 pages, 20 cents.
Contains bibliography and selected articles for and against the following debate question, "Resolved, That the United States Should Adopt the Essential Features of the British System of Radio Control and Operation." Eight copies for \$1.

"Financing a State System of Highways" (1929), No. 2925, 120 pages, 10 cents.
Contains briefs, bibliography, and selected arguments, both affirmative and negative, on the following query: "Resolved, That the Sterling Plan for Financing a State System of Highways in Texas should be adopted." This bulletin was used in the 1929-30 debates.

"Trial by Jury," No. 3028, 10 cents.
Contains briefs and arguments pro and con on the following query: "Resolved, That the jury should be abolished." This question was debated in the League debating contests during the 1930-31 scholastic year.

"Limiting Taxes on Tangible Property" (1932), No. 3225, 10 cents.
Contains briefs, selected arguments and authoritative statistics on the following debate query: "Resolved, That at least one-half of all State and local revenues in Texas should be derived from sources other than taxes on tangible property." This bulletin was prepared by C. A. Duval, Ph.D., Instructor in Economics, The University of Texas.

Equalizing Educational Opportunity, two volumes, 1934, Vol. I, 220 pages; Vol. II, 224 pages, 25 cents per volume.
These two bulletins were prepared by Mr. Bower Aly for debates in the League during the school year of 1934-35. This is an excellent debate question, especially for states which have no public schools. It is a timely question during the past year of Congress. Debate classes, literary societies and debate clubs will find a discussion of this question very stimulating.

"Nationalization of Munitions" (1936), No. 3638, 225 pages, 10 cents.
The question for debate in all Interscholastic League matched debates for the 1936-37 school year was "Resolved, That the Manufacture of Munitions of War Should Be Government Owned." This was prepared by Professor Thomas A. Rouse, Debate Coach at The University of Texas, prepared this bulletin covering practically every phase of the query. The bulletin contains general, negative, and affirmative briefs, bibliography, selected arguments, etc., using, of course, only the most eminent authorities in the field. Single copies, 10 cents.

"Texas History Syllabus," No. 3544 (1935), 61 pages, 10 cents per copy, 15 copies for \$1.
This bulletin offers a detailed outline of Texas History especially prepared for Extemporaneous Speech contestants, with abundant references and a blank page upon which to make notes for additional references and notes. Valuable also for regular curriculum classes in Texas History.

"Making Friends in Music Land," Book II (1926), No. 2637, 75 pages, 10 cents.
This bulletin was prepared by Dr. Lota Spill for use in the Music Memory contests in the League a number of years ago. It is an excellent supplementary reader and may be correlated with music appreciation work. Twenty classical selections are treated. Five cents per copy in quantities of ten or more. Single copies, 10 cents.

"Making Friends in Music Land," Book VI (1935), No. 3540, 80 pages, 10 cents.
Same description as Book II, except that different selections are treated. Single copies 10 cents; twelve copies for \$1.00.

"Making Friends in Music Land," Book VII (1938), No. 3840, 100 pages, price 15 cents.
This bulletin by Dr. Lota Spill gives both teachers and pupils valuable information and suggestions for recognition of theme, instrumental tone and subject. Planned as a classroom material for use in connection with many suggestive and thought questions appended after discussion of certain phases of the subject.

"Making Friends in Music Land," Book VIII (1941) No. 4140, 100 pages, price 15 cents per copy.
Each of the selections contained in the 1942-43 music memory list receives attention in this bulletin. Also there are suggestions to teachers and pupils which assist in the study of the various requirements of the Interscholastic League contest in Music Appreciation. Teachers find this little book quite a help in enlisting the interest of pupils, and in systematizing the study of the selections.

"Developing Number Sense" (1938), No. 3827, 32 pages, 10 cents.
Written by John W. Calhoun, Professor of Applied Mathematics, The University of Texas. This bulletin is an enlargement of the bulletin issued by the League under the same title in 1925. It contains directions to the teacher and to the student for developing "number sense," that is, an ability to solve quickly arithmetical problems with a fair degree of accuracy without the use of pencil or paper. It is old-fashioned but it is a classroom material for use in connection with many suggestive and thought questions appended after discussion of certain phases of the subject.

How to Teach Number Sense, a Handbook for Teachers (1938), Bulletin No. 3842, 28 pages, 25 cents per copy.
A teacher who has been sponsoring this contest since it was included in the League schedule ten years ago has taken great pains to outline exactly how she presents this material to her classes. She has done an excellent job, and many teachers will find it a great time-saver in preparing lesson-plans as well as many suggestions for short-cut methods, record-keeping, etc. It is not designed for pupils, but for the guidance of the teacher.

Word Lists for Interscholastic League Spelling Contests (1942) No. 4233, 16 pages, 5 cents per copy.
The word lists for the three divisions in this contest are published in this bulletin, making a supplementary list for those appearing in the State adopted texts. Both the texts and the word lists are necessary for preparing pupils to engage in this contest. In quantities of ten or more, 5 cents per hundred, postpaid.

Art Appreciation Studies in Fourth and Fifth Grades (1940), No. 4036, 15 cents per copy, 10 copies for \$1.
Mrs. Florence Lowe Phillips is the author of this bulletin which was designed for fourth and fifth grades. Each one of the selections is discussed, and biographical data concerning each of the artists are given.

Favorite Pictures (1941), No. 4136, 15 cents per copy, 10 copies for \$1.
A collection of stories concerning the pictures and the artists included in the 1942-1943 picture memory list is here presented in quite attractive form. The author is Mrs. Florence Lowe Phillips who has prepared other numbers of this series in the past. The bulletin is printed in large type and in a manner suitable for study by children. Each pupil in the picture memory class should have an individual copy of this publication.

"Picture Study in Elementary Grades" (1936), No. 3634, 50 pages, 10 cents per copy.
This is a collection of articles published in the *Interscholastic Leaguer* under the title "Picture Appreciation," by Miss Florence Lowe, Head, Art Department, Sam Houston State Teachers College. The article contains many helpful hints to teachers who have charge of picture appreciation study in the fourth and fifth grades, as well as a great deal of general information concerning the less technical aspects of painting, sculpture, and architecture.

"The Three-R Contest" (1927), No. 2639.
A large folder containing the Ayres writing scale. Five cents per copy.
A Prescribed List of Plays (1941), No. 4125, 12 pages.
A list of 850 One-Act Play titles for use in League contests. Listed according to title, author, number of characters, type, royalty, and publisher.

A Prescribed List of Junior Declarations, No. 4144, Price 10 cents.
A list of 3,000 titles of poems for use in League contests. Listed alphabetically according to title, author, and the books in which each poem is found. Contains bibliography of 66 books of poetry.
The Speech Teacher and Competition (1941), No. 4142, 75 pages, 25 cents per copy.
Part I of this bulletin, the use of competitions as a method of teaching is discussed from a historical and theoretical standpoint by Roy Geddes, Director of The University Interscholastic League. Part II is written by F. L. Winship, Director of Speech Activities in the Interscholastic League. It is designed to be of practical assistance to teachers who are preparing to undertake the work of sponsoring a vigorous speech or declamation contest in their respective schools. Even experienced teachers will find Part II quite worthy of study; those assigned contest duties but inexperienced in this field, will find it invaluable.

Songs for the Choral Singing Contests, 1942 and 1943 Song Books, two pamphlets, 32 pages each, 10 cents per copy, \$1 per dozen.
Many schools have a supply of one or both of these books. In ordering, be careful to specify which pamphlet is needed, 1942 or 1943. Some schools will need copies of both pamphlets.
Let's Sing the Same Songs. Postpaid \$.05 per copy; \$.40 per dozen; \$2.70 per hundred. Only Texas orders accepted.
A collection of favorites with the music, including the following: Aloette; America; America, the Beautiful; Aunt Dinah's Quilting Party; Cape Cod Chanty; Garry Me Back to Old Virginia; Cielito Lindo; Dixie; Down in the Valley; Home on the Range; Thanking Prayer; I Want to be Ready; Levee Song; Nobody Knows de Trouble I've Seen; Old Folks at Home; Rio Grande; Sacramento; Shenandoah; The Star-Spangled Banner; Swing Low, Sweet Chariot; National Recreation Association selected and recommends these songs for school and community throughout the country. The point is made that it is a great advantage to national unity to all sing the same songs, and they're singing from this particular collection everywhere in the country.

Sing We All Noël, Christmas and Twelfth Night Suggestions for Home, School, Church, Recreation Center, Club and Community, by Augustus Delafield Zanzig. No. 4147, 42 pages. Price 15 cents per copy.
Now is the time to begin preparation for a big Christmas celebration in school and community. Music is the soul of the Christmas celebration, and here in this bulletin are many suggestions, not only for music but for various ceremonies. Lists of suitable plays, festivals, pageants, and lists of carols are appended, very valuable for reference.

Senior Declaration Bibliography.
A list of thirty-four books and publications containing Senior Declarations. Some contain both Senior and Junior Declarations. This bibliography is sent free.
Relationship of Scholarship in School to Later Success in Life.
Fifteen-page pamphlet containing reprint of a series of articles by Dr. H. Y. Benedict, late President of The University of Texas, published in *The Interscholastic Leaguer*. It disposes finally of the old contention that the poor student stands best chance of later success in life. The problem is attacked statistically and the answer given: It is the teachers who are primarily responsible for the student's preparation on to high-school pupils through attendance talks and on other occasions. Sent only in case legal-sized stamped and addressed envelope is enclosed with request.

The School and Pre-Military Training, No. 4220, 33 pages. For free distribution.
This bulletin attempts to describe the situation confronting the public schools in this wartime emergency in so far as physical training and physical education is concerned. It contains the report of the U.S. Office of Education War-time Commission, but it is chiefly taken up with a description of the Interscholastic League's Physical Fitness Program. There is an extensive bibliography which is of interest mainly to the coach and the instructor in physical education.

Victory Physical Fitness Clubs, Instruction Manual, 32 pages. For free distribution.
Here is a manual which is prepared with a view to using in physical education even teachers who have had no formal training in the field. Anticipating the shortage of physical education teachers and coaches, the League in cooperation with the Texas Health and Emergency Medical Service is distributing this publication, hoping to encourage the organization of Physical Fitness Clubs on three levels, elementary, junior high school and senior high school. Full instructions are given for teaching the standards and testing the results. All blanks necessary for carrying on this program are also available from the League office.

Athletics—For Better or Worse. By Dr. Chas. W. Flint, formerly Chancellor, Syracuse University, 30 pages.
Dr. Flint is a recognized authority on athletics. His analysis of the evils of athletics is keen and searching, while his estimate of the educational value of athletics is based not only on theoretical study, but upon years of experience in practical administration of the same in school and college. Free on request to member schools; to others, 5 cents per copy.

Typewriting and Shorthand Tests.
Fifteen-minute typing tests, of the same nature as tests used in Interscholastic League Typewriting Tournaments, spaces counted. Two cents per copy, fifteen copies for \$1.00. Sixty-second shorthand tests, and eighty-word shorthand tests, as used in Shorthand Tournaments, 5 cents per set.
"Number Sense" Test Sheets.
For practice tests in "number sense." One cent per sheet. Key for grading problems is sent with each order. No order filled for less than ten copies of a given test. Be careful in ordering to call for "Number Sense" tests.

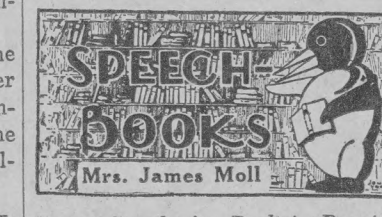
The Interscholastic Leaguer.
Monthly publication, official organ of the League, mailed free on request to any teacher in Texas who is coaching or training pupils for participation in League contests.
Speech Teaching: A Vital Problem in Public Education, by Harry G. Barnes, Ph.D.
The Interscholastic League Breakfast and Section Meeting, November 27, 1936, voted unanimously to request the League to issue Dr. Barnes' address in pamphlet form. This was accordingly done and it is now available for anyone interested who will enclose with request a legal sized stamped and addressed envelope.

Geometry: An Inductive Approach, by Edna Haynes McCormick (1943), 32 pages. Ten cents per copy, \$1 per dozen.
Before the child begins the study of abstract Geometry he should have acquired definite, concrete notions he is called to reason about. "This knowledge," says Dr. M. B. Porter, Professor of Pure Mathematics at The University of Texas, "can only be acquired by bringing into play eye, hand, and brain." Miss McCormick has made the most successful use of this procedure with young students, and their work shows that they are interested in geometry and enjoy it. Through series of carefully graded exercises in paper-folding and in construction with rule and compass, all elaborately illustrated, the author brings together in this bulletin rich material for mathematics teachers who want to do a little something out of the ordinary routine. Excellent for extra class assignments, and especially recommended for eighth or ninth grade mathematics clubs.

Extemporaneous Speech Bibliography (free on request).
This is for the fall semester (1943) assignments in Extemporaneous Speech covering the following general subjects: Labor in Wartime, War Bonds, Production, War Information, Rationing, Inflation, Manpower, Juvenile Delinquency, Race Relations.
All orders for bulletins or other League publications should be addressed to
INTERSCHOLASTIC LEAGUE
University Station, Box H
Austin 12, Texas

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
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Copy of
Special Annual Debate-number of the Congressional Digest, 24 big pages, pro and con of current debate question, \$.25 per copy.
Order any or all these items from
THE INTERSCHOLASTIC LEAGUE
Box H, University Station, Austin, Texas

Extemporaneous Speech
AN 8-PAGE bibliography on extemporaneous speech topics is now available and is becoming generally circulated. Any school may secure one free on request.
The fall semester assignment covers nine general subjects: Buy Bonds, Labor in War Time, Production, War Information, Rationing, Manpower, Juvenile Delinquency, Race Relations, and Inflation.
Specific topics under each of these headings will suggest themselves as study is made of the



Mrs. James Moll

Texas High School Coaches Association--News and Notes

The Texas High School Coaches Association conducts this column through its representative, Mr. Harris, Officers of the Association are: Harry Sittler, Waco, President; W. C. Harris, Fort Worth, Vice-President; Bill Carmichael, Bryan, Secretary-Treasurer--Editor.

THE ADVISORY Council is submitting several questions to the schools that have been previously voted down by a large majority. Several new propositions are also being sponsored by the Council.

We have a fine organization for sponsoring the athletic programs of the schools and it is my personal opinion that the continual tampering with the rules should be stopped. There is little excuse for any school administrator or coach to be misinformed or uninformed about the regulations governing the athletic program in the State of Texas.

No Changes, Please Most of the agitation for rule-changes is made by those who hope to gain an immediate or temporary advantage over those with whom they compete. A second type of agitator comes from the group that opposes athletics in any form. There is no code so complete or perfect that it would fit every situation. The mode of practice in this country requires that we be governed by the will of the majority. So, let us continue those regulations that suit the best interests of the majority involved, and desist from continual agitation for remote regulations that are applicable to isolated cases or to a small minority of the schools subscribing to the University Interscholastic League.

Interscholastic League Advisory Council Minutes

THE UNIVERSITY Interscholastic League Legislative Advisory Council met November 13, 1943, in the Pan-American Room, Driskill Hotel, 8:30 A.M.

The following members were present: H. A. Moore, Kerrville; J. D. Fulton, Prairie Lea; R. W. Matthews, Lubbock; A. L. Faubion, New Deal School, Lubbock; W. C. Coers, Orange Grove; J. W. Roach, Alice; Edward T. Robbins, Taylor; T. Q. Srygley, Port Arthur; V. W. Miller, Dayton; E. K. Barden, Sugar Land; Jack R. Ryan, McKinney; Frank H. Morgan, Commerce; W. C. Cummings, Bonham; J. E. Gregg, Marfa; Ben L. Britte, Brownsville; Larue Cox, Jacksonville; Nat Williams, Ballinger; Murray H. Fly, Odessa; H. S. Fatheree, Abilene; W. J. Stone, Nocona; Roy Bedichek (State Executive Committee); R. J. Kidd (State Executive Committee).

In the absence of Dean T. H. Shelby, due to illness, Roy Bedichek, Acting Dean, presided. H. S. Fatheree, of Abilene, was elected secretary.

All motions were put as recommendations to the State Executive Committee for action.

Spring Practice: Upon motion by Mr. T. Q. Srygley, of Port Arthur, and seconded by Mr. Larue Cox, the Council moved to retain the rule concerning spring practice as it is.

Mr. Srygley moved that enforcement of Rule 30 in the Football Code be transferred from the State Committee to the respective District Committees. Mr. Cummings seconded the motion. The motion carried.

Upon motion by Mr. Srygley, seconded by Mr. Cox, the Council amended Section 30 of the Football Code to include as a violation of the rule for any school to engage in any organized instruction or pre-season conditioning for football from the close of the spring training period to September 1st.

Awards to Athletes: Mr. W. J. Stone moved that awards to students be limited to \$7.50 per year per student except that in the last year of participation the limit be \$15.00 per student. The motion was seconded by Mr. T. Q. Srygley. Mr. Nat Williams moved (as a substitute) to leave the Amateur Rule as it is. Mr. M. H. Fly seconded the motion. Motion failed to carry.

Motion by Mr. Larue Cox to amend, substituting "except in the senior year" for "except in last year of participation" carried. The original motion as amended, carried.

Graduate Rule: Mr. M. H. Fly moved, with second by Mr. J. E. Gregg, that a student who has as many as twelve credits or more at the beginning of his ninth semester shall be ineligible to participate in his ninth semester or thereafter in high school. The motion carried.

Article VIII Section 14: Mr. T. Q. Srygley moved, with second by Mr. E. T. Robbins, that Article VIII, Section 14, be amended to include the suggestion outlined in paragraph 4 of the agenda (Liberalization of Transfer Rule) carried.

Nine-Game Schedule: Mr. T. Q. Srygley moved, with second by Mr. E. T. Robbins, to have a nine-game schedule made ten Fridays counting backward from the week of Thanksgiving, Thanksgiving week

Layman Outlines Course in Nature Study for Schools

Texas Pioneer Derives Helpful Suggestions From Experience

(By O. W. Williams*)

I WAS born in Kentucky. My schooling was had in various places between the Missouri River and the Atlantic Seaboard, and in all that wide stretch of country, mountain, plain and prairie, the oak was easily the chief of all the deciduous trees. Deep set in the earth, gracious in shape, and lofty in form, the different species of the genus Quercus were, each, as worthy of the homage of the Druids, as the oaks of Mona in the days of Sautonius--barring the use of the silver sickle--for there was no mistletoe in those Northern latitudes. It was a genus of giants that I knew.

Pygmy Oaks But in 1877 when I went out into Buffalo Land in the western borders of North Texas, I found that the oak genus had its pygmies as well as its giants. There was a great scope of country from the Canadian River on the north to the Rio Grande on the south, extending east from the Cap Rock of the Llano Estacado on the west to about the 100th degree of longitude west from Greenwich, in which the dominant form of arboreal growth was a Lilliputian tree, growing to a height of one to two feet and with trunks about as thick as a man's thumb. There were much larger trees in this territory--willows, junipers, cottonwoods, chinaberries, walnuts, hackberries and mesquites--but with the single exception of the thrifty mesquite, they were exceedingly scant in number, and generally only to be found closely adjacent to water courses. Now the dwarfed shin-oak bore its acorns over much of that country at the foot of the high plains.

It was found most frequently in sandy lands growing in scattered clumps, but where the sand was found in great thickets and sometimes reaching a height of four feet or more. These thickets were well known to the buffalo hunters and to the frontiersmen as "shineries," a word evidently derived from the descriptive name of that oak--the shin-oak--and as far as I am informed these names are still applied by the inhabitants of that territory. The shineries were covets, in which in those early days might be found the Virginia deer, the wild turkey, the pinnated grouse, and in the lower latitudes the javelina or peccary.

Largest Shinnery These shineries were generally to be found in the central and northern part of the habitat of the shin-oak, and about the largest one of which I have any knowledge lies between the southeastern corner of New Mexico and the track of the Texas and Pacific Railway Company near Monahans, Texas. South of the track the sand becomes light and infrequent. But the oak in scattered clumps can be found in the southern part of Pecos County, Texas, in a limestone country along the higher outline of the Marathon fold from the Glass Mountain to the Pecos River. And it may be seen also in places much west of this, but thin on the ground, and sparsely scattered. The Kingdom of the Lilliputian oak does not much exceed the bounds above set out, but it appears as a trifle in many places of the Southwest.

Now names have stories. For the last fifty-five years I have wanted to learn the story of the name "Shinnery," but in all the dictionaries and encyclopedias which I have searched in that time have never found the name. Even Bailey's Cyclopaedia does not carry it. It was only when I tried to find the origin of the family name "Chinnery," that I came upon that story. For the name of that family comes from the Norman French word "chene," meaning an oak tree, and "Cheniery" meant an oak grove. So, as the French "ch" is pronounced like the Eng-

*Editor's Note: This article by Judge O. W. Williams of Fort Stockton, Texas, has been reprinted in The Junior Historian upon the suggestion of several of the leading members of the association and of outstanding Texas educators. The original address, delivered in 1930 and printed in a now virtually unobtainable pamphlet, has lost none of its timeliness and applicability to the present Texas scene. Judge Williams came to Texas in 1877 and has for four decades been a Fellow of the Texas State Historical Association. His writings and observations on Texas have been wide and profound. This article demonstrates clearly that Judge Williams was one of our pioneer thinkers in the Junior Historian philosophy.

lish "sh," here you come to our words "shin" and "shinnery." It is rather remarkable that our name "shin-oak" should carry a duplication of meaning, just as our name Rio Grande "River" drops into the same peculiarity. Both cases are the results of a transfer to our language of words from a foreign tongue, and the family name in the old language becomes the "given" or "first" in the new. We have a common phrase--very common during the Civil War--referring to a class of fighting as "guerilla warfare." Now the word "guerilla" taken from the Spanish means in that language a "little war," so here again we have a double use of the word, another case of "tautology." And to these examples there may be added the name "Cork Oak," because it is highly probable that "Cork" comes to us by an intermediate language from the Roman "Quercus," given to the cork-bearing oak of the Mediterranean shores.

Derivation of "Shinnery" But assuming that shinnery is really derived from a French word there is still a missing link. How did the name come down into English from a French source? When the Norman French word came into England it is reasonable to account for it as coming in with William the Conqueror, and his Norman French vassals. To parallel this, we can only say that the French, first under La Salle, and later under their western explorations, claimed, from Louisiana to the Rocky Mountains; and the western country, including the headwaters of the Red River of the South, was the home of French traders and trappers, for fifty years before, and for as many after, the purchase of Louisiana from France. So such a name might easily pass from the French tongue to our English border people. To support this surmise, there is a town named Cheniere in Acadian Louisiana, and one hundred years ago the French firm of traders and trappers headed by the Chouteaus of St. Louis, Missouri, had a traders' station on the head of the Osage River in Southwestern Missouri, which bore the name La Cheniere (the Oak Grove). The name of our diminutive oak passed from the traders and trappers to our unlearned frontiersmen of American nationality, but being local to those frontiersmen, it did not get to the men in armed chairs, who make dictionaries.

(To be Continued)

Tournament

(Continued from P. 1)

must get the proper amount of rest in order to be rested and to keep her mind alert, therefore, she doesn't indulge in regular weekend dissipations of the average high-school student."--Mrs. B.

"Physically, there were no ill effects from the late and early driving to and from the tournaments."--Mrs. F.

"While attending speech tournaments have necessitated some early risings on cold mornings, no ill effects have been noticed."--Mr. M.

While quoting from just a few letters is inconclusive proof yet it does reflect the general trend of opinion of parents.

Educational Value Let us now look at a few statements on the educational value of these tournaments.

"From my viewpoint one of the advantages of tournaments is the mental alertness which it creates."--Mrs. C.

"It adds that cog in the cultural wheel of the student which otherwise would be missing. It teaches concentration, quick thinking, and organization as well as good expression of thought."--Mrs. H.

"His knowledge of facts, statistics, and conditions in our own State as well as the entire United States has increased considerably. He is more able to analyze facts and derive their actual meaning; and organize these facts so as to get the most from them. He has a stronger initiative for learning and desire to continue his education on through college."--Mrs. P.

"The study and research which he does in preparing for these tournaments I consider to be no small education within itself."--Mrs. S.

"The educational value of this training to her is limitless. She learned to pick important facts from her reading matter, learned to form her own opinions on topics of the day, and to take an interest in them. We notice how much the training helped her to concentrate and think quickly."--Mrs. C.

"Attending speech tournaments is very valuable to the educational life of the child. He competes with those who have had the same training. He learns to express his thoughts in well spoken words. He learns to speak intelligently of facts and figures. He learns to take and give decisions. He learns to speak without self-consciousness with the same force and effectiveness before an audience of any number."--Mr. J.

The foregoing quotations would indicate that the parents were conscious of an educational value in speech tournaments which few of their usual school classroom.

But we are social beings, moving in an ever widening social world. It is but natural that the strongest comments, the greatest praise comes on this phase of speech tournaments.

"The contacts with strangers, and appearing before new judges and new audiences, have greatly improved her poise, self-assurance, and ability to express herself clearly."--Mrs. F.

"From the visits to other towns for participation in tournaments my child has increased not only the number of her friends, but also has found them among contemporaries who are giving some thought to serious things."--Mrs. M.

"My child went places, met people, and had experiences which she would never have had except for the tournament."--Mrs. B.

"He has come to possess ability to get along with people of opinions adverse to his; and to realize each individual has a right to his or her

be more lasting and fitting than this proposed handbook.

"The idea of this production by the scholars and writers in the fields of history and biography has long been carefully thought out. It is sponsored by the Texas Historical Association, the oldest learned society in this area and one of the most notable in America. Properly enough, The University of Texas will probably be associated with this magnificent enterprise. Any other individual or group invited to share in bringing it to fruition will be honored not only by the association with its sponsors, but by reason of helping to bring to life a work that has long been needed. The Handbook of Texas will doubtless go down as one of the lasting contributions to learning and popular education in our time."

"The training has been a social asset to N. J. She was a very timid, self-conscious child. It has given her self-assurance, poise, and charm. She now takes part in many social activities in both school and church."--Mrs. B.

"The improved social position which my boy enjoys at school since attending speech tournaments has greatly enriched his school days and will no doubt influence his entire life."--Mrs. McC.

"The social life enjoyed at these tournaments left a very definite mark upon each one participating. One was able to learn to live with others in a helpful, understanding, congenial way. There was fun for all, and our boy always came home refreshed after attending these tournaments."--Mrs. P.

"And so," concludes Mr. Knapp, "the mirror of parental appreciation reflects only a growing consciousness of the values that tournaments have for their children."

Toughening Infantry

(Continued from P. 1)

The troops go through calisthenics every morning. Maneuvering to get into correct positions for firing a rifle is almost a course in calisthenics in itself. Students may also be given practice in the art of falling to the prone from a run. They will find good use of their learning when diving into cover with a rifle clutched in both hands. Head stands, shoulder stands, and exercises which develop the neck muscles will be found of value, when a boy is called upon to wear a heavy helmet for hours which run into days. A limited number of exercises may be of value in developing leg and foot muscles which will come into play on those long marches.

"Probably of greatest value will be the organization of hiking clubs or groups encouraging walking, making walking in all kinds of weather a pride among the students. Understand, please, that it is that constant pounding day after day for which the student must prepare himself. If the athletic team is playing in a city eight or ten miles away, why not organize a group to walk to see the game. The infantry marches night and day, in cold or heat, and next year these boys may be wearing the crossed rifles insignia of the infantry.

"I also suggest greater emphasis on the competitive sports. Track, football, wrestling, boxing and basketball probably will be of greatest value. A good infantry soldier must have the stamina required in these sports plus the confidence that he can 'take it.' The boy who finishes a race, opens a hole for a touchdown plunge, or rebounds to score the winning point has gained something which is very valuable. He has gained confidence that his body can be made to go on, even though he feels like dropping out.

"Your student is going to march. He is going to march through the heat of the jungles, through the snows of the tundra and through the sand of the desert. He will march with blisters, bruises and tired muscles, but he must keep going. Death is the doom of the straggler in Guadalcanal. Let's give the next soldier a physical education which will equip him for the rigors of the life ahead of him."--Athletic Journal, Chicago, Vol. XXIII, No. 7, March, 1943.

Debate Forum

(Continued from P. 3)

United Nations in founding a re-constituted League. Probably the term that will cause the most trouble is the word "Reconstituting." One meaning is simply that the League of Nations, founded after the last war, should be restored to life with little or no change. The other possible meaning is that the old League should be brought to life again, but with some significant changes. Most affirmative teams, I believe, will want to use this second definition, and with justification. The implied meaning of the term, it seems to me, is that--a renewal of life with significant changes. What these changes are, of course, will be a great part of the affirmative case. And finally, the term "League of Nations." A league is differentiated from a federation in several ways. First, a league is a more loosely constructed organization than a federation. And, the most important difference a fed-

eration calls for the surrender of sovereignty on the part of member states, while a league does not. Hence a league of nations is a loosely joined organization of nations in which each nation is allowed to keep its sovereign powers. Difference should be made, also, between a league and the League of Nations. The League of Nations is any such organization that would fit the requirements listed above, while the League of Nations refers specifically to the organization set up after World War I.

Naturally, there are any number of terms dealing with the proposition that need defining and understanding. Most of these are like the ones dealing with the federation plan. Some of the more important ones are: alliance, confederation, federation, nationalism, isolationism, sovereignty, regionalism, super-state, etc.

The "Stock Issues" In discussing the issues of the proposition, a good starting point is a consideration of the so-called "stock issues" in debate. They are, of course, (1) Is there a need for a change? (2) Will the proposed plan correct the existing evils?

(3) Is this solution the best possible solution? Issues, as you can see, are simply questions to which the affirmative must answer "yes." The issues for the current question, as I analyze it, are five in number: (1) Is there a need for some type of international organization? (2) Is a league the desirable type of organization? (3) Is the League of Nations the desirable type of organization? (4) Is the League of Nations the best type of organization to join in this proposal? If the affirmative answers "yes" successfully to each of these questions, then the burden of proof has been adequately handled; if the negative can successfully answer "no" to any one or more of these questions, then the negative has established its case.

As pointed out earlier, these are simply suggestions, and if you differ with them or wish to add anything to them, please feel free to do so--why not drop me a line about it, if you have some contribution to make. At any rate, this should be some sort of starting point for a consideration of the affirmative case next month.

Plan for Intramural Set-up Suggested to Any Sized School

(By R. J. Kidd, Athletic Director, University Interscholastic League)

THE physical fitness division of the U. S. Office of Education has submitted to the schools of the nation a wartime program of physical education. This program calls for mass participation of high-school boys in vigorous and rugged activities. The activities selected should develop "strength, endurance, stamina, coordination and agility" in the individual participants.

The one phase of the physical education program that seems to be the most difficult for the schools to organize and develop is the intramural program. It is difficult because participation is on a voluntary basis and the activities to be included in such a program must be determined by pupil interest.

Purpose The object or aim of the present plan is to submit to the schools a few practical and concrete suggestions for organizing high-school boys' intramural athletic teams. The intramural program properly organized and conducted offers an opportunity for every physically fit boy to participate on a school team.

Selections A system or a plan for determining team membership should eliminate grade distinction and set up teams on a basis that will insure equal and fair competition. Experience has shown that one of the best and easiest classification devices for team membership is on an age-height-weight basis. This plan is also recommended in the "Victory Corps Series, Pamphlet Number 2," U.S. Office of Education.

The age, height and weight table with the corresponding exponent value for each of the factors is simple and easily understood. The exponent value of each of the factors may be found from the table in the next column. These values are then recorded and totaled on the following form:

Table with columns: Name, Grade, Age, Year, Month, Height (inches), Weight (lbs.), Total Value, Classification or team Assignment, Exponent Value.

The classification plan for secondary boys follows:

Table for Finding Exponent Values of Different Ages, Heights, and Weights

Table with columns: Exponent Value, Age, Height, Weight.

*Cotnam, Frederick W.; Trieb, Martin. Athletic Achievement Scales for Boys in H. S. and Nelson, N. P. Physical Education Secondary Schools, New York, A. S. Barnes and Company, 1936, p. 13.

To use this table look down the column under age until the interval is found, in which a boys age falls, then look across to the column of exponents and read the exponent value for the age in question. Record this exponent value. Look up exponents for height and weight. Add the three exponent values together, the sum is the classification index of that boy.

The intramural director or intramural council determines team membership on the basis of the individual exponent totals or classification index (C.I.).

Number on Teams There is no definite rule to follow in deciding on the number of boys that will be permitted on a team. It is believed, however, that

an athletic team of fifteen members should be about the desirable number.

Assignments

To insure equal and fair competition the boys must be distributed among the several teams in accordance with their classification scores. This plan insures an approximately equal distribution of the physical capacities of the boys according to rating by the age-height-weight table.

The following scores represent the classification index of the boys in a small high school. Note that the numbers have been distributed in such a fashion that the total exponent value of each team will be of approximately the same:

Table with columns: Teams, A, B, C, D.

A good procedure to follow in placing boys on teams is arrange all classification indexes (scores) in a list in order of size from highest down, and then start at the top of the list and place the scores alternate in different teams, skipping around so as not to give one team first choice all the time. Juggle scores around from team to team to get the totals equal. When teams are formed then insert boy's names in place of classification indexes.

Activities

The activities selected for intramural competition should be adapted to the available leadership, pupil interest and school facilities. Since pupil participation is voluntary the events to be included should be largely determined by pupil interest.

Here is a list, by no means exhaustive, which is recommended as practicable for the average school:

Table with columns: Swimming, Softball, Basketball, Volley Ball, Soccer, Football, Track and Field, Touch Football, Boxing, Wrestling, Tennis, Chinning, Push-ups, Rope Climb, Baseball throw, Pistol shooting, Putting, Ping pong, Horse show, pitching.

Schedule Making

Intramural schedules should be of short duration in order to maintain pupil interest. Teams should not be expected to play more than two games during any one week. Round robin tournaments are preferable to elimination tournaments when possible. Schools may write to the League Office if special problems arise in connection with schedule making.

Administration

The intramural director should be a person not immediately responsible for the coaching of the varsity squad. An intramural council should be provided with a membership composed largely of pupils. Student coaches and student managers functioning under the direction of the intramural director should provide the major portion of the leadership.

The intramural council would be charged with the responsibility of arranging schedules, enforcing eligibility rules, selecting the contests, releasing publicity and promoting in general the entire intramural program.